

chooses to treat any online resource as a possible reference source (13). This means that the discussions of selecting/acquiring/maintaining *reference* materials turn into discussions of selecting/acquiring/maintaining *general* materials for the entire library, and these even delve into the perils of purchasing and licensing electronic resources.

I began reading this book from the point of view of an academic subject librarian with some experience selecting reference materials. From that perspective, much of the information presented by Singer seems obvious, such as advice to select materials that are appropriate for a library's users: "A librarian in an elementary school library may not wish to purchase a technical, scientific book on dinosaurs. . . . Similarly, if the library serves paleontologists, the reference collection will probably not need a book on dinosaurs that was written for children" (50). Later in the text, when discussing collection maintenance, Singer points out that "as new books are placed on shelves, some shelves will become too full and some shifting may need to be done to make room for the new books" (88). Neither of these statements is particularly ground-breaking for someone who has selected books for a library. Fortunately, Singer provides "Notes" and "For Further Information" sections at the end of each chapter, which allow both beginning and advanced readers to take their investigation to the next level, if so desired.

When I took a fresh look from the perspective of a library school student, or perhaps a new librarian, I realized that what is obvious to me now certainly was not when I started, and generalizations would have been quite useful before a career path was selected. *Fundamentals of Managing Reference Collections* provides just that, the fundamental information one would need to get started managing a library's collections, and I would recommend it wholeheartedly to MLS students and any new colleagues. I wish I would have had this resource on my first day of work as a selector.

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Staff Development: A Practical Guide. Edited by Andrea Wigbels Stewart, Carlette Washington-Hoagland, and Carol T. Zsulya. Chicago: American Library Association, 2013. Pp. viii+219. \$55.00 (paper). ISBN 978-0-8389-1149-5.

Yet another staff development publication! Why do so many of them start out with dire summations of today's fiscal environment and the concern over the speed of technological innovations? Is it not true that, even in good times when organizations are flush with money and innovations have stabilized, continual staff development should be a priority? As a manager, I believe it is my responsibility both to my staff and to

my patrons to ensure that a skilled, educated, and motivated staff is available to the organization in any economic environment.

Using functional language and showing a realistic understanding of the issues, this fourth edition of *Staff Development: A Practical Guide*, prepared by the Staff Development Committee of the Human Resources Section of the Library Leadership and Management Association and superbly edited by Andrea Wigbels Stewart, Carlette Washington-Hoagland, and Carol T. Zsulya, gathers together seventeen essays that offer library leaders practical advice to advance staff development activities in any size organization, advice that can help managers ensure that a skilled, educated, and motivated staff is developed to serve its patrons.

In part 1, "Building a Staff Development Program," the first few essays of the book make it feel that one must have a staff the size of the University of Arizona to implement a successful staff development program, a rather daunting feeling when you have a staff of three. The discussion by Jeanne F. Voyles and Robyn Huff-Eibl in "Needs Assessment: Planning, Implementation, and Action" describes an Access and Information Services team and its four staff members, which dwarfs the staffs of many organizations, where one librarian may be the entire Access and Information team. Luckily, the *Practical* in the book title is upheld by the direct language and good use of examples in each of the essays. Because of this, the reader is able to imagine how she/he might scale many of the examples down and use them in her/his own library environment.

The talented editors of this edition have garnered the insights of practitioners in the field and created a very useful guide for the rest of us. The layout and flow of the book easily guide the user from the initial inklings of a staff development program through to succession planning and assessing the transfer of training. What makes this book unique is that each part, and even each essay, can easily stand on its own. Part 2, "Developing Your Staff," begins with "Developing Orientation Programs for New Employees." Carol A. Lochan and Sandra J. Weingart assert that "too often, new employee orientation is conducted haphazardly, with few goals communicated to the new hire" (53). By employing the suggestions in this one short chapter, managers can ensure that a new hire is "an appropriately prepared employee who is readily able to assimilate work policies and to perform at a proficient level" (58). A manager's dreams come true!

Developing core competencies in an organization by bringing new people to the organization is only part of the equation. As discussed by Joan Giescke and Beth McNeil in "Core Competencies for Libraries and Library Staff," defining the core competencies required by the organization is important for both hiring new personnel and developing existing talent. The core competencies listed (62–63) closely align with the various managerial roles developed in the book *Becoming a Master Manager: A Competency Framework* by Robert E. Quinn, Sue R. Faerman, Michael P. Thompson, and Michael R. McGrath (2nd ed.; Hoboken, NJ: Wiley, 1996). In the developing realm of cross-functional teams and more collaborative ap-

proaches to projects, it is not surprising that more staff are being asked to develop skills that previously were considered to be the realm of a “manager.” In today’s fast-paced library world, these competencies are valuable at all levels of the organization. As indicated in this book, an identified and well-defined set of core competencies will assist in developing an effective staff development program.

Even with a dream-come-true set of employees, there may be issues of cross-functional training and teamwork. Voyles and Huff-Eibel’s chapter, “Cross-Functional Training and Collaboration within the Organization,” acknowledges the importance of teamwork in the library environment. Without a modicum of teamwork, a library will have difficulty even surviving, as the authors imply in their statement, “It is essential that we effectively understand and manage projects” (98). As project management by cross-functional teams becomes the norm rather than the realm of higher-level management, project planning and management training become an important factor in team success. The authors lay out in very accessible and succinct language how staff can be developed to be productive participants in cross-functional teams and true collaborators.

Part 3, “Tackling Change through Training,” begins with contributors Mynta Cuffy and Dorothy Marie Persson introducing the idea that instructional design concepts should be used in developing staff training programs (165). This is not a new idea to many organizations, but in the academic library context instructional design is normally used by the instruction librarian developing classes for students. Cuffy and Pearsson successfully provide an overview of the use of the Analysis, Design, Developments, Implementation, and Evaluation (ADDIE) model of instructional design as it may be used in a staff development program. One common pitfall of many training programs is weak documentation. Often too much is assumed about the capabilities of the trainee. The example between a weak and a strong set of directions provided (171) is excellent in its representation of what many training manuals contain and what they should contain. As librarians, we are encouraged to evaluate our instructional sessions and services for patrons constantly. Cuffy and Pearsson show how the librarian manager/supervisor can use these same skills to create an outstanding training program as part of the overall staff development program.

Part 4, “Assessment,” brings everything together with an essay by David Delbert Kruger and John Cochenour, “Assessing and Ensuring the Transfer of Training,” that discusses how libraries must work to ensure that assessment and transfer of training is an ongoing process. Kruger and Cochenour assert that without assessment and transfer, libraries offering staff development programs are not ensuring that “all stakeholders in the library will ultimately get their money’s worth” (202).

The order of the essays in *Staff Development: A Practical Guide* is extremely useful in guiding the reader through all phases of establishing a successful staff development program. Each essay ends with a list of references to further assist the reader. The index helps to make

the book useful to those who have already begun their programs by allowing them to easily identify areas that may be of particular interest to them. The titles are clear and do not leave you wondering what the chapters may really be about.

The list of two dozen contributors to this book is impressive and includes university librarians, library deans, public library managers, and private consultants. The biographies of the contributors are concise and informative. The editors have organized each section of the book to make the information flow easy to follow. This allows one to readily use one or all of the chapters when establishing a staff development program. Moreover, one can utilize this collection either to begin a staff development program or to enhance an existing one—or one can just pull one piece out of it and make the most of it. Not all organizations have the resources to implement everything in this book, and by structuring it in the manner that they have, Wigbels Stewart, Washington-Hoagland, and Zsulya have created something for everyone. I know that as I read along I marked certain ideas and methods that I intend to work with, and I believe that others too will find this book useful.

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