In This Issue

20 Offering a bar passage support program

22 Selecting a leadership and management development course

28 The 2015 Day in the Life Photo Contest winners
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Making Time for Your Career

By Catherine A. Lemmer

As information professionals, we work to inspire in our users the importance of lifelong learning. Depending on your environment, this work takes many forms and cuts across all areas of the library—from urging students and attorneys to push the limits of a search algorithm or adopt a new database to encouraging library staff to learn and implement a more efficient workflow process. Despite the passion with which we advocate for lifelong learning among our users, we often struggle to find the time to incorporate professional development time into our own schedules. Have you had to skip a webinar because someone scheduled an impromptu meeting? How many articles have you downloaded to read with your Sunday morning coffee because you just couldn't get to them during the workday? Do you groan when you hear the phrase “professional development day,” knowing that it is going to cause scheduling disruptions and challenges? Do you respond to so many emails and texts during a conference program that you leave the program without learning anything? We know that acquiring new skills and knowledge is essential to our professional development, yet we often let it slip to the bottom of the work stack or, worse, upset our whole work-life balance by catching up with it on weekends and in the evening.

I’ll be the first to admit that professional development often gets short shrift in my schedule. Over the course of my career, however, I have implemented a few strategies to help myself stay on track. First, I identify a goal and think about the strategies to help myself get there. This ensures that the time I do spend on professional development is focused. Second, and perhaps more importantly, I’ve learned to step away from my phone and email and pay attention to the knowledge I am acquiring during the time I’ve dedicated to the professional development activity.

I have also adopted a few simple, silly tricks, such as calendaring an occasional hour of topical reading to alert anyone scheduling a non-urgent meeting that the particular time slot is busy for me; scheduling to eat lunch at my desk during a webinar; and, believe it or not, actually putting the webinar on my calendar as soon as I receive notice of the date and time! I’ve also set up an accountability feature by committing to talk about, write about, or share information learned with others to make sure that I follow through on attendance.

Last week we made time at my library for our annual public services staff retreat. We took a few hours to come together to enjoy lunch and snacks and to talk informally about what we do well, what we wish we could do better, what summer projects we should take on, and what we would like to do next year. Yes, there were the usual scheduling, funding, and planning challenges. In addition, I had to do some door-to-door campaigning to urge everyone to come with ideas and to reassure everyone that “what was said at the retreat stayed at the retreat.”

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08 Would You Like Fries With That?  
How librarians can use upselling to increase patron services  
By Karin Johnsrud

10 Reflections on the 2015 AALL Management Institute  
Four attendees of this year’s AALL Management Institute share their experiences and takeaways  
Contributions by Alyson Drake, Amy A. Emerson, Rachel Gordon, and Brendan E. Starkey

14 The Vis in Vienna  
My experience as co-coach of the UF Law Vis Team  
By Loren N. Turner

20 Supporting Bar Preparation  
Offering a bar passage support program  
By William R. Gaskill

22 Leadership, Management, and Professional Development  
Selecting and planning for a leadership and management development course  
By Ashley Krenelka Chase and Ellen Frentzen

25 The Mentoring Family Tree  
How intergenerational concepts can inform and improve our mentoring relationships  
By Michelle Hook Dewey, Sandra B. Placzek, and Candle Wester

28 Law Libraries through the Lens  
Congratulations to the winners of the 2015 Day in the Life Photo Contest

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News from North of the Border: Canada’s Supreme Court Rules Mandatory Sentences Unconstitutional

By Nancy McCormack  
bit.ly/NewsfromNorth

A recent case tried by Canada’s Supreme Court focused on whether the crime of possessing a loaded and prohibited firearm contrary to s. 95(1) of Criminal Code, which carries mandatory minimum imprisonment terms (three years for the first offence and five years for the second), was contrary to the prohibition set out in Canada’s constitution against “cruel and unusual treatment or punishment.” The justices noted that their first task was to determine whether the sentences in question (i.e., those imposed upon the offenders before the court) were grossly disproportionate and did indeed constitute “cruel and unusual treatment or punishment.” If the answer was no—that is, given the conduct of the accused persons, the sentence was not disproportionate; then the justices would proceed to a second, related question: might not such mandatory sentences, in some “reasonably foreseeable application” similar to the one described above, impose a disproportionate punishment on all future offenders?
COLUMNS

From the Editor
From the President
Washington Brief
The Reference Desk

DEPARTMENTS

Member to Member
Views from You

ANNOUNCEMENTS

Last Chance to Renew Your AALL Membership
Memorials

AD INDEX

Bloomberg Law/
Bloomberg BNA
LexisNexis
Nation’s Courts
Thomson Reuters
West Academic

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from the president

Stories from the Trenches

I
t is hard to believe that my year as AALL president is coming to an end. This is a very bittersweet moment for me; the conclusion of a once-in-a-lifetime opportunity I will never forget. When I embarked on this journey last July, I knew I wanted to make significant strides for the Association and our members, and I think that we, as a whole, have definitely accomplished that. These accomplishments take many shapes—whether it is embarking on new initiatives, reviewing Association activities holistically, or appointing task forces and special committees to study key areas—but they all have one thing in common: action.

Typically, the last column from the president summarizes the year’s activities. Because there were so many this year, I decided instead to highlight them separately in the Members’ Briefing that was published in the June 2015 issue of AALL Spectrum. The briefing, organized around the three pillars of AALL's Strategic Directions—Authority, Advocacy, and Education—provided an overview of the past 12 months, serving as a measure of our accomplishments and a roadmap for our future. This allows me to have a slightly different focus for my last column and to share some lessons learned during this whirlwind year.

The Science of Storytelling

Countless scientific studies have shown that stories—the stories we tell, the stories we hear—can put your whole brain to work. Why? Because stories, at their core, illustrate the connection of cause and effect, and that is exactly how our brains function. Even when we are not talking to anyone, our brains are at work thinking in narratives (or stories) all day long. In a Fast Company article, “5 Networking Secrets From a Professional Spy,” one of the secrets that private investigator Hal Humphreys shares is what he calls “interrogating gently.” Although he discusses this tip in the context of interviewing someone or trying to coax something out of an unwilling subject, his bottom line is widely applicable. “Stories lead to real conversation,” he writes, “[and] real conversation leads to connection.”

I have had so many opportunities to travel this past year, attending meetings, events, and conferences, and always taking advantage of these new encounters to talk with, listen to, learn from, and connect with people. Whether I am talking with an AALL member, a chapter member, a leader from another legal professional organization, or an interested party from the legal community, I always try to share my stories and hear theirs. We all need to remember to tell our stories whenever we get the opportunity and, even more important, to see what we can learn from listening to others.

Inspiration is All Around

Many of the meetings and events I have had the privilege to attend took me way out of my comfort zone as a law firm librarian, exposing me to areas that don’t regularly touch my world. For example, I recently attended the Mayflower Meeting, which brings together leaders of organizations that have a stake in legal education and bar admissions. Law firm librarians don’t often sit around talking about LSAT numbers or bar passage rates, but these are, of course, steps crucial to the process of law students becoming lawyers, some of whom will make their way to our firms. And, really, when you get past the details and look at the bigger picture, we all need to be concerned with the fundamental questions of our industry: are the nation’s best and brightest still considering a legal education worthwhile, whether they end up practicing law or using their legal training to pursue jobs in business or government?

I love that the AALL Spectrum Member to Member Question this month is, “What made you smile on your way to work this morning?” My year as president has provided me with numerous opportunities and occasions to smile and be grateful. Our Association is a vibrant, welcoming, and diverse group of dedicated, smart legal information professionals, so many of whom volunteer year-round to share their expertise and mentor the next generation of AALL leaders. It has been an honor and a pleasure to be able to serve all of you this past year, and I am grateful to have had this unforgettable opportunity. I also have to express my deepest gratitude to my firm, my boss, the amazing team of librarians we have, and all of the many colleagues who supported me throughout this journey.

Gratitude often starts as an occasion-specific mental exercise, but it can become an attitude toward life and eventually morph into a permanent state of mind. I hope that we can all find things about our involvement in AALL to be grateful for every day.
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Progress Report: UELMA Advocacy in 2015 and Beyond

Note: This column is adapted from AALL’s May 13 online advocacy training with the same title. To watch the recorded training, visit the AALL Resources Library on AALLNET.

WASHINGTON, D.C., May 14, 2015—Since its approval by the Uniform Law Commission (ULC) in July 2011, the Uniform Electronic Legal Material Act (UELMA) has been introduced in 20 legislatures and become law in 12 states, thanks in large part to the dedicated advocacy of AALL members and chapters. UELMA requires that electronic legal material designated as official be capable of being authenticated, preserved, and permanently accessible to the public. The definition of “legal material” is purposefully narrow to include the most basic primary legal materials, but states may add additional material, such as judicial decisions or court rules, as they see fit.

Through the course of law librarians’ advocacy on UELMA, we’ve identified proven strategies for success and common challenges that you may face in your efforts. These lessons learned may serve as a guide as you help to enact UELMA in your state.

Steps to Success

While the process of advocating for UELMA can vary from state to state, there are several key steps you can take to improve your chances for success. Start by doing your homework! Make sure you know how legal materials are currently published in your state, which materials are considered official, and if any are authenticated. The Digital Access to Legal Information Committee’s State Online Legal Information website, available at bit.ly/DALIStateinfo, includes this information about electronic primary legal materials.

Brainstorm creatively to identify the key stakeholders in your state. The more support UELMA has from a diverse group of allies, the better. Consider state library associations, bar associations, access to justice organizations, and business groups. As you form a coalition, decide who will lead, by what means and how often the group will communicate, and whether members will be willing to testify or engage their grassroots. Consider asking your AALL chapter to adopt a resolution in support of UELMA as eight chapters have already done.

Let the AALL Government Relations Office (GRO) know if you are pursuing UELMA. You’ll want to identify your uniform law commissioners (www.uniformlaws.org/Commissioners.aspx), who are responsible for moving uniform acts in their states. If you don’t already know your commissioners, I can help you determine the most effective way to initiate communication and discuss strategy. You will want to review the makeup and process of your legislature, examine the politics of the state, and begin to map out your approach for introduction and identify possible roadblocks. Be sure to coordinate your efforts with your commissioners.

Once your UELMA bill is introduced, it’s time to engage your allies, who can help you educate lawmakers and gain support for the bill. When a UELMA bill moves through a state legislature, expert witnesses are often called to give testimony. In several states, AALL and chapter members have provided their authoritative opinions to state House and Senate committees about the impact of the legislation. Practice does make perfect, so it’s never too early to prepare for potential future hearings.

Assessing Your Progress

Of course, there are two possible outcomes at the end of your advocacy efforts on UELMA: the bill passes and becomes law or it doesn’t.

If UELMA is enacted in your state, congratulations! Put yourself on the back and be sure to reach out to thank all those who helped you along the way—those relationships have been key to your success and will continue to be in the future! Next, your state will need to implement UELMA by a specified date. Make yourself available to the state publishers and offer your assistance in helping them meet the requirements of UELMA.

If UELMA did not pass in your legislature: try, try again. More often than not, advocacy is a marathon and not a sprint. Although UELMA may have failed the first time around, you’ve made real, tangible progress by building useful relationships and raising awareness about the need for this legislation.

Common Challenges

While UELMA is most often uncontroversial in state legislatures, law librarians’ advocacy efforts have met some common challenges in shepherding the bill through the legislative process. By understanding these concerns, you’ll find that none are insurmountable.

As with any legislation, there are many competing priorities in the legislature with which UELMA must contend, no matter the politics or the size of the state. Bigger ticket items like budget, environmental, public safety, and health issues will often monopolize the attention of legislators, but, with proper planning, you can navigate through the noise to get your legislators’ attention. Take inventory of the other key issues on the legislative agenda in your state, and plan accordingly. Knowing what you’re up against will help you hone your strategy, schedule, and messaging before you begin to advocate.

In your advocacy efforts, you may also need to combat a lack of knowledge about the problems addressed by UELMA. While many AALL members have been talking about the importance of authentication, preservation, and permanent public access for more than 10 years, it’s just a fact that many others outside the profession have not. Be prepared to provide background to lawmakers.

announcements

Last Chance to Renew Your AALL Membership

The new AALL membership year began June 1. If you haven’t already done so, we hope that you are planning to renew your membership, which strengthens the profession and provides you with essential career resources. A third and final set of dues invoices for 2015-2016 has mailed to all library directors for their institutionally paid memberships and to all other individual members. Be sure to renew before August 1 to ensure your membership benefits continue for another year.

For more information or to renew your membership online, visit the application form on AALLNET at www.aallnet.org/Home-page-contents/join-benefits. If you have any questions about your membership renewal, contact AALL Headquarters at membership@aall.org or 312.205.8022.

Memorials

AALL Spectrum has been advised of the deaths of Christine Harvan and Martha Keister.

Ms. Harvan was head librarian at Rawle & Henderson LLP and worked at the firm since 1987. She joined AALL in 1975 and was active in the Private Law Libraries Special Interest Section. She passed away March 23.

Ms. Keister served as foreign, comparative & international law librarian at the University of Denver Sturm College of Law’s Westminster Law Library in Denver until 2006. She was a member of AALL since 1980 and was active in a number of special interest sections. She passed away May 1.

AALL Spectrum carries brief announcements of members’ deaths in the “Memorials” column. Traditional memorials should be submitted to James Duggan at Law Library Journal, Tulane University Law Library, 6329 Freret St., New Orleans, LA 70118-6231 or emailed to duggan@tulane.edu.

judges, attorneys, and non-law librarians. It’s worth the time and effort to discuss the problem with potential allies so that they will support UELMA as the solution. The GRO offers one-pagers and FAQs that put UELMA into plain language to help you explain the act to others.

In some states, technology may be a barrier. While UELMA’s technology requirements are non-prescriptive and flexible to meet the needs of the states, some states may feel unprepared to address them. Luckily, many state leaders have developed white papers and studies that provide guidance on the requirements.

Of course, one of the first questions that lawmakers ask about any legislative proposal is, “How much will it cost?” Costs for implementation of UELMA have varied. Nine of the 12 states that have adopted UELMA have determined that there would be no fiscal impact. However, some resources may need to be dedicated to building or changing systems to meet UELMA’s requirements. AALL’s new document, “UELMA Implementation Resources,” approved by the Executive Board in April 2015, offers links that provide helpful guidance. The document is available at bit.ly/UELMAimplememnt.

Resources

To help with your advocacy and education efforts, we’ve compiled a great deal of UELMA resources on AALLNET at bit.ly/UELMAresources. Resources include a regularly updated bill tracking chart, sample testimony, case studies, and reports. Of course, the GRO staff is available to assist you at any stage in the process. If you’re interested in becoming involved in UELMA advocacy efforts in your states, please contact me. Advocating for UELMA is a fun and rewarding way to engage in the policy issues that make a real difference for law libraries.

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Would You Like Fries With That?

How librarians can use upselling to increase patron services

By Karin Johnsrud

How many times have you gone into a fast food restaurant and heard that standard question—would you like fries with that? Or in a movie theater, at the concession stand—would you like to supersize that? Likewise, when I recently bought a new laptop, the salesperson mentioned that they have a relationship with a computer repair service and I could receive a discount on repairs if I sign up in conjunction with the computer purchase.

These are all classic examples of upselling used in fast food and retail. And since they have been used for years, it's pretty clear that they work, enticing customers to purchase more than originally planned. As a librarian, you may be asking yourself "How is this relevant to me? I don't sell products or services." This is technically true, but while we may not be selling a tangible object in the traditional sense of the word, we do offer our resources, services, and expertise to our patrons in ways that could possibly be improved by incorporating upselling techniques.

What is Upselling, and How Does It Work?

Upselling is the process of suggesting to customers that they purchase more of an item that they have already decided to buy, like supersizing their movie popcorn order. Cross-selling is a related technique where customers are offered products related to what they are already buying, such as adding fries to a burger order. The terms are often used interchangeably since they are closely related to each other and use similar underlying techniques. Upselling and cross-selling are most frequently used in the commercial and retail arenas, but that does not mean that they cannot be adapted to the world of librarianship.

Upselling Techniques (That Really Work) by Stephan Schiffman provides advice for salespeople who want to improve their upselling success. The chapters are short, easy to read, and contain many real-life examples of what to do and what not to do in an upselling (or any selling) environment. Upselling Techniques is divided into three sections: "Foundation Concepts," "On the Phone," and "Face-to-Face."

The first section, “Foundation Concepts,” begins by defining upselling, and its chapters focus on understanding what questions to ask and on learning how to move through the steps of the sales process. Schiffman, who runs a sales training company, stresses increasing communication, conducting effective interviews to gather information about customers, and knowing how to move from information gathering to closing the sale. He includes chapters listing essential upselling principles, factors that make an interviewer effective, and key communication principles.

"On the Phone" looks at telesales and the importance of tracking one’s work and focusing on communication. "Tracking the work means knowing how many contacts, closes, and upsells you make per day and using those numbers to determine how to increase each. As Schiffman points out, the more calls a salesperson makes, the more chances to close a sale and to attempt an upsell. Again, there is a stress on communicating with clients by asking questions, not just to get information, but also to verify that you really understand each customer's needs. The verification process is what can then lead to the sales presentation and the close. These same steps apply to the upsell after the close, since that knowledge can lead to understanding what else the customer might be interested in purchasing.

There are a few phrases that Schiffman mentions as being great for transitions throughout the sales process because they seem conversational and non-pressuring. One of the best is “by the way,” as in: Thank you for purchasing X. By the way, we have a special offer today . . . for purchasing X, you can also purchase Y for half-price. Should I sign you up for that price? A transition like this does not feel like a hard-sell and may not even seem like a sales pitch to some customers.

The third part of Upselling Techniques focuses on “Face-to-Face” sales. Building on the material from the first two sections, Schiffman presents detailed explanations on how to move the sales process toward the close and upsell opportunity. Topics include understanding the relationship you have with the customer and how that will influence your ability to upsell, recognizing how open and willing a person might be to change, and learning strategies to get to the close in different settings. Once again, a key phrase takes center stage: “Based on what we've discussed today . . .” is used to summarize the conversation and ask for a decision from the customer or a next meeting for more discussion. The final two chapters, “The Hallmarks of an Upselling Sales Culture” and “The Shopping Bag Rules,” contain lists detailing how to upsell successfully.

The book concludes with two appendices, one on customer service principles and one that outlines a retail upselling model. This model consists of four steps that can improve upselling success: (1) engagement, (2) gauging interest by asking questions, (3) showing an item that is relevant to the customer, and (4) following through by staying in touch. While the entire book is engaging and can provide librarians with ideas on how to make a "sales pitch,” this quick,
four-step upselling model is an excellent description of the process and is easy to follow.

How Can Librarians Use Upselling?

One of the key points in Upselling Techniques is that “[c]onversations are the foundation of upselling.” In conversations, an important objective for a salesperson is to learn information about what the customer is looking for and why. It’s all about asking the right questions to draw out information.

We are giving the patron more than he asked for but probably something that he may need and might not have known about.

Librarians who work at the reference desk know all about drawing out information. We call it the “reference interview,” and we use it to find out the patron’s research needs. How can our reference interview turn into an upselling opportunity? Here’s an easy example. If a student comes to the desk asking for a specific book to help write a paper on a particular topic, something as simple as explaining how he can browse call numbers for additional material on the same subject is an upsell. We are giving the patron more than he asked for but probably something that he may need and might not have known about.

A librarian approaching a reference interview is similar to a salesperson preparing to meet a customer. Librarians need to ask the right questions to get to the patron’s true research need. This is an example of asking what Schiffman calls “do-based” questions, which focus on what the customer does in a particular situation so the salesperson can learn how to tailor his or her sales pitch to improve on what the customer already does. As a reference librarian, when a law student came to the reference desk for help, my first questions were always along the lines of “So, you need to find out about X? What have you done already, and where have you looked?” By asking these questions, I was trying to elicit from the patron what he knew topically, as well as what resources he knew about. This would help me move him toward additional databases or better searching within known databases. In a similar vein, Jennifer Coleman, a librarian at St. Gabriel’s Catholic School in Chicago, advises librarians to ask patron-oriented questions in order to “get patrons talking about their needs and wants.” In her 2012 Library Media Connection article, “Cross-Marketing Yourself: It Doesn’t Have to Hurt to Work,” she states, “[i]nstead of asking ‘What do I need to do to help you?’ ask ‘What keeps you from researching your paper with the online databases we have?’

The impetus behind all of these questioning techniques is to get patrons talking about what they really need so we as librarians can direct them to the right resources and make sure they understand how to use them effectively.

Corie Dugas, Outreach and Public Services Librarian at St. Louis University Law Library in St. Louis, seems to use a version of Schiffman’s upselling model of engagement, gauging interest, and offering services, though she has different terminology. According to Dugas, she uses “a three-pronged approach to marketing in SLU’s library: services, space, and resources. So, when a patron is interested in one area, I quickly assess what might interest him or her in the other areas and do a quick promo.” As an example, “[i]f a student comes to the reference desk for assistance looking up information on a labor law, the reference librarian would work with that person (service), point out that we also have a database called ‘International Encyclopedia of Law: Labor’ that can help with comparative analysis between countries (resources), and then encourage the student to use one of the standing workstations to plug in his or her laptop and check out the database before leaving the library (space).”

In a 2013 Journal of Business & Finance Librarianship article, “Using Personal Selling Techniques in Embedded Librarianship,” Wayne Finley delves into how he used selling strategies to start an embedded librarianship program at Northern Illinois University’s (NIU) College of Business in DeKalb, Illinois. As the business subject specialist librarian at the NIU library, he used a range of selling techniques, including upselling and cross-selling, to establish the program. Finley began with the sales processes of cold-calling and networking to get faculty interested in classroom instructional services. He also began an onsite reference service in the student lounge. After the initial buy-in, Finley was able to upsell bibliographic instruction offerings by showing faculty that the initial time set for a session would not be sufficient. As stated in Finley’s article, “[b]y drawing on past experiences in the classroom and understanding the needs of students, the librarian can better explain why students need more instructional time and how they will benefit.” He also gives a great example of cross-selling, where after assisting a faculty member who was having difficulty locating the full text of an article, he took the opportunity to “ask them if they think that their students may be struggling with the same problem and ask if they would find an instructional session useful.”

What More Can Librarians Do?

Finley points out that not much has been written about personal selling in library literature, and I was unable to locate much more than the articles I reference here. Finley wanted his experience to provide a good learning experience for librarians to understand how to make use of personal selling techniques to increase their patrons’ interactions and experiences with the library. He also advocates that librarians, especially public services librarians and subject specialists, attend sales training. Dugas commented that “[l]ibraries and librarians tend to shy away from ‘selling’ anything because we think what we have is so amazing, we shouldn’t have to sell it! But we do. To get the message out, we have to tell people, and telling people who are already interested in something similar is a great way to get our message out there.”

By learning just a few techniques and strategies of upselling and cross-selling as set out in Upselling Techniques or a similar resource, librarians can ensure that resources are known about and used in order to enhance their patrons’ experiences at the library. So while we will not be asking, “Would you like fries with that?” we can and should be asking, “By the way, in addition to this book, do you know that we also have a cool database where you can research this topic? Would you like me to show it to you?”

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The fundamental value of the AALL Management Institute is rooted in its focus on law libraries. While other management programs look generically at the practice of management, the Management Institute provides relevant content and a unique forum for participants to directly apply its lessons to their institutions.

Organization Development Consultant Maureen Sullivan’s facilitation of the course is a lesson in management itself. She is well-skilled at leading discussion, soliciting new ideas, drawing out individual experiences, encouraging the sharing of concerns, keeping the group on track, and providing guidance when opinions differ. Although clearly the expert in the room, she keeps the focus on the participants, always knowing when it is most advantageous to separate individuals into small groups and to bring everyone together again as a whole.

A watershed moment occurred in the program when Sullivan introduced the concept of “Turning Outward.” Turning Outward is an approach to organizational change that was created by the Harwood Institute for Public Innovation. The American Library Association has actively encouraged libraries to explore the Turning Outward method through its recent initiative, Libraries Transforming Communities. My interest in the Turning Outward approach prompted me to look into it further. Turning Outward emphasizes an external focus on the community the library serves rather than an internal focus on the library itself. By listening to the needs of the community, the library can respond accordingly and engage with its constituents in more relevant and authentic ways. Turning Outward has the potential to change the way a library functions on nearly every level, from the design of its strategic plan, to the building and maintaining of relationships, to the final assessment of its accomplishments.

I found evidence of success with this program at Rutgers University Libraries, where Turning Outward was applied with the following results, as described by Nancy Kranich, Megan C. Lotts, and Gene Springs in their 2014 article, “The Promise of Academic Law Libraries: Turning Outward to Transform Campus Communities,” published in College & Research Libraries News:

“[W]e are realigning the way we do our work, rethinking our priorities, changing our job descriptions, and reevaluating our contributions based on deepening knowledge of our community. This process has helped us discover our value, clarify our purpose, and work together toward common goals. It is notable that the Turning Outward approach aligns well with the January 2015 report commissioned by the AALL Economic Value of Law Libraries Special Committee, The Economic Value of Law Libraries. The two are similar in that they both underscore the importance of engaging closely with stakeholders and understanding the library’s role in the greater institutional mission.

Although law libraries have done important work since their inception, what has defined us in the past may be very different from what defines us in the future. In an age when law libraries are rapidly transitioning, I believe that the benefits of Turning Outward are two-fold. Within the organization, the people of the library will be invested in making successful transitions because their work will have collective meaning, and, outside the organization, libraries will become indispensable partners with their communities.
For this reason and many others, I am grateful to the AALL Management Institute for providing me with concepts and tools that will improve my library while simultaneously introducing me to a vast network of library professionals. I particularly look forward to uniting my library and others in the common purpose of Turning Outward. ■

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Communication and Strengths
By Alyson Drake

In our daily work lives, it’s easy to get frustrated by the methods that others use. We think about how we might do something differently or wonder why colleague X did not keep us in the loop about a given project. The primary lesson I walked away with from this year’s AALL Management Institute is how much understanding can be gained by making an effort to appreciate others’ work styles. We each have different ways of communicating with others and ways of completing tasks that are a result of our individual backgrounds and personalities. Unfortunately, these different communication styles frequently create friction that might not arise if we spent a few more minutes thinking about the perspective of the person with whom we’re communicating. Understanding each other’s strengths and having effective communication will help us to build trust in the workplace.

During the institute, we did exercises to help us determine our conflict management styles. I discovered that I am smack in the middle between having a collaborating style and a compromising style, meaning I’m moderate to high on the spectrum of both asserting my needs and wanting to accommodate others’ needs. While it has helped to be more cognizant of my own style, I have realized in reflecting on my time at the institute that what is more valuable is recognizing how each of my colleagues communicate so I can try to cater my style to each colleague’s needs when communicating with her or him. I’ve determined that we are (surprise, surprise) all over the board.

This is especially apparent in meetings, where some colleagues are very assertive in expressing their views while others might say nothing at all. Upon reflecting on this, it became apparent that having some meeting guidelines would be helpful to ensure that all voices are heard. Luckily, fellow institute attendees were full of ideas about how to draft these guidelines and gave helpful suggestions on how to make meetings a productive space where all colleagues feel valued and heard. Our most recent reference department meeting included a great discussion about producing our own set of guidelines to help us facilitate communication in a group setting. Another valuable tool that was mentioned more than once during the Institute was StrengthsFinder 2.0, an assessment tool that helps the reader identify his or her top five strengths and gives ideas on how to build on those strengths. Many of the law librarians at the institute had done the StrengthsFinder assessment with their work colleagues and had benefitted greatly from the knowledge they gained about themselves and their co-workers as they shared results.

The librarians at my university all have the same goal: we want to serve our patrons well. Teaching is a large part of what we do, and we all want to make sure our students are entering the profession as skilled researchers. While we all contribute to fulfilling this mission, understanding where each other’s strengths lie could go a long way in helping us assign tasks appropriate to each individual’s expertise and interests. This process also helps identify those who excel in a particular area and who can provide advice to others. At work, I’ve been advocating that we undertake some kind of team-building activity to learn more about each other, and the reference department has answered my call. We’ve discussed the need for a team-building activity, whether it be through StrengthsFinder 2.0 or a different tool, and we are definitely on our way to building an even stronger workplace. ■

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Motivation and Leading Change
By Rachel Gordon

One of the first things that struck me at the start of the AALL Management Institute was the attendees’ wide representation of different types of law libraries (academic, government/court, firm, and corporate) and varying levels of experience (directors, associate directors, and managers). I was surprised to learn that, regardless of the type of library, as a group, we all face similar management-related challenges. Throughout the institute, we partnered up or divided into small groups for exercises, which allowed us to gain ideas and feedback from a variety of people with different backgrounds. These exercises were valuable because we could share our individual challenges and get ideas from colleagues.

I have already started incorporating some things I learned at the institute into my work. One of the major themes of the institute was motivation. Some people are self-motivated, but others can become entrenched in the routine of a job that they have been performing the same way for years. Managers can better motivate people by taking the time to identify the different factors that motivate each individual and by keeping the focus on serving our primary customers to emphasize that we have a common goal. Another method discussed was setting standards that provide a challenge, which can be especially helpful with entrenched staff who may not feel challenged by their daily tasks. We also discussed creative means of recognizing achievements when money is not available as an incentive, including recognition in newsletters and postings in public areas.
Throughout the institute, we heard many examples of how people are more responsive to positive feedback than to constructive criticism. We discussed ways to motivate people by providing positive reinforcement while staying true to our authentic selves. In the past I felt like I was constantly thanking people for their work, but I also felt that they did not know that I truly appreciated them. I have been working on conveying this by adding specific comments about the person’s performance to my feedback and using alternatives to “thank you,” such as, “I really appreciate your hard work on X.” This is a trait that I have observed in some of my best bosses but that I hadn’t realized the value of until our discussions during the Management Institute.

My final takeaway from the institute deals with leading change. Two hours into my first day back from the institute, I learned that there is a possibility that my library will be closed for construction this summer and that personnel will have to work from home or be relocated to classrooms, study rooms, and faculty offices for the remainder of the summer. I manage circulation, interlibrary loan, document delivery, and reserve operations, all of which will be suspended or severely limited during the summer, yet my staff will be working. After my initial shock, I realized that the institute had prepared me to handle this situation by leading through change. When we discussed the impending construction with my staff, we focused on all of the time that we will have to work on special projects and minimized our focus on the disruption of working from a different location by highlighting the fact that we will have access to our computers and anything else we need as long as we plan in advance. We addressed the change as positive, and my staff reacted well, even getting excited about the opportunity to work on special projects. I expect to have a relatively smooth transition to our temporary workspace and a productive summer thanks in part to what I learned at the AALL Management Institute.

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Focus on the Future
By Brendan E. Starkey

We covered a lot of ground at the 2015 AALL Management Institute, but the conversations I have been thinking about the most since returning concerned the challenges of moving forward and innovating while fighting boredom, entrenchment, and disengagement among ourselves. The profession has been talking for years about the need to change or die, to develop new competencies and strengthen or create new services in order to validate our existence. But it can be hard to move forward when people do not want to. Some are bewildered or irritated by the changes that have taken place in our field. Some resent having to take on new responsibilities. Some do not understand the needs of the larger organization in which they work. Whatever the reason, some people dig in and/or detach.

So how to get people to (re)engage? For one thing, we all need a sense of purpose. It never hurts to remind ourselves and others why we are here. I used to take it for granted that people kept the bigger picture in mind, but at the Management Institute we talked about the need to constantly recognize and reaffirm our organizations’ missions and how we contribute to fulfilling those missions. We often talk about the elevator speech that we deliver to non-library people, but we may need a variant of that for library staff as well. In the grand scheme of things, we are not here to check in or shelve books, run searches, answer reference questions, or balance the budget. We do those things because they contribute to a larger mission of educating students, facilitating business deals, litigating cases, providing access to justice, or whatever it is that one’s organization does. Students win competitions, partners land clients, and clerks avoid all-nighters because of what we do. Reminding ourselves of that can be a big motivator.

We also talked about the need to challenge each other and to push ourselves out of our comfort zones every once and a while. Some people need a carefully regulated routine and others need freedom, including the freedom to fail. Look for opportunities for staff to try new things. One tip that I especially liked: when someone raises a concern, task them with the responsibility of solving it. (I have already been able to put that one into practice, and it has had a positive effect.) At the same time, one has to be careful to delegate effectively so that staff members taking on new responsibilities are not suddenly drowning in work. People will burn out pretty quickly if the price of their innovation is an unmanageable workload.

And importantly, we discussed the importance of keeping clear channels of communication open. People need to know that they can make suggestions or float new ideas and be taken seriously, even if their input cannot always be acted on. In some cases, we need to draw people out who are initially reluctant to speak, or at least to speak candidly. When things are not working out despite our best efforts, we need to be willing to have difficult conversations for the benefit of ourselves, our coworkers, and our organizations.

These are just a few of the things we touched on at the Management Institute. I cannot recommend it highly enough.

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One of the major themes of the institute was motivation.
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The Vis in Vienna

My experience as co-coach of the UF Law Vis Team

By Loren N. Turner
Each spring, approximately 300 law student teams from around the world meet in Vienna, Austria, to compete in the Willem C. Vis International Commercial Arbitration Moot Competition (otherwise known as the Vis Moot or the Vis). Whether you or not you realize it, your law school alma mater and/or employer probably supports a team. And that team needs you! Research is an integral part of the Vis and a key component of success for those teams that advance in the competition. Last year I had the opportunity to support students participating in the Vis from the University of Florida Levin College of Law (UF Law).

The Origins of the Vis
The Vis is named in honor of Willem Cornelius Vis, a Dutch scholar and Pace Law professor who served as executive secretary of the United Nations Commission on International Trade Law (UNCITRAL), the legal body that created the United Nations Convention on Contracts for the International Sale of Goods (CISG). The CISG is a multilateral treaty that is now in effect in 83 nations in the world (including the United States). Its purpose, according to UNCITRAL, is to harmonize international contract law for the sale of goods, thereby promoting efficiency and certainty in trade among private businesses in different nations. In 1991, Professor Vis and two other preeminent CISG scholars at Pace Law, Albert H. Kritzer and Eric E. Bergsten, founded the Pace Law Institute of International Commercial Law (www.law.pace.edu/members-institute). The institute’s purpose is to promote the teaching and scholarship of international commercial law and arbitration. In 1993, to encourage students to explore these areas of law, the institute organized an annual global competition open to anyone studying in a law program anywhere in the world prior to being admitted to the practice of law. Known as the Vis, the competition tests students’ written and oral advocacy skills based on a hypothetical problem involving a complex international commercial transaction. The institute selected Vienna as host city because of its status as the headquarters of the UNCITRAL Secretariat. The increasing popularity of the Vis (from 11 participating teams in 1993 to 209 teams in 2015) led to the creation of a sister-moot in 2003, the Vis Moot East, held annually in Hong Kong. Both the Vis and the Vis Moot East utilize the same hypothetical and enforce the same standards, and the rules prohibit an individual student from participating in the oral arguments of both events during the same year. Additionally, English is the official language of both the Vis and the Vis Moot East, so students competing in either event must be able to write legal memoranda and conduct oral arguments in English—a daunting task for any law student given the complexity of the hypothetical, but especially so for non-native English speakers.

The 2015 UF Law Vis Team gathers during a pre-moot in Miami.

The Vis Hypothetical
The goal of the Vis is to encourage the study of international commercial law and arbitration. For many students, that study begins once the hypothetical is released on the first Friday of October. Each year, the hypothetical involves a unique factual situation that tests students’ procedural and substantive knowledge of international commercial law and arbitration, but, throughout the years, some characters remain consistent. First, the hypothetical always features fictional opposing advocates Horace Fastrack and Joseph Langweiler, who practice in different legal systems (one practices in a civil law jurisdiction, the other a common law jurisdiction). Additionally, the hypothetical always features a trio of exotic-sounding locales: Capital City, Mediterranean Oceanside, Equatoriana, and Vindobona, Danubia. Furthermore, according to UNCITRAL, the hypothetical always requires students to examine three primary sources to answer the procedural (international commercial arbitration law) questions: (1) a specific arbitral institution’s rules; (2) the 2006 UNCITRAL Model Law on International Commercial Arbitration; and (3) the Convention on the Recognition and Enforcement of Foreign Arbitral Awards. For the substantive (international sales/contract law) questions, the hypothetical always requires students to analyze: (4) the CISG; and (5) the UNIDROIT Principles of International Commercial Contracts. Oftentimes, the hypothetical will also require the study of another primary source. (For example, in addition to involving the study of the CISG and the UNIDROIT Principles, the 2012 hypothetical invoked the Convention on the Worst Forms of Child Labour; the 2013 hypothetical invoked the Vienna Convention on the Law of Treaties; and the 2015 hypothetical invoked the Uniform Customs & Practice for Documentary Credits.)

The Vis Memoranda
A team participating in the Vis must submit a memorandum for claimant in early December and a memorandum for respondent the following January. Memoranda should outline the procedural and substantive arguments for the respective sides through application of the facts of the hypothetical to the texts listed above. This is where students demonstrate their research skills. Students must consult a variety of sources to understand the intersection of those texts and to determine how the language of those texts has been interpreted by scholars, courts, and arbitral tribunals of different legal systems from all over the world. Inevitably, students will discover gaps in the law and conflicts in interpretation and must attempt to fill those gaps and harmonize those conflicts while advocating a particular approach. Although criteria for selecting the best memoranda are not publicly available, memoranda that recognize the persuasive value and cite a “judicious mixture” of authorities from different legal systems probably receive higher scores, according
to the Vis Moot website. The identities of the “prevailing” teams that submit the best memorandum for each side of the dispute are revealed during the closing ceremony of the Vis in Vienna.

**The Vis Oral Arguments**

The four general rounds of oral arguments occur during the week preceding Easter at the Juridicum, the University of Vienna Faculty of Law building. Prior to arriving in Vienna, each team will receive (as a result of a random process organized by the Vis) the memoranda of four other teams and will compete against those four teams during the general rounds. At least two, but preferably three, volunteer arbitrators (practitioners, professors, and coaches) from different legal systems will ask questions of the students during their arguments, score the teams on their oral advocacy skills, and provide suggestions and commentary after the teams conclude their arguments.

Scores are not revealed to teams in Vienna. But, once the general rounds conclude, organizers announce the teams with the top 64 scores, and those teams pair off until there are two finalists remaining.

**My Experience with the Vis, Years 1 and 2 (2012-2013 and 2013-2014)**

Let me state at the outset: I was not familiar with the Vis (or international commercial arbitration law or international sales/contract law) prior to my first year as a reference librarian at UF Law. However, I had some education and experience in international law and a whole lot of interest, so I received as my liaisons two UF Law faculty members (Professor George Dawson and Professor Jeffrey L. Harrison) who co-taught a three-credit course on the CISG and co-coached the annual UF Law Vis Team.

As part of my initial outreach to these faculty members, I offered to conduct a research session for students upon release of the hypothetical.

To prepare for my first research session, I read S.I. Strong’s article, “Research in International Commercial Arbitration: Special Skills, Special Sources,” which outlines the seven types of legal authorities students must find in their research and cite in their memoranda. I created a research guide and presentation on the information I learned from that article combined with my basic understanding of contract law and the facts of that year’s hypothetical. In the weeks following the research session, before the students submitted their claimant’s memoranda, I did my best to help students locate particular sources on an *ad hoc* basis, utilizing databases I discovered from other research guides on the web. To the extent that time allowed, I also browsed the collection on reserve.

During my second year at UF Law, Professor Dawson asked me to present specifically on the procedural issues raised by that year’s hypothetical. To identify the procedural issues, I first had to acquire a basic understanding of international commercial arbitration law (rather than just the sources of that law), and to do so, I read and studied the leading scholarship and used the Kluwer Arbitration database. I streamlined my presentation based on the knowledge I gained from those sources as well as my prior experience with the Vis. Again, on an *ad hoc* basis, I helped students locate secondary sources whenever requested.

**My Experience Continued, Year 3 (2014-2015)**

In my third year at UF Law, Professor Dawson was appointed interim dean and was unable to assume the additional responsibilities of co-teaching a CISG course and co-coaching our Vis team. To my great surprise, when Professor Dawson assumed the deanship, Professor Harrison invited me to co-coach our team with the understanding that I would need to learn both the procedural (international commercial arbitration) law and the substantive (international sales/contract) law of that year’s hypothetical. Needless to say, I readily agreed.

I had already learned a bit about international commercial arbitration the previous year, but this year’s hypothetical involved the particular procedural issues of joinder and emergency arbitrator proceedings, requiring a deeper understanding of the 2012 arbitral rules of the International Chamber of Commerce, the 2006 UNCITRAL Model Law, and the Convention on the Recognition and Enforcement of Foreign Arbitral Awards. Again, I gained an initial understanding of these issues using the leading scholarship as well as the Kluwer Arbitration database. Additionally, this year’s hypothetical involved the particular substantive issue of fundamental breach in a commodities market, requiring a deeper understanding of the CISG, the UNIDROIT Principles, and the UCP 600. To acquire knowledge of the substantive law involved, I relied primarily on *Schlechtriem & Schwizer Commentary on the UN Convention on the International Sale of Goods (CISG)* and the CISG database hosted by Pace Law.

**Our Team**

Once the hypothetical was released, Professor Harrison and I hosted a brainstorming session and I conducted a research session. Both of us fielded style and content questions from students while they prepared their memoranda. As co-coach, I helped select our team after a three-day period of student presentations based on information that I had read about the substance and style preferences of most volunteer arbitrators at the Vis in Vienna. Our team consisted of four students who would participate in the Vis oral arguments and Jennifer Lada, a student-coach who performed so well in the previous Vis that she was disqualified from competing in the oral arguments again this year. Lada was on the 2014 UF Law Vis Team, which advanced to the No. 8 spot out of the 295 teams participating. She was as instrumental on our 2015 team as she was on the 2014 team, despite not being able to participate in the oral arguments.

**The “Benching” Schedule**

After our team submitted its memorandum on behalf of Claimant in December and its

UF Law competes against Florence in the general rounds.
memorandum on behalf of Respondent in January, it began preparations for the oral arguments of the Vis. As part of those preparations, Professor Harrison, Lada, and I “benched” our team once per week until we left Florida for Vienna. We used the term “benching” to describe the technique of testing students’ arguments under intense questioning, though technically the term references a simulated litigation—not arbitration—proceeding. Additionally, Lada benched our team once per weekend on her own or with the help of visiting alumni.

The Pre-Moots
Our team participated in several pre-moots. In February, we scrimmaged with Florida State University on its campus in Tallahassee and then won first place in a pre-moot in Miami sponsored by the International Law Section of The Florida Bar. Additionally, we arrived in Vienna two days before the official start of the Vis to allow time to practice informally with teams from Brazil and Belarus, our first opponents from civil law jurisdictions that relied more heavily on the case record and less so on cases than our team.

The Vis in Vienna
Our team attended the opening ceremony of the Vis and then, the following morning, arrived at the Dachgeschoss (i.e., penthouse) and watched the oral arguments of other teams. Over the next three days, our team competed against the four teams assigned as opponents during the four general rounds. Despite our team’s efforts, we did not advance into the round of the top 64 teams. Some members of our team were more disappointed than others, but all valued their experience as Vis participants, and one will return as student coach next year.

Support and Involvement
As my experience over the past three years demonstrates, librarians can support the Vis team of their law school alma mater or employer in a variety of ways. The basic level of support includes identifying the primary sources of procedural and substantive law of the Vis as well as the secondary sources (scholarly commentary, cases, and arbitral awards) that explain and interpret that law. These sources can be placed on reserve, accumulated in a research guide, and/or presented in a research session. Regardless, this level of support provides the tools necessary to answer reference questions from students participating in the Vis. The next, deeper level of support involves learning enough about the underlying procedural and substantive law of that year’s hypothetical to coach a team, host intellectual conversations in your office, or entertain strangers at cocktail parties (ha!). The point here is that you can support a Vis team as much or as little as your interest and time allow. I consider my experience with the UF Law Vis Team to be the greatest professional achievement of my law librarian career thus far. I cannot overstate the challenge or the fun I have had in learning about this unique law student competition and elite legal field. I am grateful to UF Law for funding my involvement in the Vis, to my supervisors for expanding my job responsibilities to include my participation in the Vis, and to my colleagues who covered for me in the office while I was in Vienna. Hopefully, if the fates allow, my experience with the Vis will continue to develop over time. I’ll keep you posted.

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I am indebted to UF Law Professors Jeffrey L. Harrison and George Dawson for welcoming me to the UF Law Vis Team and piquing my interest in international sales and commercial arbitration law. I am also grateful to my supervisor, Elizabeth Outler, who took the CISG course as a student at UF Law, recognized the need for a librarian to help with the research aspects of the competition, and prompted me to establish a connection with Professors Harrison and Dawson.
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Supporting Bar Preparation

Offering a bar passage support program

By William R. Gaskill

Charleston School of Law, like all ABA-accredited law schools, faces the pressures that come with being judged, in part, by bar passage percentages. As part of the efforts to help students pass the bar and thus become eligible to serve the people, the law school added an academic success program and created a bar preparation course. This course replaced our past practice of having some informal lectures on bar subjects by members of the faculty. Charleston School of Law’s Sol Blatt Jr. Law Library needed to decide how, if at all, to support the course and students taking the bar in general. After meetings and discussion, Dean Lisa Smith-Butler decided on a set of services and collections to fulfill our part of the bar support mission.

However, sometimes the best programs and services are those you didn’t even know you were providing. That was certainly the case at Charleston, where a Web 2.0 project designed to keep faculty apprised of developments in their field turned into an important tool to assist alumni in studying for the South Carolina bar exam.

(Brief digression: Before undertaking new assignments or programs, academic libraries will often search the literature for ideas, examples, and warnings about what has been tried in the past. While this was not done by our library in this case, a hypothetical search would not have returned any helpful information. Looking at the Spectrum and Law Library Journal indexes, LegalTrac, or the Index to Legal Periodicals, or doing free language Google-style searches in Hein or other databases, would have disclosed that, as of the time we engaged in our planning [2009-2010], nobody had yet published on the topic.)

Our Project
Sol Blatt Jr. Law Library chose to implement, over time, services and develop collections in six areas:

• **Bar review collection:** Housed in the reference office, this dedicated collection includes Barbri preparation materials, MBE review questions, released MBE questions, and guides on preparing for and taking the bar exam. When new subjects are announced, such as the UCC Article 9 amendments, the library adds appropriate resources to both the general and bar review collections to assist students in their preparation. Flashcards, audio recordings, and subject material in the general collection, including Nutshells, hornbooks, and other study aids, are also available to assist in preparation.

• **Bar review course support:** The reference staff assists the faculty who lecture in the bar review course and in the Barbri course by keeping them up to date on South Carolina case law and helping to update handouts. Courses include business associations, torts, domestic relations, and insurance. Student support is also offered through the posting of recordings of class meetings on the Classcaster site for later viewing and use.

• **Advance sheets:** South Carolina bar exam writers tend to use recent South Carolina case law in preparing the essay questions on the bar exam. The library helps the students by printing out a copy of each week’s advance sheets and placing it near the circulation desk.
• **Research guide:** The library prepared and published a Libguide that collects application and preparation information for the South Carolina Bar as well as descriptions of numerous resources on applying for, preparing for, and taking and passing the bar. It also links to other jurisdictions and helpful sites.

• **A place to study:** The library allows graduates to use its study rooms and open study spaces to prepare for the exam. It also provides continued access to electronic services such as Westlaw and Lexis and access to the wireless network, email, and other IT resources.

• **Advice and understanding:** At formal briefings sessions (student training by librarians) and informally, in spontaneous small group and one-on-one sessions, the six librarians who have passed the bar offer advice on preparing for and taking the bar. All members of the staff realize bar exam preparation is among the most stressful of human endeavors and lend a listening ear, encouragement, and (in extreme cases) chocolate to help when the stress gets to be too much.

We received positive feedback from both faculty and students about the services and collections.

**Unexpected Success**

Allow me to digress for a moment: When I served as long-term clerk at a solo practitioner in Oregon after law school, before seeing the light and joining the profession, I got into the habit of reading all of the Oregon state appellate authority, as I knew it might come in handy at some point. In library school, I had the privilege of interning at the Donald E. Pray Library at the University of Oklahoma. During that summer and later when I became a reference assistant, I started reading all of the United States Supreme Court, 10th Circuit Court of Appeals, Oklahoma Supreme Court, and Oklahoma Court of Criminal Appeals cases looking for citations to Oklahoma faculty or cases of great interest or relevant to their research. Items found were individually distributed by email. Once my job hunt finally succeeded and I started at Charleston School of Law, I started reading the United States Supreme Court, 4th Circuit Court of Appeals, South Carolina Supreme Court, and South Carolina Court of Appeals cases as they came down and sent links to faculty I was liaison for and other faculty when I knew the case was of interest. This method continued for several years.

In 2011, Dean Smith-Butler decided that our library should join the Web 2.0 revolution. For me, that meant I would no longer keep faculty informed through private email. Instead, I would read, summarize, and then post the summaries with hyperlinks to the library’s blog, The Barrister (https://lawlibrarybarrister.wordpress.com). I informed the faculty of this new direction and started doing case briefs/summaries and posting them on the blog. Feedback was limited but positive.

About a year after the blog started, the circulation desk and librarians began to get unusual requests for the advance sheet service. The physical sheets were right there at the desk, but the students were looking for something digital. Not the digital copy at the South Carolina Courts website either. They told us that the bar prep class was recommending that each student study the new case law and take advantage of the service put out by the library. It took a little while to connect the dots and realize that the Barrister case summaries I was doing for faculty were the magic service recommended for bar students.

I quickly realized I had to change the way I did case summaries for the blog. As the key point for bar preparation was to quickly find new rules or other important cases, I began to add into the text words like “adopting a new rule” or “overruled” in order for the students to quickly decide if a case was something they needed to review or if it could be ignored. This strategy was well received; several students during every bar cycle take the time to find a librarian and say “thank you” for the service. We began to include the blog in our lessons to students on bar preparation, and I made sure to be diligent in highlighting the important cases as the courts handed them down.

As the July 2014 bar exam approached, several students asked if I would go beyond doing the blog and give a lecture identifying key new cases. I agreed, and, using the blog entries for 2012 to 2014, I prepared a lecture and gave it to approximately 80 students preparing for the bar exam. As these students had to give up precious unscheduled time to attend this session, the attendance reflected how highly they valued the service of cutting through the mass of new law to focus on what is important.

**Considerations for Starting a Bar Passage Program in your Library**

If a library wanted to start a bar preparation support program today, would a literature search find anything beyond this article?

Jennifer Gonzalez does offer a few suggestions in her 2014 *Legal Reference Services Quarterly* article “Stuck Behind the Curve.” Her suggestions include expanding quiet time to accommodate the sensitive bar preparation student, offering lockers, posting supportive signs, offering timekeep for practice exams, offering to grade practice essay exams, and offering library bar preparation classes.

While the plan undertaken by Charleston School of Law or the ideas in Gonzalez’s article may not work for every academic law library, support for bar students is an area where we can provide unique resources through collections, programs, and expertise. The recent stories about lower bar passage rates make bar passage support programs a great arena in which librarians can make a positive impact on students and their institutions.

Hopefully, libraries have or will develop assessment procedures so they do not need dumb luck, like we did at Charleston, to discover when there is a hit service either for the target audience or one far removed from the target. In addition, don’t forget to share the news of your library’s success with the law school administration.

Shortly after I gave the lecture on important new cases, I accepted a position at the Howard W. Hunter Law Library at Brigham Young University in Provo, Utah. I am pleased to share that the summaries for The Barrister blog have been taken over by one of the students who organized the lecture, thus passing on to others something that she found useful to her in a time of need.

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Leadership, Management, and Professional Development
Selecting and planning for a leadership and management development course

By Ashley Krenelka Chase and Ellen Frentzen

Leadership, Management, and Professional Development: Selecting and planning for a leadership and management development course

When we attended the third AALL Leadership Academy in April 2014 in Chicago, neither one of us was quite sure what to expect. But a desire to understand our own personal leadership styles and to be paired with a mentor to continue our development post-conference made this an ideal first foray into leadership and management training. AALL describes this event as “an opportunity to discover and develop personal leadership styles while networking with colleagues.” True to its description, the Leadership Academy was attended by librarians from all over the country, from academia, government, and firm libraries, and proved to be a wonderful entree into this area of professional development.

The Leadership Academy was unique among these three programs because, by and large, the attendees were not current supervisors or administrators, but librarians seeking to assess and improve their own leadership skills so that, regardless of whether they moved into more traditional administrative roles within their respective libraries, they were prepared to lead from any position. The facilitators for the Academy, Gail Johnson and Pam Part, were approachable, funny, and very comfortable working with librarians. However, the best insights came from our colleagues, who were able to comment on the specific challenges and situations raised by their fellow attendees.

The focus of the Leadership Academy was to identify and understand your individual leadership style. While every attendee had clearly self-identified as a leader in his or her library, it was obvious that the definition of leader varied drastically from person to person. The teamwork and leadership exercises (such as lining up according to age or height, explaining how to make a peanut butter sandwich, or seeing whose team could build the tallest tower out of spaghetti and marshmallows) seemed silly at first, but they brought out differences in communication styles and practices that would have been hard to demonstrate otherwise.

As a first stop on our leadership and management “journey,” the self-exploration required of the Leadership Academy was fascinating. Another important exercise required that participants, prior to arrival, have four colleagues (work, personal, or otherwise) fill out a survey about the participant’s leadership style. As participants, we were then invited to fill out the same survey about ourselves and were given the opportunity to compare our self-perception with the perceptions of others with regards to our leadership. One thing that was particularly illuminating was being able to see how your leadership style is perceived based on who evaluated you—a coworker, supervisor, or personal acquaintance. We also discussed the different leadership types and theorized who among our coworkers fit each profile so we could assess how to better tailor our leadership style for each individual in our libraries.

While somewhat theoretical, the results were certainly illuminating, and we would encourage this type of activity for anyone seeking to take on a leadership position. If you understand how others perceive both your leadership and their own, it can certainly help make you a stronger leader.

The Leadership Academy encouraged self-reflection and left us feeling that we had a better understanding of our strengths and weaknesses. However, the program’s takeaways are largely intangible soft skills rather than concrete materials or strategies. It can be hard to quantify the improvement of soft skills, and a challenge is learning how to continue to improve and apply those skills to our jobs and goals.

Who should attend?

Anyone who wants to better understand their individual leadership style, both from their own perception and from those of their co-workers and peers.

Harvard Graduate School of Education:
Leadership Institute for Academic Librarians—What Can You and Your Library Do for Your Institution?

In stark contrast to the AALL Leadership Academy, the Harvard Leadership Institute for Academic Librarians (LIAL), which we attended in July 2014 in Boston, was attended almost exclusively by library directors, deans, and others from non-law libraries who had, by all accounts, reached the pinnacle of their careers. Additionally, while each and every attendee at LIAL worked in academic libraries from higher-education institutions, which gave the event a different and much more intense feeling than the Leadership Academy, this institute seems to be less popular among law librarians, and there were only five law librarians out of more than 100 librarians attending. Where the Leadership Academy was focused on individual development of leadership skills and understanding yourself and how your leadership can benefit your library, LIAL was much more focused on how to lead not only your library and staff, but also the larger institution in which your library exists.

The LIAL facilitators, including Joseph Zollner, Lisa Lahey, Lee Bolman, and Maureen Sullivan, brought big names and vast experience to the table. In addition to a hefty dose of reading and preparation of a case study from your individual library prior to the
Ellen Frentzen attends LIAL’s Lobsterfest, a highlight of the conference.

program’s start, as well as daily readings, discussion questions, and small group reflection times, programs covered everything from managing a staff reorganization to deep self-reflection, wherein participants were invited to assess themselves and determine what, if anything, is standing in the way of their personal success.

As a week-long program, LIAL was intense, demanding, and exhausting. Some of the participants who were earlier in their careers oftentimes felt marginalized or cast aside by those with more experience, and those who are closer to the top of their organizations might benefit more from attending than a newer librarian, but overall we found it to be a valuable experience.

LIAL was a good reminder that the complexities of large organizational structures, such as universities, are sometimes lost on librarians, particularly law librarians who may not have any daily involvement with main campus initiatives. LIAL provided a great deal of context for navigating large institutions and communicating library value to constituencies who may see libraries as nothing more than a very large line on an institutional budget. Within the context of dealing with an overall institution, as opposed to “just” a library, the framing of experiences and how we deal with institutional change, strategic planning, and management were invaluable.

Reflecting on how our personal struggles, accomplishments, and viewpoints impact our jobs and interactions on a day-to-day basis was also an important part of LIAL. Often we are so focused on what we are doing to help our institutions that we fail to focus on what we’re not doing, consciously or subconsciously, that is standing in the way of our personal and organizational success. Lahey’s sessions on self-improvement to make us better leaders allowed for noninvasive self-reflection, and her techniques seemed to resonate with the entire group, regardless of individual experiences or type of library or organization.

The LIAL experience was so streamlined and intensely focused that attendees were encouraged to return to their respective libraries and not think about the institute for at least a week, if not longer. This advice proved to be solid, as we left the institute feeling both discouraged about all of the things that seemed to be standing in our way and encouraged by the new tools we had to deal with tackling some much-needed change in our institutions.

One of the great things about LIAL was the wide variety of speakers. At smaller conferences, if you don’t like the main speaker, it can leave you feeling like you’ve wasted your time, but LIAL provided enough variety that if you didn’t care for one speaker, it was just a small part of the overall experience.

One of the trickier things, however, was the lack of attendance by other law librarians. LIAL alumni have regular gatherings at ALA to get caught up, so we’re definitely missing out on part of the experience! More law librarians should definitely take advantage of this conference.

Who should attend: Despite the expense (and it is substantial), LIAL is an incredible resource for any librarian with administrative responsibilities working in a larger institution. Increased attendance by law librarians will improve not only our profession, but also LIAL itself, though we would recommend waiting to attend until you are firmly established in your career and have at least some mid-level management experience.

LIAL was also an important part of LIAL’s Lobsterfest, a highlight of the conference.

Attendees of the 2015 AALL Management Institute discuss ongoing issues in law librarianship.
the theoretical and practical aspects of managing a law library on both a personal and organizational level. For example, with respect to managing changes in library workflow and needs, we discussed different ways of motivating people according to their individual needs, which was a refreshing change from the typical assumptions that everyone must always be treated the same. We also examined our individual conflict-resolution styles to better understand the benefits and pitfalls of how we tend to try to resolve issues. We looked at the specifics of strategic planning and developed goals for both ourselves and our libraries, with a specific focus on our individual institutional needs and values and how to best communicate our value and support for their mission back to our institutions.

The Management Institute was a wonderful use of three days. Unfortunately, by the time we covered project management and strategic planning, we had already learned so much that we weren’t as engaged in the conversation. We ended up taking the material home with us to review later rather than covering it in person.

Who should attend: anyone with program or management responsibilities who is interested in motivating staff or coworkers, making projects run more smoothly, and better communicating the value of your library to multiple audiences, be they students, deans, senior partners, or clients.

Find Your Fit
Fortunately for those who are interested, great professional development opportunities abound for librarians. Having been lucky enough to attend these three development programs on management and leadership, we feel that each opportunity, while valuable, covered a different aspect of what it means to be a leader in your library. One was more tangible and practical, one was more focused on individual personal development, and one was a good mix of both.

AALL also offers a new program this year, the 2015 Business Skills Clinic, which will provide legal information professionals the opportunity to learn core business skills to make effective contributions within teams and the larger organization. Registration is currently open at www.aallnet.org. Wherever your interests lie and whatever your professional development goals and aspirations are, we hope this review helps you find a program that is the best fit for you.

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- skills and strategies for negotiating

- AALL members only
- participant limit: 50
- cost: $795
- register by: September 3

Learn more at bit.ly/AALLbusinessclinic

Contact Celeste R. Smith, AALL director of education, at csmith@aall.org or 312.205.8032 for more information. Program support provided by a grant from Bloomberg BNA.
The Mentoring Family Tree
How intergenerational concepts can inform and improve our mentoring relationships

By Michelle Hook Dewey, Sandra B. Placzek, and Candle Wester

Mentor: “An experienced and trusted adviser or guide; a teacher, a tutor.”
—The New Shorter Oxford English Dictionary on Historical Principles

Chances are at some point in your life you’ve been involved in a mentoring relationship, either as a mentor or as a mentee. Asking advice, giving advice, and teaching someone new skills are all hallmarks of mentoring relationships that we engage in daily—either consciously or subconsciously, formally or informally. There are a variety of ways, models, or concepts to use to think about these relationships: teacher: student; employer: employee; master: apprentice; team leader: team member. While these models all strive to define mentoring relationships, we think the best model for discussing the value and complexity of mentoring relationships is a family tree.

When the word “mentor” is used, it often connotes a “mentor with a capital M”—that is, a formal, structured relationship. This is certainly a common mechanism for mentorship. Mentoring, however, comes in all shapes and sizes—or from all branches of the family tree, if you will. Within a family tree there may be formal and informal mentoring relationships or peer mentoring relationships. From what is learned in those relationships, advice and guidance are passed on to the next generation. The receiving generation builds on that knowledge and continues to pass it on, creating a series of grand-mentees and great-grand-mentees.

The advice and guidance we pass down is like that old family recipe passed from generation to generation. You know the one, written in your great-grandma’s handwriting on a faded sheet of paper covered in flour. The recipe with writing in the margins: some notes in faded ink, others freshly written as each person adds more advice or tweaks the recipe to make it better. And because of that individualization, the notes on your copy might differ from those on your great-aunt’s, your mother’s or your brother’s.

Everyone who uses it takes that tested recipe and tweaks it to reflect attitudes, individual tastes, and styles. We may not often think of mentoring in this context—but maybe we should. Mentoring is not always simply passing down what you have to say or what you’ve learned. Nor is it always a clear top-down concept. Mentoring is intergenerational. It is fluid. It is influenced by many factors. The advice of mentors, we think, is meant to be like that family recipe: passed down, molded over time, personalized, and shared across generations in every direction. Whether you think about mentoring in a formal or informal context, you may find it helps to think about the intergenerational concepts that can inform and improve our mentoring relationships.

We’ve identified six mentoring concepts. Looking at those concepts through the context of a family tree, we hope, will get that conversation started.

Building a Mentoring “Family”

Why do you want a mentor? Why do you want to be a mentor? What characteristics are you looking for in a mentor? What do you want to get out of the relationship? What do you have to offer to a mentee? The first step in building a mentoring family starts when you identify what you want to get from a mentoring relationship or what you want to bring to a mentoring relationship.

In looking for a mentor, perhaps the best question you can ask yourself is: Who do I want to be when I grow up? Your search for a mentor will revolve around finding someone who has the same values and goals, the same approach to professionalism. That person doesn’t necessarily need to be someone in your profession; a mentor can be anyone who possesses characteristics that can help you develop and grow. While a mentor in your profession can help you in a number of specific ways—networking, learning about professional culture, etc.—mentors from outside of your profession can also be helpful. As Owen Sutkowski notes in “Kitchen Cabinet of Mentors,” a friend outside the profession who has seen you grow professionally and who you trust to give you honest feedback and advice can be an invaluable mentor because he or she will have an unbiased view and a different perspective on your work.

When working with a mentee, ask yourself: What can I offer this person? What do I bring to the table? The development of this relationship is a bit more difficult to define because it isn’t like you, as the mentor, are necessarily (figuratively) jumping up and down and saying, “Pick me, pick me . . . I’ll be a great mentor!” We have found that becoming a mentor usually happens in one of three ways.

The first way that many mentoring relationships develop is through formal mentoring programs like the one offered through AALL, Mentor Match (community.aallnet.org/mentoring/aboutmentormatch). These types of programs are most similar to the “pick me, pick me” scenario. Here you’ve identified qualities or skills that you think would be helpful to a mentee and what you would bring to the mentoring relationship. You’re volunteering your time, knowledge, skills, and expertise to someone through a more formal and structured relationship. There’s a commitment on your part. You’re consciously making an effort to introduce this person to the profession through networking, suggestions, and advice.

The second way that mentoring relationships often develop is organically; you meet someone and find that your personalities mesh and you have common interests; you connect. You begin emailing, talking regularly on the phone, sharing what you’ve learned over the course of your career, becoming a sounding board, or offering advice when asked. Another way to think of this is mentoring through friendship.
The third way that people typically become a mentor is a variation of organic mentoring—becoming a mentor through a family tree. As you connect with people and develop mentoring relationships, a "family tree" begins to develop: you as a mentor on some levels become the "parent," your mentee becomes the "child," and those individuals who your mentee mentors become your "grandchildren." And the family tree analogy doesn’t end there, as mentoring relationships are often not linear. In many cases you may be mentoring or being mentored by more than one person, growing branches on your tree. Those branches may be the result of a conscious decision on your part to "add new family members" through work in a formal mentoring program, or they may be there as a result of relationships developing organically.

Think about where you are in your career. At different points in your professional life, you’ll be either in a parenting role or in a child’s role. As a new librarian, the mentoring you look for and receive is very different than when you are mid-career or late in your career. And it isn’t just your length of time in the profession that helps define mentoring. It’s also career milestones that are relevant or impact what role you play, what you need, and what you can offer. In academia, for example, pre-tenure needs are different than post-tenure needs; assistant to associate to professor-level advice and other factors are relevant in building family relationships. Moving from one job or one type of law librarian to another also presents areas where mentoring relationships can come into play.

Generations

Once you establish mentoring relationships and begin to grow your family tree, think about how you interact with members of the family. What advice have you received from your mentor? Has it been helpful? Have you adapted it, or "leafed" it out and passed it on to a mentee? What did you do or can you do to help your mentee become a mentor? One of the more important aspects of mentoring that we frequently forget is sharing: how relationships grow and develop; how quickly, almost seamlessly, we transition from mentee to mentor; and how we frequently and simultaneously occupy both roles.

Many people working with graduate or law students think about mentoring these young professionals in various ways. Often, however, we fail to help them develop and foster skills. We fail to give them the skills and tools they need to become mentors.

Not too long ago, a graduate assistant was complaining to his supervisor about a fellow graduate assistant. The complaint was valid and deserved to be addressed. Rather than stepping in to address the issue, the supervisor advised the student to talk to his coworker himself. He replied, “I don’t really care that much. I am almost gone.” This was a perfect opportunity for the supervisor to mentor his student, showing that the discussion with his colleague was not about him but rather about him helping his colleague grow as a professional—hence, making the student a mentor, as well.

Informal vs. Formal

When trying to decide which type of mentoring you want to provide (or receive), you may wish to take a moment to consider the value of formal relationships versus informal relationships. They both have great value despite providing different outcomes.

As mentioned earlier, there are formal mentoring opportunities available like AALL’s Mentor Match; perhaps your institution also offers a formal mentoring program where newer employees are matched with older employees, someone to contact with questions about the job or the institution. These structures often create artificiality in the relationship but, conversely, also offer discrete parameters for the relationship. These interactions can also be valuable for those who are unsure where to start when seeking a mentor or considering offering mentoring guidance. Additionally, many programs of this nature provide guidance on ways to interact to get the mentoring ball rolling: topics to discuss, activities to engage in, regular meeting times, etc.

There are also informal mentoring opportunities, one of which is networking. You connect with someone at a conference, institutional event, or through writing, and a relationship develops. You may not say “I’ll be your mentor,” or ask, “Will you be my mentor?” but your interactions essentially become those of a mentoring relationship.

Additionally, many informal relationships are driven by a combination of circumstance and need. You may develop an informal relationship simply by working side-by-side with a senior colleague on a new project. Maybe you’re teamed with someone who has a unique skill set that is demonstrated and shared with you throughout work on a joint project. Perhaps you’ve unconsciously developed a peer-to-peer mentoring relationship.

Reverse Mentoring

Changes in the profession, longer working lives, and technological growth are just three areas where reverse mentoring can be important. But what is reverse mentoring? In a nutshell, think of it as learning from someone new to the profession, or being open and appreciating what a newbie has to offer. The obvious “learning” may be in technological areas, but there are a number of more subtle areas where reverse mentoring can benefit both the mentor and the mentee.

Interacting and developing a positive relationship across generational and professional lines benefits both parties. Aspects of social interaction, implementing what was learned in classes, and even a fresh approach or viewpoint are all ways that reverse mentoring can be played out. The younger mentor can gain confidence in his or her abilities: they may think, here is someone...
listening to what I have to say, valuing my knowledge, and giving me the opportunity to share what I’ve learned and become an equal partner in this relationship. The older mentee gains knowledge from a different perspective. Frequently, the longer you stay in a profession and/or job, the more likely you are to become static or stale. It’s too easy to do things the same way and more difficult to think outside the box because, on some level, you become entrenched in a way of thinking, an organizational culture, an unconsciously narrow approach to doing things.

A younger mentor can provide a fresh perspective, a new knowledge base, and a way of getting outside of the box and shaking up the organizational culture.

The most important aspect of mentoring is mutual respect. In some ways, it’s perhaps more important in reverse mentoring. For the older mentee, it’s being open to change and realizing that you still have something to learn, as well as respecting and accepting what the mentor has to offer. Even though this person is new to the profession, he or she can still teach you something. For the younger mentor, it’s about being aware that a certain level of respect comes into play. Being a professional is important, and understanding how you approach the relationship is key. Yes, you have something to offer, to teach, ways to mentor a colleague who has been in the profession longer than you, but being cognizant of how you approach your mentoring role is also important.

**Balance**

The No. 1 reason people cite when we ask why they do not engage in more mentoring is time and balancing it with all of one’s other professional responsibilities. Mentoring relationships can be time consuming, and individuals are often resistant to enter into formal mentorships because of this commitment. Even mentees can sometimes worry about time, often self-censoring out of fear that they are taking too much of their mentor’s time.

Additionally, when you are in a mentoring relationship, it can add a new dynamic to your professional life. Hence, balance, in mentoring relationships as in all other aspects of our professional careers, is extraordinarily important.

Because successful mentoring relationships are frequently rooted in compatibility, shared interests, and, on some level, “liking” someone, balancing the relationship can be a challenge.

As we ebb and flow between being a mentor and being a mentee, we can find balance in our relationships through reciprocal mentoring. As noted above, a newer member of the profession can reverse mentor a seasoned colleague on how to use the latest screen-capturing software while the more experienced colleague passes along institutional knowledge on how to prepare one’s promotion and tenure dossier, for example. It is this kind of give and take that helps make the individuals whole and professionally balanced.

Make sure you have ways to incorporate both roles into your life. It is important to have mentors who can bring fresh guidance to your work and develop your mentoring skills. It is equally important to make sure you find ways to share the great guidance you receive.

**Methods + Approaches**

There are a variety of approaches to mentoring. In an informal environment, we may be mentors simply by being ourselves. Our colleagues may look to us as examples of professionalism, patience, dedication, etc. In a formal relationship, the method might still be an informal approach, such as, “I am an open door, so stop in when you need help.” Others may formalize the contact with regular meetings or discussion points. There is no right or wrong way to mentor; however, there are two guiding principles that work together to create a best practice.

The first is to make sure that all parties agree and are comfortable with the approach and expectations. Discuss at the outset, and revisit when necessary, what each party is looking to gain from the relationship. You may also want to set up boundaries with your mentor or mentee. For example, you may only want to communicate via your work email address and phone, or you may be open to accepting a LinkedIn request but not a friend request on Facebook. You want to be accessible and flexible, but you also want to respect comfort levels.

The second principle encourages mentors to take an approach of providing guidance, not directives. As Steven Spielberg once said, “The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.” Think back to the family recipe once again. You want to be there to explain it, discuss why it is important to pre-heat the oven, etc. At the same time, a good mentor must not take it personally when the mentee ups the salt for their own version.

Try framing advice in the context of a decision-making rubric. For example, if a colleague asks, “Should I apply for this job?” help him or her weigh the pros and cons. Explain what the different choices will offer and not offer. It may also help to encourage mentees to talk to someone who might give differing advice or guidance. This helps ensure that the advice is not telling a mentee what to do, but rather allowing the mentee to make the best choice for himself or herself.

Finally, think of mentoring like dating—sometimes it just doesn’t work out. To that end, remember not to stay in a bad relationship. Put yourself out there and try different avenues, both formal and informal, but if you are not benefiting or it is not reciprocating, don’t be afraid to walk away.
Law Libraries through the Lens

Congratulations to the winners of the 2015 Day in the Life Photo Contest

During January and February of each year, AALL members are invited to take photos and videos that capture the spirit of law librarianship and submit them to The Day in the Life Photo Contest, sponsored by the AALL Public Relations Committee.

The photos and videos taken this year show law librarians working, meeting, teaching, and having fun—all in a day’s work. AALL members from law libraries across the country submitted almost 60 photos and videos to the contest. Congratulations to the winners, and thank you to every member who participated and shared their photos and videos with AALL. You can view all of this year’s submissions at www.flickr.com/groups/aallditl2015.

Overall Best Photo

First Place: Fan of Justice
By Jeannette Lebrin Ramos, University of Puerto Rico Law Library
Librarian Amarilis Ortiz (Lady Justice) is wearing a loose-leaf fan dress.

Second Place: Upstream
By Travis H. Williams, Paul M. Hebert Law Center
As the dawn breaks on a chilly 60-degree winter morning outside the LSU Law Library, recent discards can be spotted swimming upstream to escape the recycling bin.

Third Place: Bee Lawyer
By José Morales, Amarilis Ortiz, and Jeannette Lebrin Ramos, University of Puerto Rico Law Library
Paranomasia to motivate the study of law.
Category 1—Librarians as Information Evaluators and Managers

First Place: Measuring Up
By Margaret (Meg) Butler, GSU College of Law Library
David Rutland, stacks manager at the GSU College of Law Library, measures the collection for a move to a new building in June.

Second Place: The Butler Published It
By Travis H. Williams, LSU Law Library
LSU law librarians carefully evaluate all available resources in an attempt to find new ways of connecting with students.

Third Place: Bagvertising Knowledge
By Katie Crandall, Florida State Law Research Center
Florida State Law bagvertisements include helpful information for students to take away as they prepare for summer work away from school (as well as provide a few sweet treats to sustain them during the April 2014 exam week).

Category 2—Librarians as Teachers and Trainers

First Place: Learning on the Horizon
By Tiffany Camp, UConn Law Library
Students in Advanced Legal Research search for statutes while one student points to the answer in the distance.

Second Place: A Public Service
By Travis H. Williams, LSU Law Library
LSU Law Librarian Lisa Goodman never fails to provide students with the right resource at just the right time. Also pictured: Alaina Richard and Mallory Richard.

Third Place: Bagvertising Knowledge
By Katie Crandall, Florida State Law Research Center
Florida State Law bagvertisements include helpful information for students to take away as they prepare for summer work away from school (as well as provide a few sweet treats to sustain them during the April 2014 exam week).
Category 3—The Artistry of Librarianship

**First Place: Fan of Justice**
*By Jeannette Lebrón Ramos, University of Puerto Rico Law Library*
Librarian Amarilis Ortiz (Lady Justice) is wearing a loose-leaf fan dress.

**Second Place: Upstream**
*By Travis H. Williams, Paul M. Hebert Law Center*
As the dawn breaks on a chilly 60-degree winter morning outside the LSU Law Library, recent discards can be spotted swimming upstream to escape the recycling bin.

**Third Place: The Ascent of Law Libraries**
*By David Brian Holt and William Logan*
(From left to right) Diane Cascio, Mary Sue Crawford, Kristina Marcy, and David Brian Holt.

Category 4—Most Humorous

**First Place: Not Yale University**
*By Maureen Cahill and Jennifer Wolf, Technical Services University of Georgia Law Library*
A package that must have been mis-delivered a time or two.

**Second Place: Who You Gonna Call**
*By Kristen R. Moore, University College of Law, Dolly & Homer Hand Law Library*
Staff from the Dolly & Homer Hand Law Library in their costumes, along with a haunted card catalog, for the 2014 staff Halloween party held in the library.

**Third Place: California Wine Law Research Project**
*By David Brian Holt*
Taken in David’s office by photographer Maria Quinonez.
Category 5—Best Altered Image/Use of Special Effects

First Place: Bee Lawyer
By José Morales, Amarilis Ortiz, and Jeannette Lebrón Ramos, University of Puerto Rico Law Library
Paranomasia to motivate the study of law.

Third Place: Cats and Coffee Cups
By the UGA Law Library
If cats had opposable thumbs, they’d drink coffee too: The UGA Law Library using a little humor to explain the policies.

Category 6—Best Video

First Place: James and the Giant Library
By Kristen R. Moore, Stetson University College of Law, Dolly & Homer Hand Law Library
This video was filmed by James, one of the library’s therapy dogs, using a GoPro. It shows one of his visits through his eyes.

Second Place: A Day in the Life of a Law Librarian
By John Cannan, Drexel University Thomas R. Kline School of Law
We law librarians push the limits in the delivery of legal information. This is to test how we can push the limits of how we present our services. Here, John uses stock sound, stock images, and visual effects to show how we can express our knowledge and teaching in new ways.

View the videos at www.flickr.com/groups/aallditl2015.
Now that I am getting older, retirement is looming, but I am not ready and I do not know how to get ready. Is there a process you can suggest?

Q

A: You’ve asked a good question. As librarians, we understand the importance of planning and strategy, but we often fail to take them to heart when it comes to ourselves. I’ve asked Ruth Bridges, national manager, library and research services, at Schiff Hardin LLP in Chicago, to address your question. Ruth has enjoyed a long career in law librarianship and has experience in corporate, academic, and other law firm libraries, specifically in research and management positions. In particular, she enjoys planning vacations, especially for readers, through her website, www.literarysisters.com. She has given considerable thought to her “second act” and is already combining her dual passions for reading and travel.

As we get older, we tend to acknowledge that the legal retirement age of 66 is rapidly approaching and wonder—are we ready?

If we have been fortunate, we have enjoyed our careers as law librarians, and when we get to retire, that should bring more enjoyment. The best advice I can give you is to fully develop and envision your life as a retiree in order to guarantee its success.

Acknowledging that it is time to leave...

First, we must be ready to leave the positions we currently hold. Part of our decision is recognizing that we have reached our career plateaus. That is, we have jobs that we excel in and enjoy, but even if we were to look for a new job, it would be the same job. Once we reach that plateau, based on our education and experience, we must recognize and accept that this is it—the pinnacle of our career. That reality, combined with being 65 or older, pushes us to consider retirement.

The next chapter in our lives is what we should focus on, and that takes some planning.

While age has not hampered our ability to keep up with the many changes in law librarianship, we should acknowledge that there are some newer, excited librarians leading those changes. Perhaps another reason to consider retirement is to make room for these newer law librarians who are beginning their careers and looking for positions to grow into.

Being a law librarian may not always have been physically taxing, but, at some point, not having to work a full day does begin to have some appeal.

Know how much money you will need...

In the United States, the age of 66 is when we can legally retire with full benefits and take our monthly Social Security check. The Social Security Administration does a great job of letting us know exactly how much that check will be. But will it be enough? What about taxes? If we add the funds from a 401(k) or 403(b), plus savings and bonds, will that be enough?

Now is the time to clarify what you will have to work with and line it up against what you will need. Create a personal income planning worksheet. Because listing your actual retirement income and expenses is so important, I encourage you to get help with this. There are people at your bank, as well as your retirement plan managers, who are skilled in helping figure this out. Once you know how much you will have and what your retirement budget will be, you will feel more powerful and more peaceful when thinking about your financial future.

If you do not yet have enough to retire, then you and your financial advisors can work together to come up with a solution that will bring you the peace you need. Maybe you will need to work a little longer, but you will know the reasons why. What you are working toward will be clear, and you will know when you are financially ready to retire. Read every article you can to build up your financial knowledge, and then when you meet with financial advisors for guidance, you will be able to ask the questions that are important to you.

Think about how you will spend your time...

Once the financial considerations are resolved, it is also important to envision how you will spend your time. Would you like to stay connected to libraries, work part-time, or volunteer? Over the years, have you ever thought that you might have enjoyed a different career? Many retirees enjoy starting over in a completely different line of work, without having to worry about climbing to the top of that career path. After all, you’ve already succeeded as a law librarian. This time, you can focus on just enjoying a new career.

Some people have always wanted to have their own business. Now may be the time to put that idea out there to see how you do. Maybe you can start a business, part-time, as you are finishing your last few years as a law librarian. The most important time for many new businesses is during the first couple of years, and it might be nice to start slow and have the cushion of a full-time job at the beginning of a new endeavor. That way, when you retire and can devote more time to the business, you will already have a business to expand. Think about what you are interested in, passionate about, and would love to be a part of. Your best business ideas will stem from there.

Or perhaps you would prefer working part time for someone else, doing something new and refreshing. For example, if you have always enjoyed being with children, you might enjoy working or volunteering in a program that serves them.

Maybe you would like to volunteer at a nonprofit organization. Some nonprofit organizations struggle to find volunteers. Groups such as...
Literacy Volunteers of America and Reading for the Blind would love to have volunteers join them, and there are so many additional places where we can use our education and skills to benefit others. Retirement gives us the time and freedom to do that.

Most important, you need to have a plan for retirement so that you will know in advance how you will be spending your time. Get a clear picture of your finances so you know where you stand and how you will live, think about what you would enjoy doing, and move on.

Your second act will be the best time of your life—it only takes some thoughtful planning. Enjoy!

Ruth, thank you. You’ve given us much to think about. At my law school, the librarians teach a class and highlight many individuals who have been trained as lawyers but have used their training to forge successful careers in other fields. As librarians, we have mastered so many skills and have worn so many hats. I know of librarians who have joined the teaching faculty, volunteered for many organizations, and had time to devote to their hobbies and new careers. I believe our experiences have prepared us for so much. Best wishes to you on your “second act.”

Susan Catterall (scatterall@charlottelaw.edu), Reference Librarian, Charlotte School of Law, Charlotte, North Carolina

AALL Spectrum congratulates columnist Susan Catterall on being named Best Blogger/Writer of the Year by the Private Law Librarians & Information Professionals SIS.
What made you smile on your way to work this morning?

Nicole Peaks

Listening to SXM radio, singing along to old school hip hop and Broadway show tunes. Moon roof open, sun shining, cruising down Bloomfield Ave into Newark on my way to the Federal Courthouse Library. Traffic was not backed up, the usual can’t place it odd smell was not in the air. It’s Friday, payday! I just received a promotion and I didn’t have to wrangle the neighborhood teenagers for the school car pool. Life is sweet.

—Nicole Peaks, Librarian, U.S. Court Library, Newark New Jersey

Jenny Zook

How appropriate to find this question today in my mailbox—I had decided on my bike ride to work this morning to share this same story with the law library staff at the University of Wisconsin. What made me smile on the way to work was recalling a story that my twin 13-year-old daughters told me about why one law student appreciated the law library. During the last week of school, my daughters’ middle school teacher told my daughters that her daughter was a graduate from the UW law school. This young woman told her mother to tell my girls that she couldn’t have graduated from law school without the help of the law library staff.

—Jenny Zook, Reference & Instructional Services Librarian, University of Wisconsin Law Library, Madison, Wisconsin

Ruth Balkin

San Diego is built on a coastal plain that moves inland to a series of mesas, carved into canyons by water flowing from inland to the sea. I am very lucky to work at the University of San Diego, which is perched on the western edge of a mesa only 4 miles from the Pacific. When I drive to the University, there is one point, just as I round the cluster of student dormitories and apartments that grace the southeastern corner of the campus, where the view to my right is across the campus and then down the dogleg of the Tecolote Canyon to where it empties into Mission Bay, three miles in the distance. On the clearest days the sun is sparkling off Mission Bay and, in the distance, also sparkling off the Pacific Ocean. Every day, when I see this, I smile.

—Ruth Balkin, Librarian/Partner, Balkin Information Services, Rochester, New York
What makes me smile as I ride my bike to work is looking up and seeing the osprey on the nest on the roof of our law school. This is the second year we’ve had a nesting pair on the platform. The nest was moved from above Hayward Field (track) when an osprey dropped a fish in the running lane during a meet! Sometimes you see heads bobbing up there, and occasionally you see an adult swooping in and landing. Beautiful!
—Stephanie Midkiff, Reference Librarian, University of Oregon John E. Jaqua Law Library, Eugene, Oregon

My bus stop is next to a garden, and I walk through it on my way to work almost every morning. It literally reminds me to “stop and smell the roses,” even when they are not in bloom.
—Heather J. E. Simmons, Assistant Professor of Library Service, University of Illinois Law Library, Champaign, Illinois

In my life, family is a smile-maker. So this morning, as I do most Fridays, I avoided the freeway and stopped by the little local café where my daughter is a barista. Seeing her smile, getting a hug, and hearing “I love you mom” always makes me smile. I’m smiling now just recalling the moment.
—Sharon E. Borbon, Law Library Director, Fresno County Public Law Library, Fresno, California

I live in a very multi-ethnic part of San Francisco. On my bus ride this morning on the 88 Express, I realized that I was hearing Tagalog, Chinese, Korean, Samoan, and Spanish all loudly being spoken at once. I thought, how cool is this, and grinned!
—Richard Schulke, Reference Librarian, San Francisco Law Library, San Francisco

The perfect Colorado June morning—sunny, cloudless blue sky; comfortable upper-60s temperature; lush green grass and trees from all of the recent rains; and a view of the plains to my east and the mountains to my immediate west as I traveled south along the foothills of the Rocky Mountains into Boulder. The icing on the cake was having my husband, the driver of our personal two-person carpool, reach over to hold my hand. Even after nearly 20 years, I still love all the various forms of beauty on my daily commute.
—Karen Selden, Metadata Services Librarian, William A. Wise Law Library, University of Colorado Law School, Boulder, Colorado

Riding the rails since 1990, I’ve seen wild animals, birds, and flowers from my Baltimore MARC commute to D.C. Today I saw a herd of deer grazing on the “fringes” of wetlands, but I have also seen long-legged storks or cranes, beavers building dams, owls, and other critters. It reminds me . . . even if only for a second . . . that I am part of something bigger and lifts my spirits and makes me smile.

The thing that made me smile on the way to work this morning was Rachel Platten’s “Fight Song” on the radio. Singing along to it was a huge mood boost since I was beating myself up over work a lot this week. I like to think of it as a good reminder that the problems are minor, I’m still growing as a professional, and successfully pushing past my confidence gap is going to make me a better leader and employee.
—Katherine Marshall, Assistant Director, Hamilton North Public Library, Cicero, Indiana

On the way to work this morning I was zoning out in my car listening to the radio as I was stopped at a light. I watched pedestrians waiting on the corner to cross the street. There was a young runner, clearly breathing heavily, waiting to cross at the cross walk. As she waited, another runner came along and crossed against the light. Another came and crossed against the light. A cyclist came and balanced against a fence waiting to cross. Still the young runner waited. I could tell she was tempted to cross against the signal as she looked behind her and looked both ways along the street. But she waited. The light changed, and she took off. It made me smile because I thought she was so cutely law-abiding and safety-conscious. . . . Or maybe she just needed a rest.
—Amy Levine, Head of Reference & Research and Training Coordinator, U.S. Courts Library, Tenth Circuit Court of Appeals, Denver, Colorado

Not having to go to work this morning or any other morning from now on! I loved law librarianship and I still love the many friends I made in my 35-plus years working in the profession. But there is such wonderful freedom in waking each day to a blank canvas waiting to be filled with whatever colors I choose that day.
—Ann Puckett, Professor of Law Emerita, Athens, Georgia

Watching my two-year-old read my Management of Libraries book on the way to school! Just a little light reading to start her day.
—Nicole Catlin, MLIS student at St. Catherine University and Senior Legal and Operations Associate, Dell, Inc., St. Paul, Minnesota

I got a seat on the subway.
Beginning with the next issue of *AALL Spectrum*, the September/October issue, the magazine will have a new look and feel, refreshed content, and be published bi-monthly. As part of those changes, “Views from You” will be retired. Therefore, for the final “Views from You,” we thought it appropriate to take a look back at the evolution of *AALL Spectrum*.

The first issue of *AALL Spectrum*, pictured top left, was published in September 1996 and featured a different logo and primarily black and white photos (apart from the covers). The design of the magazine remained virtually the same for six years.

In September 2002, *AALL Spectrum* underwent a significant redesign under the direction of then-Editorial Director Paul Healey. Since then, the design and content changes have been minor.
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