



# Newsletter no 12 July 2011

knowledge  
management  
section

the voice of  
global KM

## Inside this issue

From the Chair  
page 1



Heading for Puerto Rico  
Knowledge Management  
Session Preview page 2

Heading for Puerto Rico  
Knowledge Management  
Joint Sessions page 3



Power and trust in the  
virtual workplace:  
interview with KM  
speaker Ardis Hanson,  
University of South  
Florida

page 4

The concept and practice  
of Knowledge Café

page 7



Join the KM Section  
Knowledge Café

page 8

For any comments on the newsletter, please contact newsletter editor Christel Mahnke [mahnke@jakarta.goethe.org](mailto:mahnke@jakarta.goethe.org)

## From the Chair

Dear KM Members, Greetings!

After a productive spring, I hope to see many of you at the 2011 IFLA World Conference in Puerto Rico. The full program is now available at <http://conference.ifla.org/ifla77/programme-and-proceedings>

I am looking forward to all IFLA sections, but the KM section has an especially strong programme this year.

International speakers will present on thought-provoking topics like virtual university spaces, geographically diverse user communities, librarian-lecturers, and global current awareness services. For information about the speakers, see pages 2 and 3 of this newsletter.



KM speaker Ardis Hanson, current President of ACURIL - Association of Caribbean University, Research and Institutional Libraries shares her experiences and talks about upcoming challenges in an interview, page 4-6.

KM will also host an innovative discussion experience, the Knowledge Café. If you want to know more about the concept and practice of Knowledge Café, see pages 7 and 8, and join us in Puerto Rico. Share your ideas in the discussion, or become a table facilitator. There are still some openings!

The KM Section Standing Committee will meet twice. On **Saturday, August 13, the committee will meet 14:45-17:15 in Room 202a**

# From the Chair

to report on strategic plan action items, conduct officer elections, update on annual program preparations, and plan for 2012 activities.

On **Wednesday, August 17, the committee will meet 8:00-9:00 in Room 102b** to address new leadership continuity and decide on 2012 programming details, including the KM satellite meeting.

Also, guests from the Bill and Melinda Gates Foundation will give a short presentation on their grant program.

We expect all Standing Committee members to join the meetings, and looking forward to your ideas and commitment.

**Guests are very welcome in the SC meetings and asked to participate in the discussions.**

We also invite you to find more information about our section online at [www.ifla.org/km](http://www.ifla.org/km), on Twitter at #IFLA KM, and on Facebook or LinkedIn "IFLA KM: The Voice of Global KM". Please get in touch for latest news, in-depth discussions and shared practice.



San Juan City Beach, Picture: WikiTravel

See you in Puerto Rico!

Xuemao Wang  
Chair,

IFLA KM Standing Committee

## Heading for Puerto Rico: Knowledge Management Sessions Preview

### IFLA KM Section Congress track 3:

#### Users driving access and services

Wednesday, 17 August 2011,  
13:45 - 15:45

The programme opens with a presentation by **Ardis Hanson: Defining Knowledge for a Geographically Diverse User Community**

This case study highlights the motto of the conference track 'Users driving access and services' in a special way. Defining knowledge, the community it is meant to serve, and the social processes of that community determines how you manage knowledge management (KM) in an increasingly complex information environment.

This case study examines a knowledge management service created to support geographically dispersed research teams by the Research Library of the Louis de la Parte Florida Mental Health Institute (FMHI), University of South Florida - Tampa campus.

Specifically, it will examine the creation of a new KM services group for a group of trans-disciplinary researchers working on evidence-based practices with criminal justice populations.

This project engages all aspects of KM, from personalised assistance, understanding the user's intent for the information, mapping gaps in the information known and requested, utilisation of synchronous and asynchronous technologies, and establishing measurable outcomes and evidence of success.

See the interview with Ardis Hanson on page 4 of this newsletter.



Students at Tampa University (picture from their website <http://www.ut.edu>)

Our second speaker is **Stuart Basefsky**, Information Specialist, Lecturer & Director, IWS News Bureau ILR School at Cornell University



Picture: C.Mahnke

His presentation

#### **The Librarian/Lecturer: Successful Course Development Based on KM Principles**

focuses on a highly successful and award winning course taught by a librarian/lecturer.

It was specifically designed to serve the knowledge needs and aspirations of students, faculty, companies, publishers and the educational institution to which all these parties are connected. The unique manner in which the KM needs of the parties are met by establishing synergies is highlighted as well as how it is assessed.

The course is designed to develop key HR competencies and skills for researching and presenting information necessary for executive decision-making.

# Heading for Puerto Rico: Knowledge Management Sessions Preview

**Karen Lequay** from the University of the West Indies, Open Campus, will speak about **KM in a Single Virtual University Space (SVUS)**



UWI at St. Augustin  
Picture from their website [sta.uwi.edu](http://sta.uwi.edu)

As a knowledge-based organization, the University is dependent on the effective management of information, and a pervasive culture that values information and its sharing in the creation of knowledge. The SVUS is envisaged as an enabling, seamless environment that will allow the University of the West Indies to increase and enhance its access and service levels for currently underserved communities and countries throughout the region. It is a common platform that consolidates and integrates the distributed technology and eLearning resources, assets, investments and elements of UWI to facilitate and enhance the seamless communication, management, exchange and flow of knowledge and information residing at or shared by the different nodes throughout the university's disseminated physical environment.

Picture from  
[www.oclc.org](http://www.oclc.org)



**Karen Lequay** is the Campus Librarian of the Open Campus, the newest and fourth campus of The University of the West Indies. The Open Campus is a major initiative to service the widely dispersed populations in the English-speaking Caribbean. Her mandate is establishment of library and information services for open and distance learning library.

One more presentation by **Stuart Basefsky** has the title **A KM-based Strategic, Global Current Awareness Service**

It focuses on a global current awareness service designed to meet the knowledge needs of the institution from which it originates. In so doing, it also meets the needs of journalists, researchers, faculty, students, professional practitioners, and policy-makers concerned with the same issues globally.

It provides the institutional links between partnering institutions that sustain the relationships for the future. This serves as a model for how libraries can become supporting pillars of their organizations by tapping into and meeting KM needs.

## Knowledge Management Joint Sessions

**Session 193 - e-Legal deposit: from legislation to implementation; from ingest to access**

18 August 2011 | 08:30 - 10:30 | Room: Grand Salon B

Bibliography Section with IFLA-CDNL Alliance for Digital Strategies Programme (ICADS), Information Technology, National Libraries and Knowledge Management

The state of e-Legal deposit in France: looking back at five years of putting new legislation into practice and envisioning the future  
**PETER STIRLING, GILDAS ILLIEN, PASCAL SANZ and SOPHIE SEPETJAN** (France)

Electronic legal deposit at the National Library of Chile Translations: [Español]  
**ROBERTO AGUIRRE BELLO** (Chile)

Managing legal deposit for online publications in Germany  
**RENATE GÖMPEL and LARS G. SVENSSON** (Germany)

The National Library of South Africa e-Legal deposit strategy: legislative and pilot study analysis  
**LESIBA STEVE LEDWABA, NARIOS MPHOLEFOLE and JOHN K. TSEBE** (South Africa)

Electronic legal deposit: the New Zealand experience  
**ALISON ELLIOTT** (New Zealand)

Tortoise or Hare? Learning from the development of e-legal deposit legislation in the UK  
**RICHARD GIBBY and CAROLINE BRAZIER** (United Kingdom)

**Session 194 - Promoting global access to law: developing and open access index for official, authenticated legal information**

18 August 2011 | 08:30 - 10:30 | Room: Grand Salon B

Law Libraries Section with Government Libraries, Government Information and Official Publications and Knowledge Management

Mapping the world of digital legal information  
**RADU D. POPA** (USA)

The digital legal landscape in South America: government transparency and access to information  
**TERESA MIGUEL** (USA)

Mapping the digital legal resources of Mexico, Central America, the Spanish speaking Caribbean and Haiti  
**MARISOL FLOREN** (USA)

Access to digital legal information: focus on the English-speaking Caribbean countries  
**YEMISI DINA** (Canada)

# Power and trust in the virtual workplace

## Interview with Ardis Hanson, University of South Florida

Questions by Christel Mahnke

**Q Ardis, you are Research Coordinator at the College of Behavioral and Community Sciences (CBCS), University of South Florida. Can you tell us about your professional background and career?**

A My career is varied. I've worked as a graphic designer, an art director, a corporate information specialist, a construction worker, and as a librarian. An eclectic career to say the least.

However, I was the director of the Louis de la Parte Florida Mental Health Institute (FMHI) Research Library for almost twenty years. The Louis de la Parte Florida Mental Health Institute performs research and consultation in all of the settings comprising the de facto mental health system of care, from research on the organization and financing of care, policy and political components of system change, and policy consultation with a variety of local, state, and national agencies and governments.

The Institute works with a variety of stakeholders, including consumers, formal and informal caregivers, administrators, policy makers, and political leaders. Its activities span Florida and the nation at the federal and private sectors. Institute faculty serve as PI or co-PI on more than 130 federally funded grants/contracts as well as on 12 research projects funded by national foundations.

Institute faculty also serves on initial review groups, national consensus conferences, and as officers of professional organizations. The Institute's \$38 million dollar annual budget, which includes \$28 million from contracts and grants, supports approximately 500 faculty and staff.

When I came to the FMHI Research Library, the library provided traditional library services. Since I came from the for-profit sector, I saw the opportunity to incorporate (at that time) emerging technologies, such as email and intranet services, into the provision of information to the faculty, staff, and administration. I instituted a number of research support services to the Research faculty and staff, starting with an electronic TOC service, and quickly moved into current awareness services targeted to researchers working in similar topic areas, and e-reference.

From there it was very easy to branch out into more intensive supports, such as conducting literature reviews, locating funding opportunities for our faculty and staff, providing journal reviews, and conducting citation analyses. I was also able to have the Library be a key member in the collection of academic analytics, preparing scholarly and grant activity reports for the Institute.

Picture from Tampa University website



Three years ago, FMHI became part of the CBCS. The expectations for faculty support, especially for research services grew with the addition of five new schools and departments plus FMHI to create the College.

Early this year, I was given the opportunity to move to a Research Coordinator position that would help develop the research infrastructure of the College. This seemed the next logical step for me - to be involved in creating an enhanced knowledge management infrastructure for the College.

**Q One of your recent publications deals with 'Power and trust in the virtual workplace: team development as communities-of-practice'. How does the virtual workplace change the way we work in teams?**

A That is a very good question. I first became interested in the notion of virtual work and teams as we were building the USF Virtual Library (1996-2002). Some of the issues we grappled with were very similar to the issues I explored, with my co-authors, in 2010. Implementing innovative strategies often means dramatic organizational change, and that often entails the ability to quickly manage both the strategies and the elements of

# Power and trust in the virtual workplace

the organization to meet emergent needs. The most critical lessons I learned were these:

- Monitor the place of the team within the organization as the goals and structure of the organization change. After all, a vision and the clarity of a vision may change.
- To stay aligned, teams need to talk to one another and to the organization.
- By setting a clear direction, the organization also sets the boundaries and accountability within which teams and the individuals on the teams work.
- For a team to be effective, a high-trust relationship needs to be developed. Members need to trust one another to be honest, capable, and committed to joint goals.
- Be adaptable. An innovation is not an ideology. New technologies or new ways of doing are not carved into stone.
- Do not let the team ignore the rest of the organisation and do not let the organisation ignore the team.
- Finally, make sure that goals are clear and clearly evaluated. Without measurable goals, there can be no team.
- With clear communication of expected goals and outcomes, all members of an organization can focus on accountability, evaluating how well goals are achieved, and by specifying exactly who is responsible for exactly what with whom, where, and when. Without clear communication to all members of a team or organization as to goals and outcomes, accountability devolves rapidly into power trips and the destruction of trust.

## **Q Another topic of your work is mental health and disaster. Which role can libraries play in the case of disaster, in regard to the mental support of victims?**

Librarians are often overlooked responders to disaster planning, preparedness, and response. We provide materials on coping with disasters; we provide meeting space for

mental health counselors within the local community; we provide outreach to persons living in temporary housing. Most importantly, we have a large network of other librarians and experts with whom to work to ensure information gets out.

From an immediate response perspective, it is critical to determine the type of information that is most needed and in what format. When Haiti experienced the earthquake in 2010, I asked two of my colleagues in Haiti, Elizabeth Pierre-Louis, Library Programme Director of FOKAL, and Françoise Thybulle, director of the National Library of Haiti to please let me know what types of mental/health information they needed.

Topping their lists were clinically-focused mental health materials in English, French, and Creole, for parents to help their children work through trauma, helping adults (of all ages) cope with the uncertainty and fear that accompanies such a disaster, guidelines for first responders in handling the trauma they encountered, and handling grief.



A man retrieving documents from the rubble in Haiti Picture from IFLA website

In addition, I kept them apprised of pertinent items from the Centers for Disease Control and Prevention, the National Library of Medicine, and from publishers who provided free full-text of disaster medicine and response materials to first responders and relief workers.

From a local outreach perspective after disaster hits, the response of the Haitian library community was and continues to be inspiring. They bring

books to the refugee camps, setting up picnic and camping tables so students could continue to study, to maintain the challenge of "life still goes on".



Workers painstakingly retrieve records from the ruins of the Tax Office Picture from IFLA website

They provide story hours to the children living in the camps. They provide animation and cultural programmes, which are especially enjoyed by the children. However, the need for assistance continues with thousands of individuals and families still living in the refugee camps. If the library is still standing, libraries can offer space for programmes with mental health professionals either as featured speakers or in clinical roles.

From a long-term perspective, it is critical that we maintain and archive disaster information and make it freely available. It is a simple matter to create a page of pertinent health and infrastructure updates.

We can provide workshops and sponsor community events that address disaster preparedness and response, establishing good mental health practices, and creating a sense of resiliency. Also, we should ensure information is accurate and updated.

Every year, before hurricane season starts in Florida, there is a lot of programming and social media to remind people of the starting of season, to pull together their 'hurricane boxes', to develop a family plan, to secure one's home, etc. Having lived through ten hurricanes in my lifetime, I appreciate the annual programming by my local library.

# Power and trust in the virtual workplace

**Q You are working in an environment with different languages, and with people from different professional and cultural backgrounds. How does this diversity influence your way of working?**

A I appreciate the differences in communication styles and ways of working of the many people with whom I interact. I believe it is critical to communicate respect and belief to the individuals with whom I work and to communicate effectively.

This requires a more reflective and reflexive approach. I need to be attentive to what is being said by the person, not necessarily how he or she is being saying it.

For example, I'm from the southern United States. It is a standing joke in the US that Southerners are slow-talking and very, very polite and New Yorkers are fast-talking and rude. Should I take offence when some-one is very abrupt in their speech? Absolutely not. I need to listen to what they are saying, what they may be asking, what they may be advising. I need to understand their preferred form of expression.

Appreciating diversity, from my perspective, allows us to create that shared understanding between all the members of a conversation to ensure that our work is accomplished, our relationships friendly, and our appreciation for each other's strengths is acknowledged.

On a personal note, I'm writing my dissertation what happens in the discourse of public policy, looking at turntaking in talk, discursive strategies, and what facilitates understanding among multi-stakeholder groups to effect a successful outcome. So this is a topic near and dear to my heart.



Picture from Tampa University website

**Q You are the President of ACURIL - Association of Caribbean University, Research and Institutional Libraries. Which special challenges do you see for in the Caribbean region?**

A There are a number of special challenges for University, Research and Institutional libraries. I'd like to address three within the framework of knowledge management: scholarly communication, services, and library education/continuing development.

One challenge is how best to engage the academy/institution in an exploration of scholarly communication. How can we best make the intellectual fruit of the academy and the institution available and accessible at a cost that is not punitive to developing nations?

Within a multi-lingual, multicultural framework, how can we best describe the content and the context of academic and institutional works? It will be critical that scholars' commons meet a high standard of description and access, and maintain relevance, recall, and serendipity in our searches. The "good enough" approach to records, documents, and metadata is simply not acceptable.

A second challenge is how we recreate ourselves and our services to accommodate the increasingly hybrid setting of library as place and library as space. Not everyone is 100% virtual library user. Not every library is 100% virtual. We are challenged to create technology 'sandboxes', personalised supports, and enhance fluency across disciplines, languages, and textual, numeric, spatial, and visual information formats.

What are our faculty and student needs? How is instruction and research changing? How can we extend our traditional service boundaries? How do we further the education and participation of our citizens using the global information environment? How do we measure what we do that makes sense to our administrators, to the many publics we serve, and most importantly, to us?

Accountability is a major factor in keeping libraries, archives, and documentation centres alive. However, accountability is inextricably tied to ensuring we do what we do best – knowledge management and generation.

The third challenge is library education. As technologies emerge, and new models of doing evolve, how do we teach our students and our professionals to remain engaged, inquisitive, and innovative?

How do we, as a profession, remain resilient, from whatever disasters come our way? How do we teach our students and ourselves as working professionals the interrelationship of physical and social infrastructures to effectively be knowledge managers for the coming century?

Consider all that we do. We acquire, synthesise, navigate, disseminate, discover, present, interpret, understand, preserve, curate, steward, generate and archive information. We use Web 2.0 and 3.0 tools and technology for rapid deployment and development. We diversify our roles as librarians, archivists, and information specialists. We enhance the learner experience, whether they are freshman students or seasoned research faculty. Knowledge management is simultaneously the past, present, and future challenge for Research and Institutional Libraries in the Caribbean region.

Our most serious challenge may well be to effect successfully a sustainable transformation of our profession.

# The concept and practice of Knowledge Café

The following article is based on David Gurteen's website [www.gurteen.com](http://www.gurteen.com)



David in Egypt, picture from his website

More about Knowledge Cafés

[www.gurteen.com/gurteen/gurteen.nsf/id/kcafe](http://www.gurteen.com/gurteen/gurteen.nsf/id/kcafe)

A Knowledge Cafe is a means of bringing a group of people together to have an open, creative conversation on a topic of mutual interest to surface their collective knowledge, to share ideas and insights and to gain a deeper understanding of the subject and the issues involved.

This ultimately, leads to action in the form of better decision making and innovation and thus tangible business outcomes.

Knowledge Sharing is a key issue for Knowledge Management and for organizational success. But real Knowledge Sharing requires an open mindset and continues to be a challenge for many organizations. In fact, it can be difficult to even get people to talk openly to one another other about their specific corporate interests, opportunities and responsibilities.

One way of energizing an organization to take real advantage of conversation and consequent tangible business benefits is the use of Knowledge Cafés.

A Knowledge Café is an effective vehicle for opening up conversations and discussions that lead to a deeper

understanding of the business world that in turn leads to improved decision making, new ways of working and innovation.

A Knowledge Café is a tool that is used to share tacit knowledge. It can be used within teams, Communities of Practice or across silos to question entrenched assumptions, to help facilitate learning from others and gain a deeper collective understanding of a subject – through conversation.

It is not just about talking and networking though these are secondary benefits but allowing people to engage each other in "dialogue" with the aim of learning from each other rather than entering into unproductive debate and attempting to impose their views on the other which invariably end in failure and frustration.

Knowledge Cafes can be used for many business ends. Here are some specific examples:

- turn a traditional chalk-and-talk, death-by-PowerPoint presentation or meeting into an engaging learning event
- transform an internal conference from a series of boring lectures into an exciting day
- break down organizational silos
- encourage knowledge sharing and the creation of a knowledge sharing culture
- give people a voice so that they feel heard and are thus less cynical and more engaged in their work
- as part or replacement for a paper survey or interview (the problem is that until people talk, their knowledge fails to surface)
- as a stimulus to innovation: Knowledge Cafes connect people to people;

people to ideas and ideas to ideas; they challenge people to reflect on their thinking; surface new ideas and make new connections

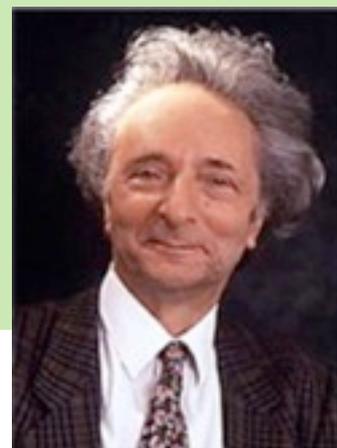
In effect the Knowledge Café is an easy, low cost way to make Knowledge Sharing really work for you and your organization.



Conversation is a meeting of minds with different memories and habits. When minds meet, they don't just exchange facts: they transform them, reshape them, draw different implications from them, and engage in new trains of thoughts.

The kind of conversation I'm interested in is one in which you start with a willingness to emerge a slightly different person.

Theodore Zeldin, Oxford Historian  
(from David Gurteen's slides)



# The concept and practice of Knowledge Café

## What resources are need for a Knowledge Café? Not a lot!

- a group of 20-30 people
- a speaker and a facilitator
- a room
- tables & chairs to seat 4 or 5 people per table

## What do you need in the room?

- unthreatening and hospitable environment
- good ambiance, small and cosy, good acoustics
- small round tables and 4-5 chairs per table
- NO flip charts
- refreshments



## How do things work in small groups?

- no leader or chairperson
- no reporting back
- everyone is equal
- no group note taker
- can make own notes



## What are the outcomes?

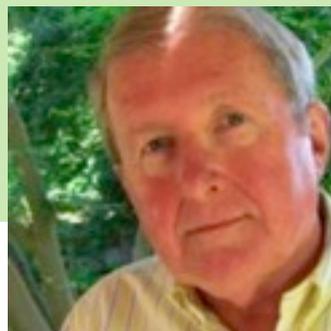
- Outcomes are what you take away in your head
- Deeper understanding of the issues discussed
- Deeper insight into other people's perspectives
- Better appreciation of your own point of view
- Position to make more informed decisions
- Improved relationships

Conversation is the most powerful learning technology ever invented.

Conversations carry news, create meaning, foster cooperation, and spark innovation.

Encouraging open, honest conversation through work space design, setting ground rules for conversing productively, and baking conversation into the corporate culture spread intellectual capital, improve cooperation, and strengthen personal relationships.

Jay Cross, Informal Learning (from David Gurteen's slides)



## Join a Knowledge Café in Puerto Rico

**KM Cafe in Action**  
**Tuesday, Aug 16 4-6 pm**

This joint session of KM Section with the Library & Research Services for Parliaments Section begins with a short introduction to knowledge management by Xuemao (Shimo) Wang, Chair of the Knowledge Management Section & an introduction to the Knowledge Cafe concept by Moira Fraser, Chair of the Library & Research Services for Parliaments Section.

Then participants move from table to table every 20 minutes to informally discuss with a facilitator and colleagues the following topics:

### Table Topics:

- Knowledge Sharing Techniques in Organizations
- Knowledge Sharing Applications in Libraries -Case studies
- Selling the value of KM in our organization/ Enlisting support & making the case for KM)
- Collaborative Technologies to support/facilitate Knowledge Sharing
- Building & sustaining communities of practice
- Learning from lessons learned
- Social media facilitating/enabling knowledge sharing

If you are interested in helping us by being a table facilitator, please let us know. We still have some openings. Facilitators remain at a table, initiate the discussion of their topic (as above), and help keep the conversation going for 20 minutes.

Please contact  
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