

Managing Library Volunteers is a great resource, but there are additional titles that may be useful as well. Librarians working with teen programs might wish to check out Diane Tuccillo's well received *Teen-Centered Library Services: Putting Youth Participation into Practice* (Libraries Unlimited, 2009). Although this is primarily targeted at libraries with YA services, it is similar to Driggers and Dumas's book in that it contains numerous examples and forms. Sunny Fader's *365 Ideas for Recruiting, Retaining, Motivating and Rewarding your Volunteers: A Complete Guide for Non-Profit Organizations* is another good option (Atlantic Publishing Company, 2010). Although not library-specific, *365 Ideas* contains great suggestions for recruiting and retaining volunteer workforces. Those who are intensely curious about the world of volunteers and volunteering might also enjoy *Volunteers: A Social Profile* (Musick & Wilson, 2007). Written by two sociologists, this book offers survey data, references, and explanations about who volunteers, why they volunteer, and what they gain from volunteering.—Serin Anderson, *Collection Development & Administrative Services Librarian, University of Washington at Tacoma, Tacoma, Washington*

No Shelf Required: E-books in Libraries. Edited by Sue Polanka. Chicago: ALA, 2011. 182 p. paper \$65 (ISBN 978-0-8389-1054-2).

“The pomegranate is a complicated fruit. Because it is not as commonplace as an apple or an orange The e-book is complicated much like the pomegranate.” In this compact book, *No Shelf Required*, the authors address some of the complications with e-books ever so lightly, yet succinctly.

The first five chapters deal with the history of e-books, their users, and the three major kinds of libraries—school, public and academic. The authors provide a history of e-books' from their early existence on the Internet with the Gutenberg Project to the present day situation, encompassing publishers such as Google Books, NetLibrary, and others. Case studies are given on two types of libraries and how they use e-books and related technology: the River Forest Public Library experience with the Kindle, and The Pennsylvania State University's Sony E-book Reader project. Another chapter explores the University of Texas's experience, from the institution's initial contract with NetLibrary to its later Google Books project, which includes other libraries as well. From these case studies, several common challenges emerge, including statistics gathering problems, format concerns, and purchasing issues, as well as ubiquitous technology issues, such as operation and maintenance of hardware and software.

The last four chapters discuss the “pomegranate” characteristics of e-books with some comparing and contrasting of the e-book with the familiar print book. The chapters cover acquisition of e-books, use and preservation of e-books, standards, and e-books' future in academic publishing. The reader is presented with the e-book's possibilities, yet, as the authors of one chapter point out, “the lines between the types of e-books are more blurred than with print books,

which can be either attractive or troublesome” (96). Some of the troublesome areas where lines are blurred are found in discussions on subscription, dealing with backlists, printing and downloading, and delays in accessing of an e-book. The authors make known to the reader that “e-books are an ever-increasing staple” (75) in libraries, but also that “e-book purchases would increase if titles were available at the same time as the print version” (147).

This is a great source for anyone who is getting started with e-books for their library, who needs information on e-book publishers, or who simply needs to know how other libraries have worked through the e-book maze with users, vendors, publishers, and consortiums. The index enables easy access to information, making the book a great reference tool.—Ola Carter Riley, *Biomedical Librarian, Prairie View A&M University, Prairie View, Texas*

Project Management in Libraries, Archives and Museums: Working with Government and Other External Partners. Julie Carpenter. Oxford: Chandos Publishing, 2011. 207 p. paper \$75 (ISBN 978-1-8433-4566-4).

Effective project management techniques are not optional when managing complex projects in cooperation with other organizations; they are a necessity in maximizing projects' efficiency and results. *Project Management in Libraries, Archives and Museums* serves as a thorough, if somewhat theoretical, overview of techniques in use today.

This book, one of the “Chandos Information Professional Series,” is directed at library managers and practitioners involved in upper-level administration of major projects. Focused on the research and theory behind modern project management models, especially those involving partnerships with other corporate entities, the book focuses on the management areas that need to be considered before and during projects. These include project planning, risk analysis, human resources, quality control, contracts, and sustainability. Many concepts will be familiar to anyone who has had a least a rudimentary exposure to project management—for example, a project's lifecycle, risk diagrams, precedence diagrams, and evaluation frameworks.

Author Julie Carpenter, a librarian and project management consultant with years of experience in projects worldwide, emphasizes that commonly used project management techniques based on the project cycle approach do not adequately address the needs of organizations in which discrete projects with a beginning and end are only a small part of their overall operations. For that reason, she emphasizes the conceptual framework of the PRINCE2 (Projects in Controlled Environments) project management standard, in use since 1996 primarily in the United Kingdom, Western Europe, and Australia. Librarians in the United States may perhaps be more familiar with the Project Management Institute (PMI), although there are many similarities between the two systems.

Particularly helpful are the inclusion of numerous charts and graphs, as well as Carpenter's illustrations of key project

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management concepts with examples from real-life projects and organizations, such as EuropeAid and UNESCO. Another useful section of the book involves the use of information and communication technology tools in projects, for example, Microsoft Project, Serena Openproj, and GanttProject.

Well researched and logically presented, *Project Management in Libraries, Archives and Museums* serves as a good conceptual overview of the project management landscape.—Jennifer A. Bartlett, *Head of Reference Services, University of Kentucky, Lexington, Kentucky*

Staff Development on a Shoestring: A How-To-Do-It Manual for Librarians. Marcia Trotta. How-To-Do-It Series. New York: Neal-Schuman, 2011. 117 p. paper \$65 (ISBN 978-1-5557-0730-9).

Number 175 of the Neal-Schuman How-To-Do-It series, *Staff Development on a Shoestring* delivers on the promise of its title. With a clear and effective writing style, Trotta presents a compelling case for staff development built around the concept of “better service through staff development” (1). After exploring the direct connection between customer service and staff development at some depth, she asks: “why not utilize our own skills for the provision of development?” (6).

According to Trotta, it is fundamentally important that library directors and managers take the lead with active involvement in staff development. Included throughout the text are numerous well constructed supporting worksheets and handouts that will prove useful to those who fear that their teaching skills have acquired a bit of rust; the author encourages readers to duplicate and modify the forms as needed. The model training programs provided are sufficiently developed to be taught as-is. Programs on effective communication, teamwork, time management, and customer service are each outlined and supplemented with talking points, helpful tips, and suggestions for evaluation. Although not fully developed as a program, an entire chapter is devoted to staff development and technology.

Significant attention is given to the active role that staff evaluation and self-evaluation can play in completing the feedback loop of ongoing staff development, with chapters devoted to the use of evaluation itself as a development tool. Particularly useful are several pages devoted to the manager’s task of overcoming employee resistance to change. Throughout, the bulk of the text is focused toward accomplishing the author’s goal of convincing and empowering the reader to shape and manage change in the library—harnessing it as a positive force rather than something to be feared and opposed. Trotta, who has served as Director of the Meriden, Connecticut, Public Library and has twice been named the Connecticut Library Association’s Outstanding Librarian of the year, notes simply that “learning is an act of change” (31).

In this book, the author has provided librarians with an eminently practicable roadmap to achieving staff engagement and grass-roots frontline advocacy driven by the commitment

and active involvement of library management in ongoing staff development. In concise and measured tones, Trotta embraces the reality of the ever-increasing speed of change in today’s library and delivers the tools needed to achieve results that are not only cost-effective but arguably superior to the typical one-off training workshop—with the potential for realizing significant peripheral benefits. This book is highly recommended for any in library management.—Tod Colegrove, *Head of DeLaMare Science & Engineering Library, University of Nevada, Reno, Nevada*

Teaching Information Literacy Online. Edited by Thomas P. Mackey and Trudi E. Jacobson. New York: Neal-Schuman, 2011. 200 p. paper \$75 (ISBN 978-1-5557-0735-4).

With the recent rise in demand for online learning, academic librarians are exploring new approaches to teaching information literacy online. This collection of eight case studies focuses on the value of collaboration between academic librarians and teaching faculty in designing and implementing effective online information literacy programs. The editors, Thomas Mackey (Center for Distance Learning, SUNY Empire State College) and Trudi Jacobson (Head of Information Literacy, University of Albany, SUNY) skillfully weave together recent examples of librarian/teaching faculty partnerships from universities across the United States and the United Kingdom.

For librarians looking for inspiration on new strategies for teaching information literacy online, this book may be helpful. It covers a wide range of techniques, such as using Wikis, Second Life, reusable learning objects, and role-playing. Included with each case study are practical tips on assessment of online learning and samples of activities, learning objectives, and survey questions. Four of the studies describe hybrid learning courses, in which online instruction is blended with face-to-face instruction, while the other four cover open and fully online courses. Both undergraduate and graduate level courses in the humanities and social sciences are included. One drawback in the coverage is that no examples of teaching information literacy in the sciences or engineering are used.

Although some of the techniques described may not fit every library’s needs or may become outdated fairly quickly, the authors offer useful general recommendations for online instructional design. They discuss ways to embed information literacy activities within courses and address some of the challenges posed by online instruction. This volume is similar to Alice Daugherty and Michael Russo’s *Information Literacy Programs in the Digital Age: Educating College and University Students Online* (ACRL, 2007), and there is also some overlap with the editors’ previous books on information literacy. However, the in-depth discussions on collaborations between librarians and teaching faculty to integrate information literacy into online courses set this book apart and will make it a useful addition to academic library collections.—Nancy Sprague, *Reference & Instruction Librarian, University of Idaho, Moscow, Idaho*

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