

HANDOUTS for LECTURES

LIS 601 Introduction to Reference & Information Services

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INFORMATION STRUCTURE OF REFERENCE SOURCES

KINDS OF INFORMATION NEEDED	TYPE OF REFERENCE SOURCE TO CHECK	ADDITIONAL INFORMATION GIVEN
Person/People Name of a Company, Institution, or Organization	Who's Who Directory	Short Biography Address-Location Telephone numbers
Maps, Place/City, State, Region, Country	Atlas	Dates, Historic Facts, Geographic Facts & Statistics
English or Other Language Spelling, Grammar, Synonyms	Dictionary	Etymology, Usage, Antonym, Pictures, Pronunciation
Historic Facts, Dates, Bibliographies, Geographic Facts	Encyclopedia	Diagrams, Pictures Bibliographies, Long & Short Topics & Places
Current Event, Magazine & Journal Articles, Author Name, Publication Date, Volume & Issue Number, Pages	Periodical Index Article Database	Magazine & Journal Titles Subjects/Keywords, Abstracts, Where an Article is Published
Works of Art, Music, or Literature, List of Newspapers etc.	Bibliography	Title & Author of a Book, Article, Film, Software, etc.
Recent Dates, Important Yearly Dates, Trends, Yearly Statistics	Almanac Yearbook	Lists of Facts, Tables & Charts, Glossary, Summary of Annual Events & Awards
Academic, Technical, & Disciplinary Knowledge, Instructions	Handbook, Guide How To Manual	Rules, Guidelines, Bylaws, Categories of Information
Writing Form, Bibliography Style, Footnote Style, Capitalization Rule, Punctuation Rule,	Publication Style Manual Writing Manual	Instructions for Writing a Paper, Abbreviation Forms, Grammatical Rules, Reference Format
Review of a Particular Book, Author of a Review	Book Review Index	Where Each Review for a Book is Published

Categories of Information in Answer-Providing Sources

INFORMATION WANTED	TYPE OF REFERENCE TOOL	SAMPLE TITLES
Address	DIRECTORY	<i>U.S. Government Manual</i>
	BIOGRAPHICAL DIRECTORY	<i>Who's Who in America</i>
Location	ATLAS	<i>Goode's World Atlas</i>
	ENCYCLOPEDIA	<i>World Book Encyclopedia</i>
Background Information	ENCYCLOPEDIA	<i>Encyclopaedia Britannica</i>
	HANDBOOK	<i>Occupational Outlook Handbook</i>
	MONOGRAPH/TEXTBOOK	<i>Psychology & Life</i>
	BIOGRAPHY	<i>Biography Index</i>
Bibliography	ONLINE CATALOG	<i>UH Voyager Online Catalog</i>
	GUIDE TO LITERATURE	<i>Guide to Reference Books</i>
	ENCYCLOPEDIA	<i>Encyclopedia of the Social Sciences</i>
	INDEX	<i>Short Story Index</i>
Date	DICTIONARY	<i>American Heritage Dictionary</i>
	ENCYCLOPEDIA	<i>Academic American Encyclopedia</i>
	HANDBOOK	<i>Guinness Book of World Records</i>
	ONLINE CATALOG	<i>Public Library Catalog</i>
Document Verification	ONLINE CATALOG	<i>UH Voyager Online Catalog</i>
	PERIODICAL INDEX	<i>Religion Index</i>
	ARTICLE DATABASE	<i>Academic Search Premier</i>
	BIBLIOGRAPHY	<i>Asian American Studies: An Annotated Bibliography & Research Guide</i>

Illustration	DICTIONARY ENCYCLOPEDIA HANDBOOK ATLAS	<i>Webster's New World Dictionary</i> <i>Encyclopedia Americana</i> <i>PDR: Physician's Desk Reference</i> <i>Reader's Digest Atlas of the Bible</i>
Numeric Information Measurement: Statistics:	ENCYCLOPEDIA ATLAS HANDBOOK ALMANAC/YEARBOOK ATLAS	<i>Collier's Encyclopedia</i> <i>Times Atlas of the World</i> <i>Handbook of Chemistry & Physics</i> <i>Statistical Abstract of the U.S.; World Almanac & Book of Facts; State of Hawaii Data Book</i> <i>Atlas of Hawaii</i>
Organization	DIRECTORY ENCYCLOPEDIA	<i>Encyclopedia of Associations; Books in Print: Publishers</i> <i>Van Nostrand's Scientific Encyc.</i>
Person	ENCYCLOPEDIA ALMANAC/YEARBOOK BIOGRAPHICAL SOURCE	<i>Compton's Encyclopedia</i> <i>Information Please Almanac</i> <i>Something About the Author</i> <i>Contemporary Authors</i>
Recommendation	GUIDE TO LITERATURE REVIEWING SOURCES ARTICLE DATABASE	<i>Guide to Reference Books</i> <i>Kister's Best Encyclopedias</i> <i>Book Review Digest</i>

TWO MAIN TYPES OF REFERENCE SOURCES	
DATA TOOLS	ACCESS TOOLS
PROVIDE DATA OR FACT RETRIEVAL	PROVIDE POINTERS TO DOCUMENT RETRIEVAL
FACTS & FIGURES	CITATIONS & ABSTRACTS
<ol style="list-style-type: none">1. READY REFERENCE2. ALMANAC or YEARBOOK3. DICTIONARY4. ENCYCLOPEDIA5. ATLAS6. DIRECTORY7. HANDBOOK8. FULL TEXT DATABASES	<ol style="list-style-type: none">1. INDEXING SOURCES2. ABSTRACTING SOURCES3. PERIODICAL DATABASES4. BIBLIOGRAPHIES5. ONLINE CATALOG

INFORMATION STRUCTURE OF PERIODICAL INDEXES & DATABASES

LEVELS OF INFORMATION

1. General
2. Technical
3. Specialized

AMOUNT OF INFORMATION

1. Citations
2. Abstracts
3. Full Text

FORMATS

1. Print
2. Online
3. CD-ROM
4. Web/Internet

ACCESS TO INFORMATION

1. Indexes

- Author
- Title
- Subject
- Others

2. Search Mode

- Browse
- Keyword

3. Search Terms

- Natural Language
- Controlled Vocabulary

ACCESS TECHNIQUES

1. Menu

2. Form Fill-in

- Boolean Logic
- Field Limiting
- Truncation, Stemming
- Proximity Operators

3. Command Language

- Boolean Logic
- Field Limiting
- Truncation, Stemming
- Proximity Operators

EDUCATION RESOURCES INFORMATION CENTER [ERIC]

ERIC is a periodical and materials index/database for the fields of education, library and information science, psychology, computers, sports, science, art, and many other topics that relate in some way to education. *ERIC* is a product of the federal government and is available in print and on the Internet (HL's subscriptions to the Cambridge Scientific Abstracts and the EBSCO Host versions of *ERIC*). This page illustrates *ERIC*'s internal information structure.

<p>ERIC DATABASE</p> <p><i>Thesaurus of ERIC Descriptors</i></p> <p><i>CIJE (Current Index to Journals in Education)</i></p> <p><i>RIE (Resources in Education) [unpublished material]</i></p>	
<p>SUBJECT INDEX</p> <p>DESCRIPTORS (controlled vocabulary assigned by indexers)</p> <p>IDENTIFIERS (unique terms in a document extracted by indexers)</p>	
<p>EJ NUMBERS</p> <p>identifying journal articles</p>	<p>ED NUMBERS</p> <p>identifying unpublished material</p>
<p>EJ NUMBER ORDER</p>	<p>ED NUMBER ORDER</p>
<p>FULL CITATION INFORMATION</p> <p>DESCRIPTORS & IDENTIFIERS</p> <p>ABSTRACTS</p> <p>PARTIAL FULL-TEXT ONLINE</p>	
<p>If not online: LOOK-UP THE</p>	<p>If not online: LOOK-UP THE</p>

JOURNAL CALL NUMBER TO FIND AN ARTICLE	ED NUMBER IN THE ERIC MICROFICHE FILES TO FIND THE TEXT OF A DOCUMENT
---	--

SEARCH STRATEGY PRINCIPLES & TACTICS

1. RULES FOR COMPOSING SEARCH STATEMENTS

A. CONCEPT ANALYSIS

- OMIT REDUNDANT, OVERLY GENERAL, & NON-CONTENT TERMS, e.g.:
 - "CRITICISM" RESTRICTS UNNECESSARILY IN A DATABASE OF LITERARY CRITICISM
 - "EDUCATION" OCCURS IN TOO MANY RECORDS IN *ERIC*
 - "ROLE" RESTRICTS UNNECESSARILY, IMPLIED IN MEDIATOR
 - "MOTIVATIONAL" RESTRICTS UNNECESSARILY, IMPLIED IN THERAPY
 - "ANALYSIS" RESTRICTS UNNECESSARILY, A NON-CONTENT TERM
- IDENTIFY CONTENT WORDS FROM THE QUERY OR DESCRIPTION OF THE TOPIC THAT REPRESENT SPECIFIC ASPECTS

B. TERM SELECTION

- SELECT CONTROLLED VOCABULARY AND NATURAL LANGUAGE

C. LOGICAL CONNECTORS

- RULE of 2 MAXIMUM ANDs
- AND reduces results (some databases use +)
- OR increases results
- TRUNCATION or STEMMING increases results (e.g., **librar?** retrieves library, libraries, librarian, librarians, and librarianship). Some databases use *

- POSITIONAL or PROXIMITY OPERATORS for phrases or semantic control

2. DECIDE WHEN TO USE CV, NL OR BOTH

<p>CONTROLLED VOCABULARY SUBJECT HEADINGS DESCRIPTORS INDEX TERMS, AUTHORIZED TERMS AUTHORITY FILES</p>	<p>NATURAL LANGUAGE ORDINARY LANGUAGE AUTHORS' LANGUAGE TEXTWORDS, KEYWORDS FREE TEXT, SYNONYMS</p>
<p>ESTABLISHED CONCEPT, SUBJECT, PERSON, PLACE, COMPANY</p> <ul style="list-style-type: none"> • AUTHOR AS SUBJECT 	<p>RECENT CONCEPT, PRODUCT NAME, words in TITLES & abstracts</p> <ul style="list-style-type: none"> • TITLE AS SUBJECT
<p>CV IS AVAILABLE & SPECIFIC TO THE CONCEPT</p> <ul style="list-style-type: none"> • ONLINETHESAURUS e.g., Academic Search Premier Subject Guide • LCSH SEARCHES in Voyager • USE SYNDETTIC STRUCTURE TO FIND ALL RELATED TERMS e.g., PP CONCEPT 	<p>CV IS BROADER THAN THE CONCEPT</p> <ul style="list-style-type: none"> • ONLINE INDEX • BROWSE/SCAN LIST UP & DOWN e.g., MEDIATION, MEDIATORS • PHRASE SEARCH " " e.g., HPT, PC, & CFS CONCEPTS
<p>IDENTIFY WHICH FIELDS HAVE CV</p> <ul style="list-style-type: none"> • DESCRIPTOR FIELD • IDENTIFIER FIELD • SUBJECT FIELD 	<p>SCAN RECORDS FOR USEFUL CV</p> <ul style="list-style-type: none"> • PRINT & EXAMINE FULL RECORDS • SCAN SUBJECT FIELD
<p>SCAN RECORDS FOR OTHER USEFUL CV</p> <ul style="list-style-type: none"> • DESCRIPTOR FIELD • IDENTIFIER & KEY PHRASE FIELD 	<p>SCAN RECORDS FOR OTHER USEFUL NL</p> <ul style="list-style-type: none"> • TITLE WORDS • ABSTRACT WORDS • FULL TEXT ARTICLES

3. BUILDING BLOCK STRATEGY

ALWAYS SCAN SETS FOR RELEVANCE BEFORE FURTHER NARROWING/LIMITING/REVISING

- FORMULATE A QUERY FOR EACH CONCEPT OR FACET
- REVIEW RESULTS FOR EACH SET
- COMBINE SETS (e.g., #4 AND #7) TO REFINE QUERY RESULTS
- REVIEW SEARCH RESULTS FOR RELEVANCE THROUGHOUT THE PROCESS
- DO SAME SEARCH WITH CV THEN WITH NL & COMPARE RESULTS

4. SUCCESSIVE FRACTIONS STRATEGY

- IDENTIFY THE BROADEST CONCEPT FOR THE INFORMATION NEED
- FORMULATE A QUERY AND RETRIEVE A LARGE SET
- SUCCESSIVELY REDUCE THE SET BY ANDing ANOTHER FACET & REVIEWING RESULTS BEFORE ANDing ANOTHER FACET

5. CHOOSE DATABASES FOR RELEVANCE TO THE SUBJECT

- DO SAME SEARCH IN TWO or MORE DATABASES & COMPARE RESULTS
e.g., search for NAHL in:
ERIC
ABI/INFORM
MLA Bibliography

6. UTILIZE THE POWER OF PERSISTENCE & SERENDIPITY

- KEEP SEARCHING, TRY ANOTHER STRATEGY
- BROWSE STACKS, CRUISE BOOKTRUCKS, WINDOW SHOP BOOKSTORES, BROWSE PERSONAL BOOK SHELVES

DEFINING THE SEARCH CONCEPT	
"KEYWORD"	
NATURAL LANGUAGE	SEARCH MODE
<ol style="list-style-type: none">1. THE WRITTEN WORD2. ORDINARY LANGUAGE3. TEXTWORDS4. AUTHOR'S LANGUAGE5. KEYWORDS	<ol style="list-style-type: none">1. NON-LINEAR SEARCH2. WORD ORDER CAN VARY3. MANY FIELDS CAN BE SELECTED TO SEARCH (E.G., DE, CITATION, AB)4. CV CAN BE SEARCHED AS NL

SEARCH MODES	
BROWSE	KEYWORD
LINEAR SEARCH	NON-LINEAR SEARCH
WORD ORDER MUST BE EXACT (alphabetical or alphanumeric)	WORD ORDER CAN VARY
ONLY ONE FIELD CAN BE SEARCHED AT A TIME (e.g., TITLE, SUBJECT HEADINGS, or AUTHOR)	SEVERAL FIELDS CAN BE SEARCHED SIMULTANEOUSLY (e.g., DE, CITATION and FULL TEXT)
NL OR CV CAN BE SEARCHED: <ol style="list-style-type: none"> 1. TITLE 2. AUTHOR 3. CALL NUMBER 4. INDEX 5. SUBJECT HEADINGS 6. DESCRIPTORS 7. THESAURUS 8. ABSTRACT 	CV CAN BE SEARCHED AS NL: PARENT PARTICIPATION [DE/CV] and CLASSROOM [KW/NL]

ESSENTIAL CITATION ELEMENTS

BOOKS

AUTHOR(s). *The Complete Title: Including Sub-Title*. PLACE: PUBLISHER, DATE. Call Number

PERIODICAL ARTICLES

AUTHOR(s). Article Title. *Journal Title*

VOLUME NUMBER (ISSUE NUMBER) (MONTH YEAR): PAGE NUMBERS.

Call Number of Magazine/Journal

TURABIAN STYLE

BIBLIOGRAPHY STYLE for BOOKS:

(11.10) {Turabian section number}, (B) form

Educational Resources Information Center. *Thesaurus of ERIC Descriptors*. 14th ed. Phoenix: Oryx Press, 2001.

(9.74) Multivolume Works

U.S. Library of Congress, Subject Cataloging Division. *Library of Congress Subject Headings*. 11th ed. 3 vols. Washington, D.C.: Library of Congress, 1988.

BIBLIOGRAPHY STYLE for ARTICLES:

(11.39) Journals, (B) form. (See 11.41 for Magazines)

Lipow, Anne Grodzins. "Teach Online Catalog Users the MARC Format? Are You Kidding?" *Journal of Academic Librarianship* 17(2) (May 1991): 80-5.

Popa, Oprista, Deborah A. Metzger, and James Singleton. "Teaching Search Techniques on the Computerized Catalog and on the Traditional Card Catalog: A Comparative Study." *College & Research Libraries* 49 (May 1988): 263-74.

Turabian Electronic Style

An excerpt from the Turabian style site (p. 9): <http://www.isr.bucknell.edu/img/assets/6535/turabian.pdf>

World Wide Web sites in general:

[N] NAACP, "Legal Affairs," *NAACP Online* [home page on-line]; available from <http://www.naacp.org/programs/legal.html>; Internet; accessed 3 May 1999.

[B] NAACP. "Legal Affairs," *NAACP Online*. Home page on-line. Available from <http://www.naacp.org/programs/legal.html>; Internet; accessed 3 May 1999.

Online Periodical from Commercial Database with print counterpart:

[N] Maura I. Strassberg, "Distinctions of Form or Substance: Monogamy, Polygamy and Same-Sex Marriage," 75 N.C. L. Rev. 1501, 1507 (1997) [journal on-line]; available from *Lexis-Nexis Academic Universe, Law Reviews*, <<http://web.lexis-nexis.com/universe>> (accessed 4 February 1999) (part 1 of 2).

[B] Strassberg, Maura I. "Distinctions of Form or Substance: Monogamy, Polygamy and Same-Sex Marriage." 75 N.C. L. Rev. 1501 (1997) [journal on-line]; available from *Lexis-Nexis Academic Universe, Law Reviews*, <<http://web.lexis-nexis.com/universe>> (accessed 4 February 1999).

[N] Mason Stokes, "Someone's in the Garden with Eve: Race, Religion, and the American Fall," *American Quarterly* 50, no. 4 (1998): 724, available from *Project Muse*, <http://muse.jhu.edu/journals/american_quarterly/v050/50.4stokes.html> (accessed 11 February 1999).

[B] Stokes, Mason. "Someone's in the Garden with Eve: Race, Religion, and the American Fall." *American Quarterly* 50, no. 4 (1998): 718-744, available from *Project Muse*, <http://muse.jhu.edu/journals/american_quarterly/v050/50.4stokes.html> (accessed 11 February 1999).

Online Encyclopedias & Dictionaries

[N] Oxford English Dictionary, 2d ed., s.v. "glossolalia" [CD-ROM] (Oxford: Oxford University Press, 1992).

[B] Oxford English Dictionary, 2d ed., S.v. "glossolalia" [CD-ROM] (Oxford: Oxford University Press, 1992).

[N] Encarta, s.v. "glossolalia" [database online] (Redmond, WA: Microsoft Corporation, 2004).

[B] Encarta, S.v. "glossolalia" [database online] (Redmond, WA: Microsoft Corporation, 2004).

INFORMATION STRUCTURE of BIOGRAPHICAL SOURCES

I. INDEXES TO BIOGRAPHIES

A. BIOGRAPHIES IN REFERENCE SOURCES

1. *BIOGRAPHY AND GENEALOGY MASTER INDEX*

B. BIOGRAPHIES IN GENERAL SOURCES

1. *BIOGRAPHY INDEX*
2. *NEW YORK TIMES OBITUARIES INDEX*
3. *LITERATURE RESOURCE CENTER* (database combining *CA*, *CLC*, & *DLB*)

II. BIOGRAPHIES

A. CURRENT--DATA TYPE

1. *WHO'S WHO*
2. *WHO'S WHO IN AMERICA*
3. *INTERNATIONAL WHO'S WHO*
4. *WHO'S WHO IN LIBRARY & INFORMATION SCIENCE*

B. CURRENT--ESSAY TYPE

1. *CURRENT BIOGRAPHY*
2. *NEW YORK TIMES BIOGRAPHICAL SERVICE*
3. *CONTEMPORARY AUTHORS (CA)*
4. *SOMETHING ABOUT THE AUTHOR (SATA)*
5. *CONTEMPORARY LITERARY CRITICISM (CLC)*

C. RETROSPECTIVE--DATA TYPE

1. *WEBSTER'S BIOGRAPHICAL DICTIONARY*
2. *CHAMBER'S BIOGRAPHICAL DICTIONARY*
3. *WHO WAS WHO*
4. *WHO WAS WHO IN AMERICA*

D. RETROSPECTIVE--ESSAY TYPE

1. *DAB DICTIONARY OF AMERICAN BIOGRAPHY*

2. *DNB DICTIONARY OF NATIONAL BIOGRAPHY*

REFERENCE INTERVIEW SKILLS: NEGOTIATION TECHNIQUES

Greeting patrons in your vicinity: APPROACHABILITY

SMILE.

Look at people (eye contact).

Good morning. (Add names if you know them.)

Hello. Hi.

Noticing & recognizing people who may need assistance:

Is there any way that I can help you this evening?

What is your question?

Do you have a question?

Are you finding something?

Are you finding what you need?

Are you finding the book (article, journal, etc.) you are looking for?

Is this working out for you?

Is there anything I might help you with before we close?

Would you like to learn to use this? I can show you.

Examples of Open Questions:

Where have you checked for information so far?

What do you mean by _____?

What further clues can you give me?

What examples can you give me?

I'm not familiar with _____. Can you explain it to me?

What is it you want to know about _____?

How will you use the information? That will help me with the search.

Where did you read about _____?

Who was _____?

What do you already know about _____?

Why does _____ interest you?

Why are you interested in _____?

What about _____ interests you?

(Jennerich & Jennerich *The Reference Interview as a Creative Art* 1987. p. 14.)

What would you like to know about this topic?

Can you tell me a little bit about the topic?

What else can you tell me that might help us locate materials?
 What would you like the book to do for you?
 Do you know some key concepts, terms or vocabulary for this topic?
 What specific aspect of the topic are you interested in?
 Tell me more about "x".
 How will this material be used?
 What kinds of material do you NOT want?
 Where did you hear about this topic?
 Can you explain what you mean?
 Can you tell me more about that aspect:
 I'm not familiar with that, can you give me some more details?
 What kind of information do you want on this topic?
 What do you want to do with this project?
 What difficulties are you having?
 What corporations are you interested in?
 What do you mean by large?

Examples of Closed Questions:

Do you want a popular or a scientific source of information?
 Do you know the author? (title, date of publication, etc.)
 Is this for an assignment?
 How long does it have to be?
 Do you need something brief or lengthy?
 Do you want curriculum guides?
 Do you want curriculum guides or research articles?
 Are you interested in travel books or the history of Alaska?
 Do you want program descriptions of elementary counseling programs?
 Do you want current information or something older?
 Do you want American or Canadian authors?
 Are these national or international companies?
 Do you want examples of actual paintings or a biography?
 Do you want illustrations?
 Do you want books or magazine (journal) articles?
 We have technical medical information and we have pamphlets for the general public--
 do you want either of these?

Examples of confusing closed questions--avoid asking double questions.

DO NOT ASK:

1. Did you look in Voyager or Academic Search Premier?

ASK ONE QUESTION FOR EACH SOURCE.

DO NOT ASK:

2. Did you go to the Hawaiian Collection and Microforms?

ASK ONE QUESTION FOR EACH LOCATION

DO NOT ASK:

3. Did you get the call number and go to the stacks?

ASK A SEPARATE QUESTION FOR EACH STEP IN A PROCEDURE

DO NOT ASK:

4. Do you know how to use the OPAC or do you want me to show you?

ASK A SEPARATE QUESTION FOR INQUIRY

DO NOT ASK:

5. How may I help you or are you finding what you want?

ASK ONE QUESTION OR THE OTHER, NOT BOTH

Examples of Paraphrases/Restatements:

So, it sounds like there are two areas you're interested in: first, how to set up the program, and second, curriculum and activities for the classroom.

You want to write an article that convinces professors to allow their students to do a practicum and state the benefits to the students, practitioners, and professors.

So, you want to help students improve their interpersonal skills that they'll need in dealing with co-workers.

You want to know which professor is a specialist in coal formations.

You need to write a term paper on the psychological effects of heart disease.

You want a book that will help you learn how to teach disabled children to dress themselves.

You want a book that will help you figure out how to treat the blight on your roses.

You want a book that will summarize all of the treatments for cancer.

You want material that will help you understand your daughter's lupus condition.

REFERENCE INTERVIEWING SKILLS

1. **INITIATE CONTACT** with people near the desk. Be approachable. Use friendly non-verbal behavior and greetings.
2. **LISTEN** without commenting until the patron is finished talking. Repeat the question if necessary, or ask people to write it down if you cannot understand their speech.
3. Let your replies be **SHORT** and **CONCISE**, do not repeat unnecessarily.
4. Ask **CLEAR** and **RELEVANT QUESTIONS** tailored to the user's need. Ask neutral probing questions to help the person elaborate, to find out the person's objective or purpose, and to discover relevant user characteristics.
5. Use **OPEN QUESTIONS** to encourage the person to give pertinent information. Ask open-ended questions to find out what kind of answer or material will satisfy the person.
6. **HELP CLIENTS TALK** about their information problem by **PARAPHRASING** or **RESTATING** what they have said so they can confirm your interpretation or provide more detail.
7. Respond to the user's **FEELINGS**--empathize, encourage, mirror.
8. **WAIT DURING SILENCES** for the client to respond, do not interrupt, talk over or rush the pace of the interview.
9. **INVITE PATRON FEEDBACK** by saying things like, "Is this what you mean?"
10. **AVOID APPEARING SUPERIOR** in knowledge or status.
11. **LET THE CLIENT LEARN BY DOING** the actual search activities, such as looking-up a term, typing commands, reading screens, selecting options, turning pages, holding the book, etc.
12. Ask the patron to **RETURN TO YOUR DESK** if they need more help. Check on peoples' progress after the interview.
13. **FOLLOW-UP** by asking, "Does this completely answer your question?" or "Is this all you need?" etc.
14. **REFER** the person to another section or another library if you cannot locate the information, call first to check if that will work. Consult with another staff member if

you are uncertain of the information you have found, or if you cannot locate it.

15. **CLOSE TACTFULLY &** provide a link back to the reference desk. Say "Thank you" or "Good luck!" and "Let me know if you find/don't find it." etc.

Guidelines for Behavioral Performance of Reference and Information Service Providers

Revised by MOUSS Management of Reference Committee and approved by the RUSA Board of Directors, June 2004. (**Listing of members and authors.**)

Introduction

The face of Reference Services has changed significantly since the original RUSA Guidelines for Behavioral Performance were first published in 1996¹. Intended to be used in the training, development, and/or evaluation of library professionals and staff, the Guidelines have subsequently been favorably evaluated by the profession, and currently enjoy widespread acceptance as standards for the measurement of effective reference transactions.²

The original Guidelines dealt primarily with face-to-face interactions between Reference staff and library users. Even at the time, however, the world of Reference was moving beyond the traditional Reference Desk. Email and online chat services have since become popular with both patrons and library staff, and are expanding in all types of libraries, from public to academic to school libraries and beyond. Although some of the statements in the original Guidelines can be applied to remote forms of reference, the lack of traditional visual and non-verbal cues produces a different type of library-patron interaction.

One constant that the shift away from in-person encounters has not lessened is the need for good communication skills. The Virtual Reference Desk recognized this and incorporated an “Interactive” component into their “Facets of Quality for Digital Reference Services,” stating that “[d]igital reference services should provide opportunities for an effective reference interview, so that users can communicate necessary information to experts and to clarify vague user questions.”³

In all forms of reference services, the success of the transaction is measured not only by the information conveyed, but also by the positive or negative impact of the patron/staff interaction. The positive or negative behavior of the reference staff member (as observed by the patron) becomes a significant factor in perceived success or failure. This connection has been born out in the work of researchers like Gers and Seward (1985), who found that “behaviors have a strong influence on performance”⁴, and Whitlatch (1990), who stated “Librarian courtesy, interest, and helpfulness are crucial in providing successful reference service. Libraries must select and retain staff who have these service orientations toward users.”⁵ Matthew Saxton (2002) put the Guidelines to a statistical test, and found that they did indeed correlate highly to a successful

reference transaction.6

The original RUSA Ad Hoc Committee that designed the Guidelines recognized the need for future adaptation to deal with issues related to remote users, and in late 2001 the RUSA Standards and Guidelines Committee requested that the RSS Management of Reference Committee undertake this revision. The revised Guidelines reflect the understanding that while in-person and remote reference interviews share some points in common, each also has its own peculiar characteristics that need to be addressed separately in the formation of standard guidelines.

With this in mind, the original format has been rearranged to reflect the changes in our profession. The five main areas (**Approachability, Interest, Listening/Inquiring, Searching, and Follow Up**) remain the same, but three distinct categories have been added (where appropriate) under each. They are:

General--Guidelines that can be applied in any type of reference interaction, including both in person and remote transactions.

In Person--Additional guidelines that are specific to face-to-face encounters, and make the most sense in this context.

Remote--Additional guidelines that are specific to reference encounters by telephone, email, chat, etc., where traditional visual and non-verbal cues do not exist.

Some of the original Guidelines have also been rewritten to make the service ideal they convey apply more generally. The goal of this document's revision has been to create a conceptual framework and service ethic with which reference professionals can consider all patron reference interactions, and help establish a service standard for their institution.

Note: The term *librarian* in this document applies to all who provide reference and informational services directly to library users.

1.0 Approachability

In order to have a successful reference transaction, patrons must be able to identify that a reference librarian is available to provide assistance and also must feel comfortable in going to that person for help. In remote environments, this also means placing contact information for

chat, email, telephone, and other services in prominent locations, to make them obvious and welcoming to patrons. Approachability behaviors, such as the initial verbal and non-verbal responses of the librarian, will set the tone for the entire communication process, and will influence the depth and level of interaction between the staff and the patrons. At this stage in the process, the behaviors exhibited by the staff member should serve to welcome the patrons and to place them at ease. The librarian's role in the communications process is to make the patrons feel comfortable in a situation that may be perceived as intimidating, risky, confusing, and overwhelming.

To be approachable, the librarian:

General

1.1 Establishes a "reference presence" wherever patrons look for it. This includes having Reference Services in a highly visible location and using proper signage (both in the library and on the library's Web site) to indicate the location, hours, and availability of in-person and remote help or assistance.

1.2 Is poised and ready to engage approaching patrons. The librarian is aware of the need to stop all other activities when patrons approach and focus attention on the patrons' needs.

1.3 Acknowledges others waiting for service.

1.3.1 Employs a system of question triage to identify what types of questions the patrons have when more than two patrons are waiting. Frequently asked questions, brief informational questions, directional questions, and referrals can be answered quickly, allowing more time to devote to in-depth reference questions.

In Person

1.4 Establishes initial eye contact with patrons, and acknowledges the presence of patrons through smiling and attentive and welcoming body language.

1.5 Acknowledges patrons through the use of a friendly greeting to initiate conversation, and by standing up, moving forward, or moving closer to them.

1.6 Remains visible to patrons as much as possible.

1.7 Roves through the reference area offering assistance whenever possible. Librarians should make themselves available to patrons by offering assistance at their point-of-need rather than waiting for patrons to come to the reference desk. To rove successfully, the librarian should:

1.7.1 Be mobile. Get the patrons started on the initial steps of their search, then move on to other patrons.

1.7.2 Address the patrons before addressing their computer screen. Patrons are more likely to confide in librarians and discuss their needs if they do not perceive the librarians as "policing"

the area.

1.7.3 Approach patrons and offer assistance with lines such as, "Are you finding what you need?" "Can I help you with anything?" or "How is your search going?"

1.7.4 Check back on the patron's progress after helping them start a search.

1.7.5 If the reference desk has been left unattended, check back periodically to see if there are patrons waiting for assistance there.

Remote

1.8 Should provide prominent, jargon-free links to all forms of reference services from the *home page* of the library's Web site, and throughout the site wherever research assistance may be sought out. The Web should be used to make reference services easy to find and convenient.

2.0 Interest

A successful librarian must demonstrate a high degree of interest in the reference transaction. While not every query will contain stimulating intellectual challenges, the librarian should be interested in each patron's informational need and should be committed to providing the most effective assistance. Librarians who demonstrate a high level of interest in the inquiries of their patrons will generate a higher level of satisfaction among users. To demonstrate interest, the librarian:

General

2.1 Faces the patron when speaking and listening.

2.2 Focuses attention on the patrons.

In Person

2.3 Faces patrons when speaking and listening.

2.4 Maintains or re-establishes eye contact with patrons throughout the transaction.

2.5 Signals an understanding of patrons' needs through verbal or non-verbal confirmation, such as nodding of the head or brief comments or questions.

Remote

2.6 Maintains or re-establishes "word contact" with the patron in text-based environments by sending written or prepared prompts, etc., to convey interest in the patron's question.

2.7 Acknowledges user email questions in a timely manner.

2.8 States question-answering procedures and policies clearly in an accessible place on the Web. This should indicate question scope, types of answers provided, and expected turnaround time.

3.0 Listening/Inquiring.

The reference interview is the heart of the reference transaction and is crucial to the success of the process. The librarian must be effective in identifying the patron's information needs and must do so in a manner that keeps patrons at ease. Strong listening and questioning skills are necessary for a positive interaction. As a good communicator, the librarian:

General

- 3.1 Communicates in a receptive, cordial, and encouraging manner.
- 3.2 Uses a tone of voice and/or written language appropriate to the nature of the transaction.
- 3.3 Allows the patrons to state fully their information need in their own words before responding.
- 3.4 Identifies the goals or objectives of the user's research, when appropriate.
- 3.5 Rephrases the question or request and asks for confirmation to ensure that it is understood.
- 3.6 Seeks to clarify confusing terminology and avoids excessive jargon.
- 3.7 Uses open-ended questioning techniques to encourage patrons to expand on the request or present additional information. Some examples of such questions include:
 - Please tell me more about your topic.
 - What additional information can you give me?
 - How much information do you need?
- 3.8 Uses closed and/or clarifying questions to refine the search query. Some examples of clarifying questions are:
 - What have you already found?
 - What type of information do you need (books, articles, etc.)?
 - Do you need current or historical information?
- 3.9 Maintains objectivity and does not interject value judgments about subject matter or the nature of the question into the transaction.

Remote

3.10 Uses reference interviews or Web forms to gather as much information as possible without compromising user privacy.

4.0 Searching

The search process is the portion of the transaction in which behavior and accuracy intersect. Without an effective search, not only is the desired information unlikely to be found, but patrons may become discouraged as well. Yet many of the aspects of searching that lead to accurate results are still dependent on the behavior of the librarian. As an effective searcher, the librarian:

General

- 4.1 Finds out what patrons have already tried, and encourages patrons to contribute ideas.
- 4.2 Constructs a competent and complete search strategy. This involves:
 - Selecting search terms that are most related to the information desired.
 - Verifying spelling and other possible factual errors in the original query.
 - Identifying sources appropriate to the patron's need that have the highest probability of containing information relevant to the patron's query.
- 4.3 Explains the search strategy and sequence to the patrons, as well as the sources to be used.
- 4.4 Attempts to conduct the search within the patrons' allotted time frame.
- 4.5 Explains how to use sources when appropriate.
- 4.6 Works with the patrons to narrow or broaden the topic when too little or too much information is identified.
- 4.7 Asks the patrons if additional information is needed after an initial result is found.
- 4.8 Recognizes when to refer patrons to a more appropriate guide, database, library, librarian, or other resource.
- 4.9 Offers pointers, detailed search paths (including complete URLs), and names of resources used to find the answer, so that patrons can learn to answer similar questions on their own.

In Person

- 4.10 Accompanies the patrons in the search (at least in the initial stages of the search process).

Remote

4.11 Uses appropriate technology (such as co-browsing, scanning, faxing, etc.) to help guide patrons through library resources, when possible.

5.0 Follow-up

The reference transaction does not end when the librarian leaves the patrons. The librarian is responsible for determining if the patrons are satisfied with the results of the search, and is also responsible for referring the patrons to other sources, even when those sources are not available in the local library. For successful follow-up, the librarian:

General

- 5.1 Asks patrons if their questions have been completely answered.
- 5.2 Encourages the patrons to return if they have further questions by making a statement such as “If you don’t find what you are looking for, please come back and we’ll try something else.”
- 5.3 Roving (see 1.7) is an excellent technique for follow-up.
- 5.4 Consults other librarians or experts in the field when additional subject expertise is needed.
- 5.5 Makes patrons aware of other appropriate reference services (email, etc.).
- 5.6 Makes arrangements, when appropriate, with the patrons to research a question even after the reference transaction has been completed.
- 5.7 Refers the patrons to other sources or institutions when the query cannot be answered to the satisfaction of the patron.
- 5.8 Facilitates the process of referring patrons to another library or information agency through activities such as calling ahead, providing direction and instructions, and providing the library and the patrons with as much information as possible about the amount of information required, and sources already consulted.
- 5.9 Takes care not to end the reference interview prematurely.⁷

Remote

- 5.9 Suggests that the patrons visit or call the library when appropriate.

Endnotes

1. RUSA. "Guidelines for Behavioral Performance of Reference and Information Services Professionals." *RQ*, 36 (Winter 1996) 200-3.
2. For example, see: Gatten, Jeffrey N., and Carolyn J. Radcliff. "Assessing Reference Behaviors with Unobtrusive Testing." In *Library Evaluation: A Casebook and Can-Do Guide*, ed. Wallace, Danny P. and Connie Van Fleet. (Englewood, Colorado: Libraries Unlimited, Inc., 2001), 105-115.
3. Virtual Reference Desk. "Facets of Quality for Digital Reference Services, Version 5." June 2003. Available: <http://www.vrd.org/facets-06-03.shtml> [Return to text]
4. Gers, Ralph and Lillie J. Seward. "Improving Reference Performance: Results of a Statewide Study." *Library Journal*, November 1, 1985. 32-35.
5. Whitlatch, Jo Bell. "Reference Service Effectiveness." *RQ*, Winter 1990. 205-220.
6. Saxton, Matthew L. Evaluation of Reference Service in Public Libraries Using a Hierarchical Linear Model: Applying Multiple Regression Analysis to a Multi-Level Research. Ph.D. Dissertation, UCLA, 2000.
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Professional Competencies for Reference & User Services Librarians

Written by the RUSA Task Force on Professional Competencies, chair, Jo Bell Whitlatch and members, Nancy E. Bodner, Muzette Z. Diefenthal, Nancy Huling and Kathleen M. Kluegel. Approved by the RUSA Board of Directors, January 26, 2003.

Introduction

The purpose of the guideline that follows is to provide librarians, libraries, and information centers with a model statement of competencies essential for successful reference and user services librarians. Competencies must be relevant to the particular job requirements. Therefore, individuals and organizations applying these guidelines may wish to select those strategies for meeting the competency goals that are most appropriate to their situation.

These competencies are focused on the abilities, skills, and knowledge that make reference and user services librarians unique from other professionals. The competencies assume a basic infrastructure of competencies required by all professionals, such as skills related to communication, reading, writing, and mathematics. This statement also elaborates upon the more generic statement on Core Competencies developed by the American Library Association for all types of librarians, including librarians specializing in reference and user services. Finally, the Guidelines for Behavioral Performance of Reference and Information Services Professionals on approachability, interest, listening/inquiring, searching, and follow-up are incorporated through specific references into the Professional Competencies for Reference and User Services Librarians.

Definitions:

Reference and User Services Librarians: Librarians that assist, advise, and instruct users in accessing all forms of recorded knowledge. The assistance, advice, and instruction include both direct and indirect service to patrons.

Competencies: Behaviors that excellent performers exhibit more consistently and effectively than average performers. A behavioral basis is necessary because effective assessment of competencies depends on observed behavior. Thus, the task force has focused on identifying the underlying behaviors that lead to successful performance in organizations providing reference and user services to patrons. The competencies provided in this document are only those that are critical to excellent reference and user services to patrons. These competencies for reference and user services librarians are designed to be understood and utilized in the broader context of the American Library Association's statement of Core Competencies.

Strategies: Strategies are specific plans of action that excellent performers typically employ to achieve competency goals.

Access

The primary focus of this section is on understanding information needs and information behavior of primary users and developing the skills to effectively meet those information needs. Access includes competencies related to coping with user information overload, recognizing the importance of user time and convenience, and removing barriers to service. Access competencies include the ability to identify documents through a knowledge of bibliography and indexing, the ability to identify and provide solutions that minimize cognitive and physical barriers to access, and the ability to assess for individual users materials that will provide the appropriate level of linguistic and conceptual access.

Responsiveness

Goal: A librarian provides services that are responsive to user needs.

Strategies:

1. Determines the situational context of the individual information needs of users when interacting with each user in person or through another communication channel.
2. Analyzes information sources recommended to users in the context of the attractiveness, interests, and content level for each user.
3. Suggests specific works that relate to what the user said is important.
4. Utilizes the Behavioral Standards for Reference Librarians on Approachability, Interest, and Listening/Inquiring when providing reference service in a traditional in-person service setting.
5. Engages users in discussions about experiences related to their information needs and communicates interest in every user's experiences.
6. Respects the right of users to determine the direction of their research by empowering them to pursue their own preferences.

Organization and Design of Services

Goal: A librarian effectively designs and organizes reference and user services to meet the needs of the primary community.

Strategies:

1. Organizes presentation of information resources to match the process users typically use in seeking information to meet their needs.
2. Creates bibliographies, book talks, displays, tutorials, electronic documents, and other special

tools to increase access to information resources and to motivate users to use them.

3. Organizes and effectively displays information so that it is meaningful to the primary user group.
4. Utilizes Guidelines for Behavioral Performance on Searching when providing reference service.
5. Designs services to meet the special access needs of primary users, including those with disabilities, and those with English as a second language.
6. Compiles and maintains information about community resources of interest to primary user groups so that users can be referred to appropriate sources of assistance.

Critical Thinking and Analysis

Goal: A librarian provides high quality services by carefully analyzing both information sources and services.

Strategies:

1. Uses electronic and printed media to connect users with highly recommended, carefully selected sources for topics of greatest interest to primary users.
2. Synthesizes a variety of information sources in order to provide the most relevant information to each patron.
3. Evaluates information use patterns based on data collected as a result of information service operations and uses the results to enhance services to users.
4. Applies knowledge about the process of information seeking to structure information services for users.
5. Utilizes Guidelines for Behavioral Performance on Follow-up when providing reference service.

Knowledge Base

The areas of knowledge essential for reference and user services librarians are: (1) the structure of information resources in areas of knowledge central to primary users; (2) knowledge of basic information tools, including online catalogs, search systems, databases, Web sites, journals and monographs in both printed and electronic formats, videos, and sound recordings; (3) information seeking patterns and behaviors of primary users; (4) communication principles involving interaction with users both in person and through other channels; (5) the influence of technology on the structure of information; (6) copyright and intellectual property law; and (7) information competency standards.

Important skills include understanding assessment techniques, methods of continuous learning, how to apply knowledge to practice, and how to plan and implement enhanced services for users. Core knowledge is acquired as part of basic professional education. However, knowledge must be continuously updated. Therefore, this section of the competencies establishes goals and strategies for remaining current in domains of knowledge for reference and user services.

Environmental Scanning

Goal: A librarian monitors the most relevant information sources to routinely update knowledge of current developments in reference and user services.

Strategies:

1. Reads, views, and listens to media to keep current in areas of knowledge relevant to primary users.
2. Attends exhibits at local, regional, or national professional conferences at least once a year when the institution provides support.
3. Scans the environment for emerging technologies that are relevant to delivery of reference and user services.
4. Keeps current on new information resources by consulting a wide variety of reviewing sources and publishers catalogs, including those of small presses, by attending professional meetings, by reading, viewing, and listening.
5. Reads reviews in both print and online media concerning works in all formats of greatest interest to primary users.

Application of Knowledge

Goal: A librarian effectively utilizes new knowledge to enhance reference and user services practices.

Strategies:

1. Reads the reference and research literature in user services and applies the knowledge gained to improving professional practice.
2. Integrates use of latest technology and tools into every day practice.
3. Explores available technologies and their application to reference and user services.
4. Experiments with latest available innovations to assist users in meeting their information needs.

Dissemination of Knowledge

Goal: A librarian shares expertise with colleagues and mentors newer staff.

Strategies:

1. Teaches classes in areas of expertise.
2. Prepares presentations in areas of expertise.
3. Creates Web pages in areas of expertise.
4. Discusses issues with colleagues.
5. Mentors colleagues through listening, coaching, and serving as a role model.
6. Reviews draft manuscripts for colleagues.
7. Participates in professional discussions through meetings, videoconferences, mail lists via email and other available communication methods and forums.

Active Learning

Goal: A librarian actively contributes to improving professional practice through engaging in projects with colleagues and enhancing individual skills through independent learning.

Strategies:

1. Participates actively in professional organizations and works with librarians from a wide range of organizations.
2. Acquires skills through technology-based learning modules when available and appropriate.

Marketing/Awareness/Informing

A planning process is essential in order to identify and promote services to users. A strategic plan of operations provides a framework for goals and objectives to be formalized. This roadmap for service functions provides means and methods by which services and information are delivered. A marketing plan is an aspect of strategic planning that is a promotional mechanism by which goals, objectives and strategies can be measured in a quantitative manner. Who is providing reference services, what services are being provided, and the effectiveness of the services are the issues that need to be addressed.

Assessment

Goal: A librarian conducts research to determine what types of reference services to provide and to what types of users these services will be provided.

Strategies:

1. Conducts surveys, within and beyond the library building, to address the needs of users in the area of reference services.
2. Conducts focus groups to meet and interact with users and to discuss and gather information about users' information needs.
3. Consults with other libraries to network and brainstorm concerning the programs and services that are provided in the area of reference.
4. Meets with community leaders to bridge the gap between the library reference service and the individuals and groups that make up the community that the service addresses.
5. Evaluates information gathered from the research and background preparation for the development of the reference service program.
6. Determines the user focus and reference service that will be provided.
7. Implements the reference and user services program that meets the information needs of users in the designated community.

Communication and Outreach

Goal: A librarian effectively communicates the nature of the reference and information services that are provided to users being served.

Strategies:

1. Develops a written marketing plan as part of a strategic plan of services and operations to set goals and objectives of service.
2. Develops a public relations plan for staff that trains individuals and addresses the importance of publicity and promotion of reference services.
3. Creates a physical environment that encourages users to visit the physical library setting or utilize the virtual library and its services.
4. Utilizes electronic media such as homepages, e-mail, mail lists, radio and television to promote reference services.
5. Uses print media such as newspapers, brochures, newsletters, displays, and posters to communicate the reference services being provided.

6. Determines community relationships and develops partnering models of services with groups within the community.
7. Engages users through lectures, programs, tours, school visits, departmental addresses, and press conferences to promote the reference services offered.

Evaluation

Goal: A librarian consistently and systematically evaluates the effectiveness of the marketing of reference and information services.

Strategies:

1. Conducts in-house meetings and training sessions to gather feedback from reference librarians regarding the success of the reference services being provided and products being offered.
2. Engages users in focus groups, surveys, and feedback forms as a user follow-up for reaction and perception of reference services.
3. Evaluates the current and changing trends in reference and information services and adjusts the services being provided and the promotion of these services.
4. Identifies the strengths and weaknesses of the products being offered as part of reference services delivery.
5. Identifies new methods of service, new products and potential new users by participating in conferences, workshops, and professional associations.
6. Decides what reference services and products will be retained and what changes will be implemented, if any.
7. Continues the evaluation process as a periodic review that is set in a timeline for all reference service providers to participate in.

Collaboration

Webster's defines collaboration as "working jointly with others or together especially in an intellectual endeavor; the Oxford English Dictionary describes it as "working in conjunction with another or others, to cooperate." Although librarians have always worked together, collaboration has assumed new importance in a world that has witnessed a phenomenal growth in information, new knowledge, and sophisticated technology, all within a relatively short timeframe. Because of the expansion of information and the increasing variety of ways to access information, librarians must work with colleagues, professional organizations, agencies, and other groups to ensure that users receive the information service they need at the time of need and in the most suitable format. Librarians need to recognize and respect the role played by the user in the information

interaction. Librarians must actively pursue collaborations that enhance services for their users.

Relationships with Users

Goal: A librarian treats the user as a collaborator and partner in the information seeking process.

Strategies:

1. Utilizes the Guidelines for Behavioral Performance of Reference and Information Services Professionals on Listening/Inquiring, Searching, and Follow-up.
2. Asks user's opinion and advice while working through the information transaction.
3. Involves the user in the process and in making decisions.
4. Acknowledges the knowledge brought by the user to the interaction.
5. Acknowledges the limits of local resources and refers to an appropriate resource base.

Relationships with Colleagues

Goal: A librarian works closely with colleagues to provide quality service to users.

Strategies:

1. Recognizes that colleagues have unique knowledge, skills, and strengths that can assist in responding to inquiries.
2. Elicits assistance from a colleague when appropriate.
3. Seeks opportunities to share knowledge and expertise with colleagues.
4. Facilitates and participates with colleagues in team development efforts to improve user service.
5. Works effectively as part of a team.
6. Models effective team process behavior, including listening, discussing, and trust.
7. Develops with colleagues shared goals and values for excellent user services.

Relationships Within the Profession

Goal: A librarian develops collaborative relationships within the profession to enhance service to users.

Strategies:

1. Takes advantage of the networking opportunities provided by active participation in local, regional, state, national, and international professional organizations.
2. Identifies and seeks out possible partners in order to expand services to users.
3. Volunteers for and participates in state and national collaborative efforts that will benefit local users.
4. Utilizes the Guidelines for Behavioral Performance of Reference and Information Services Professionals on Follow-up.

Relationships beyond the Library and the Profession

Goal: A librarian develops and maintains partnerships beyond the library and the profession to strengthen services to users

Strategies:

1. Identifies partners who have knowledge and expertise of value to the library's users.
2. Communicates effectively with partners to ensure mutual understanding of goals, objectives, and values.
3. Forms partnerships to improve existing systems and to develop new products and services.

Evaluation and Assessment of Resources and Services

Consistent assessment of resources in the context of users' needs is essential to keep any information service vital and relevant. A parallel effort in assessing and evaluating the delivery of information services is equally important. A wide range of information services is provided to the users through a large and growing set of delivery channels. There are print collections visited on site, print materials that are delivered to the user, electronic collections delivered over the Internet, information services provided through in-person, telephone, fax, email, and web-based virtual sessions. In all these services, the goal is to make the resources of the library available to the user in a way and a format that meets the user's needs.

The most critical element in any information service is the staff providing it. Using evaluation measures for performance of the staff is a challenge. Many aspects of the information service interaction are intangible and difficult to measure objectively. However, the goal of assessing and evaluating performance remains valid, if elusive.

Reference and user services librarians are required to have competencies in both formal and informal methods of evaluation and assessment. Assessment methods can range from effective

use of closure questions in the reference interaction to a user feedback form on interlibrary loan documents and on through structured surveys and studies using unobtrusive observation. Use of these and other assessment and evaluation measures will vary across time and across institutions to fit particular needs, but the competencies required to conduct them will endure over time.

User Needs

Goal: A librarian effectively uses tools and techniques to survey users and their information needs.

Strategies:

1. Identifies the user population and the potential user population.
2. Plans and conducts regular assessments of information needs of primary user groups, using various formal and informal methods.
3. Translates user needs into a plan for services.

Information Services

Goal: A librarian assesses the effectiveness of information services provided to users.

Strategies:

1. Develops and incorporates measures of evaluation into any new information service.
2. Develops service standards for new and existing information services.
3. Creates an organizational climate in which all existing and proposed services are measured consistently against a standard.
4. Analyzes the resources available and utilizes the human and fiscal resources for service programs that most effectively meet the needs of users in the designated community.

Information Resources

Goal: A librarian assesses and evaluates resources in all formats in terms of objective standards and how well it meets the library's user needs.

Strategies:

1. Assesses the content of resources in the print and virtual collections for accuracy and currency.
2. Determines the authority of these resources.

3. Identifies any bias or point of view in an information resource.
4. Evaluates new information sources appropriate for the primary users.
5. Reads reviews of new information resources to complement the librarian's own judgment.
6. Writes and publishes reviews of new information resources.

Service Delivery

Goal: A librarian evaluates new or existing services for a match between user capabilities and service technological requirements.

Strategies:

1. Determines the appropriate mix of technologies and delivery channels to meet the particular user group's needs.
2. Assesses new technologies to see if they can meet the service needs more effectively than current methods, but not disenfranchise users.
3. Experiments with and evaluates changes in services to users.
4. Assesses the distribution of human and fiscal resources to ensure that resources are not tied to services or delivery methods that are no longer needed.

Information Interfaces

Goal: A librarian evaluates the format, access, and presentation aspects of resources as part of the overall assessment of the value of tools.

Strategies:

1. Identifies any factors that impede the use of the resource.
2. Determines if there are alternative information resources that have better user interfaces.
3. Communicates with the information resource designers concerns about usability.

Information Service Providers

Goal: A librarian effectively identifies and employs evaluation techniques that measure staff performance.

Strategies:

1. Identifies and uses those measures that have been developed by the profession, for example, the RUSA Guidelines for Behavioral Performance.
2. Works with the information service staff to develop a consensus of service standards.
3. Develops measures that will be useful in assessing whether or not service standards are being met.
4. Supports and encourages an esprit de corps that will work to evaluate and improve service behaviors.

TONGUE FU!

How to Deflect, Disarm, and Defuse Any Verbal Conflict

by Sam Horn

AAA METHOD FOR ENDING COMPLAINTS INSTANTLY

WORDS TO LOSE

Explain what went wrong and why they didn't get what they want.

Explain further and extend the argument.

Refuse to take responsibility for something that's not your fault.

WORDS TO USE

Consider whether what the person is saying is basically true, and openly *agree* with it.

Apologize for the state of affairs and take *action* to end the argument before it begins.

Thank the person for bringing this to your attention and give some hope of improvement.

PREPARING FOR & PREVENTING DIFFICULT LIBRARY USER SITUATIONS

1. CONSULT LIBRARY POLICIES, UPDATE, OR DEVELOP NEW POLICY
2. INSPECT SIGNAGE & INSTRUCTIONAL HANDOUTS FOR JARGON OR UNCLEAR LANGUAGE THAT MAY CONFUSE USERS
3. PARTICIPATE IN STAFF TRAINING OPPORTUNITIES
4. PRACTICE RESPONSES TO COMPLAINTS AND PROBLEM BEHAVIOR
5. DISCUSS INCIDENTS THAT OCCUR IN YOUR LIBRARY AS A GROUP, SHARE EXPERIENCES, LEARN FROM OTHERS
6. ARRANGE FOR A SECURITY OR POLICE OFFICER TO PROVIDE TIPS FOR DEALING WITH PROBLEM BEHAVIOR

WHAT TO DO WHEN CONFRONTED WITH A DIFFICULT LIBRARY USER

- REMAIN ATTENTIVE & CONCERNED
- USE A CALM TONE OF VOICE
- AVOID SOUNDING LOUD, CONDESCENDING, PATRONIZING, MORALISTIC, OR CRITICAL
- LISTEN CAREFULLY FOR CLUES TO PERSON'S MOTIVATION OR CAUSES OF BEHAVIOR
- THINK CAREFULLY BEFORE RESPONDING, EVALUATE SITUATION
- DE-DRAMATIZE BY BEING AGREEABLE AND SYMPATHETIC TO THEIR DIFFICULTIES AND FRUSTRATIONS
- USE "WE" INSTEAD OF "I" WHEN EXPLAINING RULES AND POLICIES
- ESTABLISH CREDIBILITY BY BEING FIRM AND CONSISTENT IN EXPLAINING YOUR POSITION
- DON'T ASSUME INAPPROPRIATE ROLES (POLICE OFFICER, PSYCHOLOGIST, SOCIAL WORKER)
- DON'T PHYSICALLY TOUCH, CROWD, OR CONFRONT ANYONE
- GET ASSISTANCE FROM A COLLEAGUE OR SUPERVISOR
- WHEN YOU FEEL UNSAFE, LEAVE THE AREA, CALL SECURITY OR POLICE
- USE COMMON SENSE, EACH SITUATION IS UNIQUE
- AFTER AN UNPLEASANT SITUATION, DISSIPATE TENSION BY TALKING TO A COLLEAGUE OR SUPERVISOR

Based on: University of Washington, Odegaard Undergraduate Library. "Dealing with Problem Patrons."

INFORMATION STRUCTURE of DICTIONARIES

I. GENERAL ENGLISH LANGUAGE DICTIONARIES

A. UNABRIDGED (265,000 to 500,000 + words)

1. *Webster's Third New International Dictionary of the English language* 2002. 572k words.
2. *Random House Webster's Unabridged Dictionary* 2001. 415k words.
3. *Funk and Wagnalls New Standard Dictionary of the English Language* 1965.

B. ABRIDGED (20,000 to 265,000 words)

1. *The American Heritage Dictionary of the English Language* 2000.
2. *Webster's New World College Dictionary* 1999.
3. *Merriam-Webster's Collegiate Dictionary* 1993.
4. *Random House Webster's College Dictionary* 1997.

C. CHILDREN & YOUNG ADULTS

1. *American Heritage Children's Dictionary* 1994
2. *Macmillan Dictionary for Children* 1997.
3. *American Heritage First Dictionary* 1998.

D. HISTORICAL

1. *New English Dictionary on Historical Principles* 1888-1933, sup. *The Oxford English Dictionary* 2nd ed.1989, Supplements, 1993, 1997. 23 vols. and online, 500k+ words.
2. *Oxford Latin Dictionary* 1982.
3. *Dictionary of American Regional English* DARE 1985--.

II SPECIALIZED DICTIONARIES

A. SLANG

1. *New Dictionary of American Slang* 1995.

2. *Dictionary of Slang & Unconventional English* 1984.

3. *Thesaurus of American Slang* 1989.

B. SYNONYMS & ANTONYMS

1. *Roget's International Thesaurus* 2001.

2. *Webster's Collegiate Thesaurus* 1996.

3. *Merriam-Webster's Dictionary of Synonyms* 1984.

4. *Roget's Thesaurus of English Words & Phrases* 1997.

C. USAGE

1. *Dictionary of Modern English Usage* 1991.

2. *A Manual for Writers* 1996.

3. *Harper Dictionary of Contemporary Usage* 1985.

D. ABBREVIATIONS & ACRONYMS

1. *Acronyms, Initialisms, & Abbreviations Dictionary Annual*. 580k entries.

2. *Periodical Title Abbreviations* 2003.

3. *International Acronyms, Initialisms & Abbreviations Dictionary Annual*.

E. SUBJECT/DISCIPLINE

1. *Webster's New World Computer Dictionary* 2003.

2. *Dictionary of Computer and Internet Terms* 2003.

3. *ALA Glossary of Library & Information Science* 1983.

4. *The Librarian's Thesaurus* 1990.

5. *Harrod's Librarians' Glossary* 2000.

6. Each field of study has specialized dictionaries or glossaries of terminology.

F. FOREIGN LANGUAGE/BILINGUAL

Cassell's French Dictionary; Cassell's German Dictionary; Cassell's Italian-English, English-

Italian Dictionary, etc. LaRousse dictionaries.

G. ONLINE DICTIONARIES [including multi-language, glossaries, thesauri]

yourdictionary.com

Kuhlthau's Six-Stage Model of the Information Search Process

STAGES	AFFECTIVE Feelings	COGNITIVE Decisions	SENSORIMOTOR Actions	APPROPRIATE TASK
1. Initiation	Uncertainty	General Vague	Seeking background information	Recognize need
2. Selection	Optimism	Scheduling Planning	Conference with others	Identify
3. Exploration	Confusion/ Frustration	Becoming informed about a topic	Seeking relevant information	Investigate
4. Formulation	Clarity	Narrowed focus	Selecting ideas	Formulate
5. Collection	Sense of direction & confidence	Defining & supporting focus	Making notes of relevant information	Gather
6. Presentation	Relief Satisfaction or Disappointment	Clearer More focused	Personalized synthesis of topic	Complete

Kuhlthau, Carol Collier. *Seeking Meaning: A Process Approach to Library & Information Services*. Norwood, New Jersey: Ablex, 1992, 2nd ed., Libraries Unlimited, 2003.

Taxonomy for Developing Lifelong Information Behavior through Information Searching Competence

Skill Level	Affective Domain	Cognitive Domain	Sensorimotor Domain
Level 3 Advanced	A3 Feeling Empowered as a Searcher	C3 Acquiring Familiarity and Intuition with Disciplinary Knowledge	S3 Practicing Careful Documentation Routines
Level 2 Intermediate	A2 Being Supportive of the IR System Environment	C2 Understanding Search Strategy	S2 Identifying Implicit Features of the Information Setting
Level 1 Basic	A1 Showing Acceptance of Information Structure	C1 Decoding Information Displays and Terminology	S1 Recognizing Information Elements and Locations

Ethical Guidelines for Information Professionals

Guidelines for Medical, Legal, and Business Responses

Originally prepared by the Standards and Guidelines Committee, Reference and Adult Services Division, American Library Association in 1992. Revised and updated by the Business Reference and Services Section, Reference and User Services Association, in 2000 and 2001. Approved by the RUSA Board of Directors, June 2001.

Introduction

This is the second revision of the guidelines developed by members of the American Library Association designed to assist information services staff in meeting user needs and in responding to users requesting medical, legal or business information. In this edition, revisions are focused on three issues: (1) new terminology, specifically the replacement of the term 'reference' with the term 'information services,' 'patron' with 'user' and 'librarian' with 'information services staff;' (2) recognition and incorporation of the impacts that rapidly changing technologies have on the delivery of specialized information services and source formats; and (3) change in focus of the original intention of the guideline from one of addressing the needs of non-specialists at general reference desks to one which addresses the needs of both specialists and non-specialists.

Serving as an enhancement to the information included in "Guidelines for Information Services" (2000), the following issues and perspectives specific to medical, legal, and business information service responses are addressed:

1. Role of Information Services Staff
2. Sources
3. Information Service Responses for Off-Site Users
4. Ethics

1.0 Role of Information Services Staff

1.0.1 A library's information services staff must have the knowledge and preparation appropriate to meet the routine legal, medical, or business information needs of their clientele.

1.0.2 Staff members need to keep current in subject areas and refer questions beyond their level of competency.

1.0.3 Libraries should develop written disclaimers stating a policy on providing specialized information service denoting variations in types and levels of service. The level of assistance and interpretation provided to users should reflect differing degrees of subject expertise between specialists and non-specialists.

1.0.4 When asked legal, medical, or business questions, information services staff should make clear their roles as stated in their library's specialized information services policies.

1.0.5 Information services staff members are responsible for providing complete and accurate responses to users' questions when possible and for guiding library users to the most appropriate resources for their information needs.

1.0.6 Staff should provide instruction in the use of the sources, enabling users to pursue information independently and effectively, if so desired.

1.0.7 If a user has trouble understanding a source, an alternative source should be sought for further explanation or for comparison. If no appropriate sources can be located, a referral should be made.

1.0.8 The information service transaction should satisfy the user's need for information, by providing either accurate sources in hand or clear and concise referrals to obtainable sources and/or services located elsewhere.

1.1 Advice

1.1.1 Libraries may advise users regarding the relative merits of sources, regardless of their medium, and make recommendations regarding library materials when appropriate.

1.1.2 Materials recommended should be the most comprehensive and the most current available.

1.2 Confidentiality

1.2.1 Confidentiality of user requests, both in-person and off-site, must be respected at all times.

1.2.2 Questions should not be discussed outside of the library except when seeking assistance with an information query and names should never be mentioned without the user's permission.

1.3 Tact

1.3.1 Information services staff should use discretion during the reference interview. While it is important to conduct a thorough interview, this should be done in such a way as to minimize discomfort to the user.

1.3.2 Staff should try to identify the issue in question without intruding on the user's privacy.

1.3.3 Information services staff should be impartial and nonjudgmental in handling users' queries.

2.0 Sources

2.0.1 Each library should evaluate and acquire appropriate sources in medical, legal, and business subject areas that are current, accurate, and accessible to meet the needs of the community served.

2.0.2 Users have a right to access information available in library collections within the parameters of copyright and licensing agreements. Information should not be withheld from a user unless the use of a resource in providing that information violates a licensing agreement.

2.0.3 Information services staff should direct the user to possible sources where the information the user requires would be provided. These sources may include in-house print and non-print collections as well as access to external resources.

2.0.4 Aids that assist users in identifying, using, and evaluating relevant sources should be made available.

2.1 Currency of Sources

2.1.1 Libraries should provide the most current information possible, consistent with the needs of the library's primary clientele and within the limitations of the library's materials budget and collection development policy.

2.1.2 User guides should be periodically evaluated to remove references to dated materials.

2.1.3 Information services collections should be weeded to withdraw or transfer dated materials to the general collections.

2.1.4 Currency of publication dates should be made clear to the user in the case of information and information resources of a time-sensitive nature.

2.1.5 Since information in medical, legal, and business areas changes rapidly, the user should be advised that there might be more current information available elsewhere on the topic.

2.2 Accuracy of Sources

2.2.1 Information service collections may provide more than one source that answers a user's request for medical, legal, or business information. Whenever possible, information services staff members should assist users in assessing the accuracy of information by providing alternate sources for comparison or explanation.

2.2.2 In cases where advertisements or solicitations may be misinterpreted as information content, staff should assist users in making the differentiation whenever possible.

2.3 Referrals to Other Sources

2.3.1 Information services staff should make every effort to answer users' questions in

accordance with local information services and collection development policies.

2.3.2 If the question cannot be answered using available sources and personnel, they should be prepared to refer questions to individuals as well as to published sources in a variety of formats.

2.3.3 Referrals should be made to other sources only if the agency, service, or individual, will extend its services to that user.

2.3.4 Awareness of community, state, and private services outside of the library is important and referrals to services should follow any protocols in effect.

2.3.5 Staff may not make recommendations to specific lawyers, legal firms, doctors, other medical care providers or business professionals but may provide access to other information that may help the user identify and locate those resources.

3.0 Information Service Responses for Off-site Users

Off-site users include both affiliated and non-affiliated users requesting assistance from remote locations.

3.1 Special care must be taken with off-site requests for assistance since it is easy to misinterpret voice messages, and text-based communication may need explanations or interpretation.

3.2 Each library should develop information service policies that include provisions for off-site requests.

3.3 Requestors may have to be informed that the library does have information on the topic but that they will need to come into the library to use in-house print and non-print materials and for further research assistance.

4.0 Ethics

4.1 The American Library Association's current Code of Ethics (as stated in the ALA Policy Manual in the ALA Handbook of Organization) governs the conduct of all staff members providing the information service.

American Library Association CODE of ETHICS

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We recognize and respect intellectual property rights.
5. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council June 28, 1995
