IFLA WLIC 2013
SINGAPORE

Submitted on: June 8, 2013

A corporate climate for learning: practices from National Library Board, Singapore

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Abstract:

National Library Board (NLB) includes 'Working and Sharing Together' and 'Passion for Learning', as two of five shared values it embraces, placing a high level of emphasis on the constant development of its people.

This paper discusses how NLB manages to necessitate and motivate the continual acquisition of knowledge and skills in every individual.

Structurally, one component of annual staff assessment consists of learning, thus every staff is expected and encouraged to learn. NLB also supports staff learning with its own department, the National Library Board Academy (NLBA), which conducts courses and recommends courses for staff. The paper talks about differentiated learning and self-directed learning in NLB. An employee is not bound by the limits of courses offered by NLBA; it is possible to take courses outside of NLBA.

Individuals in the organisation are empowered to be agents of knowledge dissemination. Sharing occurs frequently on formal, quasi-formal and informal platforms. It may take place in the form of workshops, seminars, talks, written reports and communal activities. These platforms will be elaborated in the paper.

NLB is a large organisation with a growing network of 25 public libraries and various departments. One challenge of large organisations is that employees are experts within one's own scope of duties, but relatively ignorant about the responsibilities and operations of other departments. This paper discusses how NLB tackles this problem – employees partake in inter-departmental on-the-job training, so one experientially gains insight into another department's scope of work.

In all, this paper talks about various measures that NLB has in place in support of learning: Core Learning Infrastructure; Formal, Quasi-formal and Informal Platforms for Learning; and Beyond-the-position Learning.

Keywords: Learning, development, corporate culture, innovation

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Introduction

National Library Board (NLB), Singapore, includes 'Working and Sharing Together' and 'Passion for Learning', as two of five shared values it embraces, placing a high level of emphasis on the constant development of its staff. This paper discusses the measures NLB has in place to necessitate and motivate the continual acquisition of knowledge and skills in every individual. It highlights selected initiatives and practices that are conducive for learning in the hope that anyone who reads this paper might find something useful to adopt and adapt these practices for their own.

The authors have taken the liberty to classify each initiative, practice or measure according to their form and function. This paper shall proceed to discuss three groups of initiatives, practices and measures in the following order:

i) Core Learning Infrastructure (CLI)
Core Learning Infrastructure is concerned with imparting the fundamental knowledge that a professional requires before she is able to carry out her essential job functions. It is also responsible for the canon thrust of learning within the organisation.

ii) Formal, Quasi-formal and Informal Platforms for Learning (FQIP)
Beyond the CLI, there exist various platforms where learning may take place. The various platforms function as powerful supplements to the CLI.

iii) Beyond-the-position learning and other avenues for attaining knowledge.
This section considers the alternative avenues through which a staff may develop new skills and capabilities for themselves and for the organisation.

Taken together, the three groups of initiatives, practices and measures help to cultivate a learning climate in the organisation.

1 Core Learning Infrastructure

Core Learning Infrastructure (CLI) is concerned with imparting the fundamental knowledge that a professional requires before she is able to carry out her essential job functions. It is also responsible for the canon thrust of learning within the organisation. One could say that it is this infrastructure that necessitates learning. Its existence alone is not sufficient to create a learning culture that permeates the whole organisation, but it does set the expectation that the organisation takes learning seriously.

To study NLB's CLI, one needs to examine the Performance Management Programme and the National Library Board Academy.

1.1 Performance Management Programme

Performance Management Programme (PMP) is system tool used to monitor a staff's contributions and growth throughout the year. Each employee records his or her own involvement in the organisation for appraisal as well as for development purposes.

For the purpose of appraisal, there is a segment on Personal Development, which accounts for 10% of the staff's overall performance. Correspondingly, a staff is expected to spend about 10% of his working year (which adds up to about 22 working days) to fulfil the Personal Development requirement for PMP.

Personal Development generally consists of contributing to the organisation in an area that is outside of the employee's normal job scope. This encourages an employee to acquaint herself with another department's job scope and duties through an internal job attachment; consequently, it develops skills and knowledge that may be specific to the chosen department/field of attachment.

In a large organisation like NLB, such internal job attachments can yield several options, and can be eye-opening. In financial year 2012 alone, there were 38 different opportunities for personal development (ranging from planning events, assisting in projects, conducting training, delivering services and other areas of work) across 10 different departments to choose from. [1]

In the PMP, there is also a section where the employee highlights how she manages to act in conjunction with NLB's shared values. We have pointed out two out of five NLB's shared values that are relevant to being a learning organisation:

a) Working and Sharing Together
b) Passion for Learning.

For shared value, *Working and Sharing Together*, the many opportunities to partake in Personal Development attachments provide employees with the solution to fulfil the requirements as per PMP. Now let us take a look at how employees are supported to fulfil their *Passion for Learning.*

1.2 National Library Board Academy

National Library Board Academy (NLBA) is the school for learning. It has its own premise and training rooms to conduct lessons. In a recent library management system overhaul, NLBA was responsible for training NLB staff in the usage of the new system through hands-on practise.

Annually, employees in NLB need to immerse themselves in 60 hours of learning. The number of learning hours that each employee attains is recorded in a system. If at this point, learning sounds mechanical and clockwork, it must be restated that this is the core infrastructure to *necessitate* learning. It alone does not mould the climate for self-directed learning (intrinsically motivated and directed learning). The measures to promote self-directed learning shall be discussed in the relevant sections of this paper. NLBA supports the staff in their learning endeavours and helps them to attain that sixty hours of learning. It offers in-house courses relevant for library professionals. For new hires, there is a learning roadmap, which lists core modules that new professionals in NLB need to take.[2] Examples of these modules include courses in service excellence, internet search skills and induction into the administrative framework and operations of NLB. The learning roadmap inducts a new employee into the organisation by acquainting her with the generic modus operandi and shared values of the company.

In addition, for new librarians, there is a list of suggested modules beyond the learning roadmap that aim to be more post-specific. They would select introductory courses from the Professional Diploma Programme (PD100) series, which imparts the fundamental knowledge and skills (eg reference enquiry and tools; library function, management and services etc) necessary for librarianship in NLB.

[1] Please see Appendix A for a list of internal attachment positions.
[2] Please see Appendix B to see learning roadmap.

NLBA sends out *Learning Broadcasts*, at least once a quarter. A *Learning Broadcast* is an email that lists the upcoming courses, the date which these courses are conducted, and also the targeted audience of each course where applicable. Many of these courses are conducted or sourced by NLBA, but staff are not limited to just these courses. NLBA also recommends external courses which are highlighted through *Special Learning Broadcasts.*

Aside from the courses run in NLBA, an employee may also opt to do selected courses other institutes such as Institute of Public Administration and Management [IPAM] and LaSalle College of the Arts. NLBA's *Learning Broadcast* may also highlight some of these courses, such *The Art of Networking*, conducted by IPAM. On occasions, an employee might choose to attend workshops/courses outside of the list of selected courses, out of their own accord. It is possible to record these sessions as learning hours.

NLBA also holds a learning festival every year, in September. Staff may choose to partake in the various activities conducted, and these could be counted as their learning hours. Activities range from cultural or interest activities such as *Chinese Paper Cutting* and *Peranakan Heritage Trail Walk* to *Talk on Wheelchair Handling* and *Skincare Workshop*. Such activities highlight that NLB also considers personal interest when introducing new courses and learning activities. This is vital: When the organisation speaks of *Passion for Learning* as a shared value, it must also act as such.

2 Formal, Quasi-formal and Informal Platforms for Learning (FQIP)

Beyond the CLI, there exist various platforms where learning may take place. The various platforms function as powerful supplements to the CLI. These platforms may be formal, quasi-formal or informal. This section lists some examples of these platforms.

2.1 Formal Platforms for Learning

Outside of NLBA and the courses that they have recommended and listed, there are other ways to attain learning hours. The platforms discussed in this session are formally recognised as learning platforms and learning hours are credited to each participant.

Professional Talk Series

The Public and International Relations department of NLB frequently sources for and arranges for visiting guests to conduct talks pertaining to the library profession. Librarians gain access to the insights and perspectives of leaders in the field.

Recent topics covered include: Global waves – trends affecting libraries and librarians; Future of libraries and archives – convergence or divergence; State Library of Victoria – relevant, engaging and cost effective – the next 10 years.

Recent speakers that have graced the talks include: Dr Ingrid Parent (IFLA President & University Librarian, University of British Columbia), Mr Hans Jansen (Deputy Director General, National Library of the Netherlands), Mr Bill Macnaught (National Librarian, National Library of New Zealand), Mrs Marie-Christine Doffey (Director, Swiss National Library) and Mrs Sue Roberts (CEO & State Librarian, State Library of Victoria)

The talks raise the strategic awareness of the audience, widening their perspectives and allow them to make reference to any case studies and trends while making decisions to adopt stellar practices that the speakers generously share. These talks are for interested individuals only, and while they offer learning hours, they are by no means mandatory.

Professional Sharing

A department or division may take the initiative to conduct professional sharing sessions of their own. These sessions may cover a variety of topics of interest to the library professional.

These topics discussed may serve to boost librarians' knowledge of their collection, introduce them to useful tools and applications, share recent successful initiatives and programmes so that librarians could emulate or improvise on successful models, or disseminate information and current trends, or serve to be a channel of information about the plans ahead.

As these sessions are usually facilitated by librarians, these professional sharing sessions allows staff to be part of the learning structure as either an acquirer (audience) or a disseminator of knowledge (presenter). For example, a session in March had various librarians speak on the following topics*: Four iconic authors in Chinese Children's literature; Indian Heroes from print to screen; Using Prezi (a software) for presentations*.

It is also common to have librarians come together and engage in collaborative learning during certain kinds of Professional Sharing sessions. In what is affectionately named, *Storyteller's Cove*, librarians come prepared with a book on a specified theme, congregate in small circles and take turns to tell their story. Effectually, everyone plays the dual role of the learner and teacher.

2.2 Quasi-formal Platforms for learning

There is the practical notion whereby what is measured gets done, hence the CLI overt request that each employee should learn for 60 hours provides that extrinsic motivation for learning. It is necessary to recognise that people do not only learn in formal learning environments such as a classroom, workshop or seminar setting.

The following are instances which bear only hints of formalised attempts at facilitating learning and falls somewhere between the casual and the deliberate.

One Learning Hour

One Learning Hour (OLH) is a unique NLB initiative which is usually held during office hours, once a month and can be in the form of a talk, sharing session or hands-on session on a nearly any topic, as long as knowledge is shared. OLH is usually a cosy affair, conducted at the individual library branches. It is as much a time for learning, as it is a time for socialising, as the OLH can be on topics as entertaining as learning to make a traditional Malay dessert, balloon sculpting and origami. The OLH often is facilitated and conducted by an employee who has the knowledge or skills to impart.

It is not a session where PowerPoint slides are necessitated and note-taking is compulsory [though sometimes, participants might be sufficiently invested to do it out of their own accord – and these are true moments that exhibit one's passion for learning!]; rather, it is in a relaxing atmosphere of smiles and laughter that these OLHs take place.

This is a great platform where staff can assume by volition, at different times, the position of the teacher, or the learner. The free-form and flexibility allows the staff conducting to talk about subject matters which they are passionate about: this passion is usually contagious and spreads to colleagues.

Of course, given the flexible structure of the OLH, it is entirely welcome to invite a guest expert to disseminate knowledge. To be able to invite external experts is always good. But the true strength of the OLH is the learning climate that it creates, and the message that it sends across: that learning in a group can be an entertaining affair and that the organisation truly endeavours to inculcate a passion for learning.

To top it off, every hour spent in OLH is officially recorded into the 60 learning hours that staff should sustain annually. Effectively then, since there can be up to twelve sessions of OLH in a year, as many 1/6 of staff learning may take place in the comfortable setting of the OLH.

One might challenge the worth and practicality of the OLH. But when Steve Jobs studied calligraphy, "none of it had even a hope of any practical application… [until] ten years later, when [they] were designing the first Macintosh computer." (Job, 2005) No one really knows how a piece of knowledge would come in handy in the future. Furthermore, libraries are in the business of knowledge. Insofar as possible, we should embrace knowledge in all its forms, and not practice intellectual bigotry. OLH is one way NLB demonstrates its acknowledgement for the importance of learning, without the excess of snobbery.

Current Library Information Postings (CLIPs)

Current Library Information Postings (CLIPs) is a newsletter alert containing short clippings of articles, reports, conference papers and other resources of interest for management, librarians and executives in NLB. [3]

CLIPs also highlights latest journal articles from NLB's subscribed databases and newly published books related to library and information science for staff's professional reading. CLIPs may present materials pertaining to the following: National and public libraries; professional development of staff; trends and usage of technology and social media by libraries/publishers/content creators; information literacy/reading programmes and initiatives; collection management trends; preservation technology; creative community outreaches, marketing and publicity; technology's impact on user behaviour and trends; and libraries of the future. A record of past CLIPs is also housed in NLB's internal database, so that staff may locate past articles via the search function.

We have categorised CLIPs under quasi-formal platform for learning because any learning achieved from reading the articles featured in CLIPs does not gain anyone learning hours. Nonetheless, it is a potent source of information that comes in the form official monthly emails. Its value lies in encouraging the practice to disseminate knowledge in the form of emails. In the section that follows, we shall see that this practice has been adopted by people from various levels of staff in NLB.

2.3 Informal Platforms for learning

All formal and quasi-formal platforms are initiatives that are official, though the level of formality may differ to a large degree. There is no reason why informal, non-official learning should be unrecognised within the organisation. As we have seen in CLIPs, valuable information and ideas can be transmitted via emails. But while CLIPs may still be considered a quasi-formal mini monthly publication, it is a part of NLB's culture to share interesting information. Consider the following pieces of shared information:

[3] Please see Appendix C for a sample CLIPs.

Thought you might be interested in this interesting design for a reading room in the Pierres Vives building in Montpellier, for the Archive of the Department of Herault. It is also called the Alphabet Library, though the design is meant – in my view – more for a reading room than a browsing library.

It's a reading room lined with glowing bookcases by architect Stephane Hof.

Insert 1: *This beautiful design above was shared by NLB's CEO, forwarded via email.*

Subject: The man who turned his home into a public library

My Dears

An overseas colleague sent me this piece of information. Very heartwarming. [redacted] this can be a start to our 'pop up lib" ☺

"If you put all the books you own on the street outside your house, you might expect them to disappear in a trice. But one man in Manila tried it - and found that his collection grew."

http://www.bbc.co.uk/news/magazine-19547365

Insert 2. *A link to an inspiring story of a man started his own street library. This was sent by NLB's Assistant CEO, via email, to share an interesting library and idea.*

Insert 3. *Interesting book art/quotes, shared by an Asc. Librarian, through email*

Insert 4. *See above on Facebook, a link by a Manager, on library design. (Personal Facebook wall post)*

Insert 5. *A Librarian proclaims the joy of a well-attended outreach session. (Personal Facebook wall post, retrieved on 21/4/2013)*

Notice that the management of NLB do use email to convey not merely work matters, but they also point out information that may be (i) inspiring, (ii) interesting, and (iii) library or book related. One might argue that the amount of knowledge gained from these occasional emails is negligible, but they act as an informal stamp of approval, stating by example, that it is fine to do so.

It is not surprising to see emails such as the one sent out by the Asc Librarian, which shares some form of library-related or literary information. This form of informal sharing spills over to social media platforms. Consider the Facebook post by the Manager. Such is an instance whereby sharing of library related knowledge has become something she considers to be personally interesting. This is both an instance of sharing, and a testament that the organisational climate is conducive to cultivating and sustaining interest in library matters.

The joy exhibited by the Librarian and his open sharing on Facebook is yet another instance. It might not appear to facilitate any form of "learning" at a glance, but consider – colleagues from different departments may be able to witness what a good outreach session could look like; colleagues from the same department with similar job scope may understand that such good results are achievable[4]; members of the public may learn about services that a library offers.

[4] Also, staff from the same department might be prompted to enquire about best practices that Herman undertakes to make his programmes successful thus shared learning takes place in this instance.

To strengthen the point, Senge has also stated that "an organisation must build shared vision and shared mental models to guide local decision makers." (Senge, Jan 2007)

Now let us consider that each staff is a local decision maker in her own right. Suppose a staff receives constant positive and interesting newsfeed that augments and sustains the passion in library matters. If a staff finds these information interesting and engaging, this positive reinforcement would develop into an intrinsic interest in matters of library management, and thus becomes an intrinsically motivated librarian. This librarian in turn, becomes impelled to share her interest and helps to sustain other librarians' interest in the matter. This positive influence has the potential to spread to several or all members in the workplace, thereby weaving a web of increased shared interest in library matters. When it does, a powerful self-sustaining system of motivation now exists, in conjunction with a self-sustaining system of team learning.

3 Beyond-the-position learning

This section considers the various avenues a staff may develop new skills and capabilities for themselves and for the organisation.

If employees constrict themselves to a narrowly pre-defined job scope, and believe that role to be unshakably cast in stone, then the organisation would be change-adverse and it cannot become a learning organisation. (Senge, Jan 2007) To be a learning organisation, it must have employees that are flexible are possess the capacity to rise beyond narrow job conventions, to adapt and grow to meet the challenge of changing demands.

There are employees who are ready to venture beyond their expected job scope. The question is do they have the necessary support? To be more specific, consider the following two questions:

i) If they need an avenue to venture beyond their job scope, does the organisation provide it?
ii) If they require resources and guidance, does the organisation provide them?

NLB's answers to the above questions are the initiatives WITS and Blackbox. These shall be elaborated upon as follows:

3.1 Work Improvement Teams (WITS)

Across NLB, employees come together to form Work Improvement Teams (WITS). It is a stated requirement in the individual PMP that each employee participates in at least one WITS project annually. WITS aim to encourage three things: Problem Solving, Teamwork and Innovation.

WITS creates the impetus to survey one's environment closely to spot problems – defined as hindrances to performance, obstacles to work flow, defects, complaints, accidents, wastes and such – and then innovate and improve the current state of affairs.

Each WITS team consists of at least 4 members up to a maximum of 10 members. All approved WITS will be awarded a token amount of money. Approved WITS of up to seven members in a team are given a token sum of fifty dollars. Teams with more than seven members are awarded a hundred dollars; hence, this makes having a large team just as plausible (if not more so) where necessary. A larger WITS team includes more employees, who can then generate more ideas and be involved in the entire process of shared learning and innovative thinking. Also, as there is no limit set on the number of WITS that one can be involved in, this encourages employees to get together to form more WITS on top of what is expected of them.

One example of a WITS project is the **"I Remember Libraries"** video project. As part of the main programme of NLB's Staff Forum 2012 (an annual forum which points out the year's achievements and future progress to all staff), a series of five videos were made based on the theme, "I Remember Libraries". Instead of merely sourcing for an external company to produce these videos as the current practice for such a big scale event, the WITS video team took up the valiant challenge of creating and producing their very own videos. As the videos are produced by NLB staff instead of hired filming team, NLB successfully achieved an estimated cost savings of $34, 000 for the organization. The videos that they produced also served as memory records submitted to be archived under the Singapore Memory Project – a nationwide archiving campaign by NLB.

Note that the WITS project does not necessarily have to be aimed at cost savings. There are some projects which are humble yet worthy of implementation. One such project would be to create a cosy reading space in the library for parent-children bonding. In finality, WITS sets the stage for three things to happen in the organisation: (i) teamwork (ii) innovative thinking and (iii) problem solving, process improvement.

As Peter Senge would put it, *"learning in this context does not mean acquiring more information, but expanding the ability to produce the results we truly desire. It is lifelong generative learning. And learning organisations are not possible unless they have people at every level who practice it."* (Senge, Jan 2007)

3.2 Blackbox

Blackbox is a biannual competition within NLB that encourages teams to come forth to pitch innovative ideas for them to come to fruition. Successful teams would receive support in funding, and also mentorship/training where necessary.

One project that has emerged from 2012's Blackbox is Paperbag productions. This team was intrigued by captivating viral videos often seen in various social media platforms and decided that NLB should have a team to produce videos which are used to promote our library services.

Following the competition, they received training from external parties to polish up their skills. In the spirit of knowledge dissemination, Paperbag productions then conducted a workshop on basic filming for anyone in NLB who was interested. They are now the de facto in-house video production team.

Another illustrious project that has come to life through Blackbox is *Quest*. Research in the years before 2008 revealed that boys from the age group 9-12 are not reading much. A team of librarians began to research on the interests of said target group and came up with the idea of engaging them through trading cards. The trading cards were infused with short flavour texts that culminated into a short story if the whole set of cards were collected.

In 2009, NLB launched *Quest*. This reading initiative to cultivate the love for reading in reluctant readers raised borrowing rates in the target age group by over 25%. *Quest*'s success has spawned two sequels (*Quest 2* & *3)* and also *Conquest* (targeted at older children).

Again, *"learning in this context does not mean acquiring more information, but expanding the ability to produce the results we truly desire."* (Senge, Jan 2007) Through the team who has gained this knowledge, NLB has also gained the same knowledge and expanded its repertoire of organisational capabilities. For each of these projects, it is not just the staff that has *learned*, but the knowledge also belongs now to NLB. (Senge, Jan 2007) *"Learning organisations are not possible unless they have people at every level who practice it."* (Senge, Jan 2007)

Concluding the observations

If one could be allowed the indulgence of simplification, then one might speak the following of NLB. NLB has in place the CLI, consisting of the PMP, supported by the NLBA, to provide the fundamental knowledge that any staff requires to perform her job. The various platforms are where learners find their nuanced learning preferences and finer learning needs are negotiated. It is also here that we see – especially in the informal learning platforms – that it is the individual interest in literary and library matters that is being stoked. The last section, Beyond-the-position learning, shines a spotlight on the corporation's means to support self-directed learning. Here, learning refers specifically to the kind of learning that empowers an individual's capacity to achieve. Consequently, the organisation, through its pool of evolutionarily competent human resource, instils in itself the edge to learn, grow and thrive with the ever-changing times.

Though if one casts off heurism and examines with keener eyes, then one shall see even in the apparent rigidity of the CLI there persists the necessary room for leisure in learning – relate this to how one may attain several learning hours from quasi-formal platforms such as OLH. Relate this to how one may attain several learning hours from quasi-formal platforms such as OLH and also remember how one may pursue courses outside of the ones conducted by NLBA.

Of course, the measures expounded in this paper are indeed not exhaustive as there are other initiatives that we did not cover in this space. It would be unproductive to isolate any single section discussed above, or indeed any one initiative, and say that it alone elevates the corporate climate into one that incubates and breeds learners. That would be akin to saying that a specific single tree is responsible for the formation of a forest. Rather, it is the sum of every one of these measures, initiatives and infrastructural components that may lend itself to the corporate climate for learning that NLB is determined to sustain.

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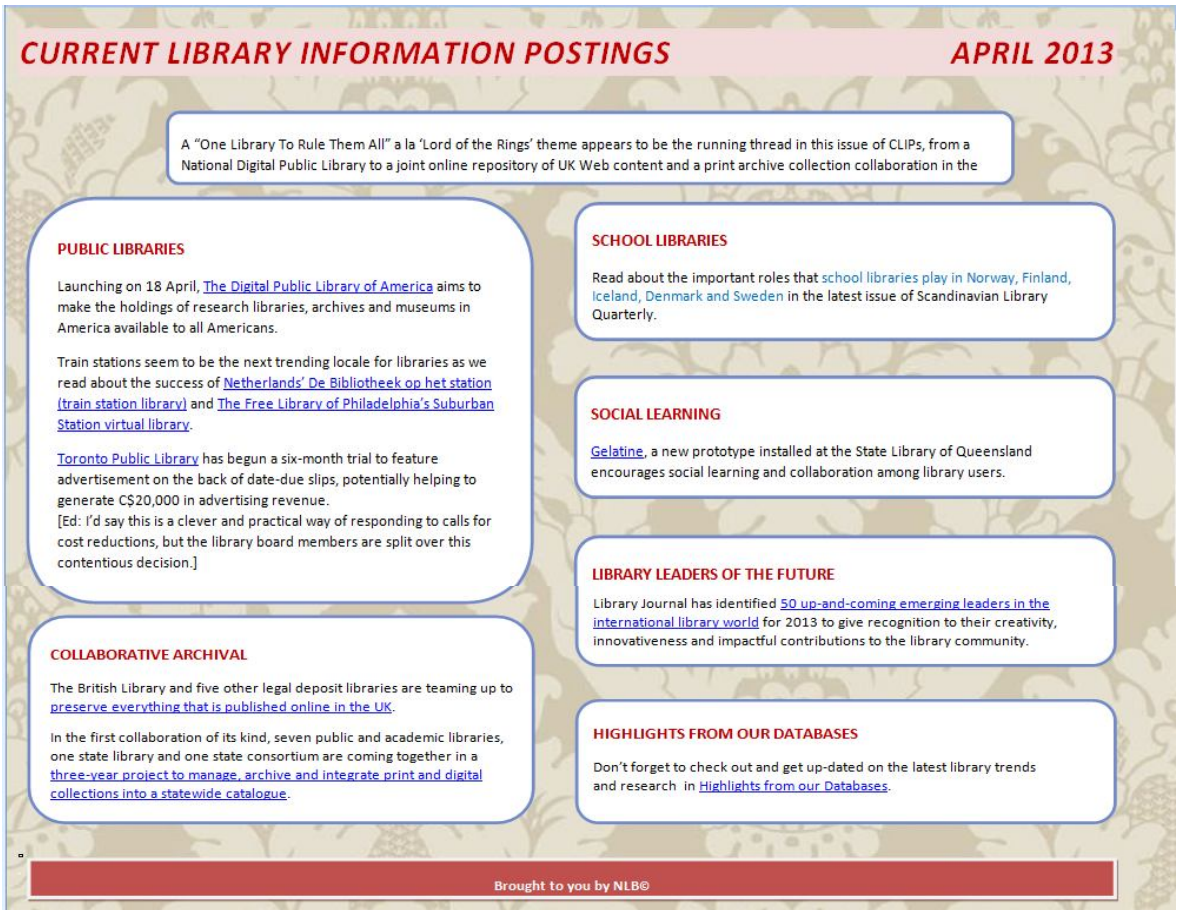
Appendix A – Learning Roadmaps

Type	Mandatory/Recommended Training Programmes		
	Support Officer	**Associates to Assistant Manager**	**Managers and above**
Foundational Courses (for New Hires)	MCI Family Foundation Programme#		
	New Staff Orientation Programme*		
	Admin and Record Management Induction*		
	eLearn 119: Ethics in Action*		
	eLearn 114: Responding to Crisis*		
	E-learning: Public Service Orientation Kit (PSOK)*		
	Performance Management Programme Training* (for Support Staff) AIM Model Workshop (For Associates & above)		
	Service Excellence in NLB*		
	NLB Budgeting Workshop		
	A Practical Approach in Managing Projects*		
Service Excellence	QSM Library Clinics* Inspiring Workshop Responsiveness In Frontline Customer Service: Making Customer Satisfaction A Daily Pleasure Disney Institute-inspired WSQ modules: The Service Innovator WSQ Offer Customised and Personalised Service Lead a Service Team WSQ Lead a Team to Participate in Service	QSM Library Clinics* Inspiring Workshop Disney Institute-inspired WSQ modules: The Service Innovator WSQ Offer Customised and Personalised Service Lead a Service Team WSQ Lead a Team to Participate in Service Innovation Processes WSQ Lead a Customer Focused Organisation	QSM Library Clinics* Inspiring Workshop Disney Institute-inspired WSQ modules: The Service Innovator WSQ Offer Customised and Personalised Service Lead a Service Team WSQ Lead a Team to Participate in Service Innovation Processes WSQ Lead a Customer Focused Organisation

	Innovation Processes WSQ Lead a Customer Focused Organisation		
Type	**Mandatory/Recommended Training Programmes**		
	Support Officer	**Associates to Assistant Manager**	**Managers and above**
Performance Management	Performance Management Programme Training	AIM Model Workshop	AIM Model Workshop
Procurement	Procurement for Non-Procurement Officers	Application Of IM On Procurement Procurement for Non-Procurement Officers	Application Of IM On Procurement Procurement for Non-Procurement Officers
Finance Management	NLB Budgeting Workshop *	NLB Budgeting Workshop * Basic Financial Skills For Public Officers	NLB Budgeting Workshop * Basic Financial Skills For Public Officers
Project Management	Not applicable	A Practical Approach in Managing Projects	A Practical Approach in Managing Projects
Innovation	The Back of the Napkin Workshop	The Back of the Napkin Workshop	The Back of the Napkin Workshop
Productivity Management	Process Mapping & Analysis	Process Mapping & Analysis Fireside Chat With Public Service Leaders (PSLs)	Process Mapping & Analysis Fireside Chat With Public Service Leaders (PSLs)
Community Engagement	Facebook - A Tool For Better Public Engagement	Facebook - A Tool For Better Public Engagement The Arts of Networking	Facebook - A Tool For Better Public Engagement The Arts of Networking
Information Literacy	E-learning: Internet Search Skills E-learning: Responsible Blogging E-learning: Awareness of New Media	E-learning: Internet Search Skills E-learning: Responsible Blogging E-learning: Awareness of New Media	E-learning: Internet Search Skills E-learning: Responsible Blogging E-learning: Awareness of New Media
Re-employment	Plan NOW for Your Retirement and Re-Employment for Division 2 & 3 Officers eLearn 127: Recipe for Active Retirement	Plan NOW for Your Retirement and Re-Employment for Division 1 Officers eLearn 127: Recipe for Active Retirement	Plan NOW for Your Retirement and Re-Employment for Division 1 Officers eLearn 127: Recipe for Active Retirement

Appendix B – CLIPs Sample



CURRENT LIBRARY INFORMATION POSTINGS APRIL 2013

A "One Library To Rule Them All" a la 'Lord of the Rings' theme appears to be the running thread in this issue of CLIPs, from a National Digital Public Library to a joint online repository of UK Web content and a print archive collection collaboration in the

PUBLIC LIBRARIES

Launching on 18 April, The Digital Public Library of America aims to make the holdings of research libraries, archives and museums in America available to all Americans.

Train stations seem to be the next trending locale for libraries as we read about the success of Netherlands' De Bibliotheek op het station (train station library) and The Free Library of Philadelphia's Suburban Station virtual library.

Toronto Public Library has begun a six-month trial to feature advertisement on the back of date-due slips, potentially helping to generate C$20,000 in advertising revenue.
[Ed: I'd say this is a clever and practical way of responding to calls for cost reductions, but the library board members are split over this contentious decision.]

COLLABORATIVE ARCHIVAL

The British Library and five other legal deposit libraries are teaming up to preserve everything that is published online in the UK.

In the first collaboration of its kind, seven public and academic libraries, one state library and one state consortium are coming together in a three-year project to manage, archive and integrate print and digital collections into a statewide catalogue.

SCHOOL LIBRARIES

Read about the important roles that school libraries play in Norway, Finland, Iceland, Denmark and Sweden in the latest issue of Scandinavian Library Quarterly.

SOCIAL LEARNING

Gelatine, a new prototype installed at the State Library of Queensland encourages social learning and collaboration among library users.

LIBRARY LEADERS OF THE FUTURE

Library Journal has identified 50 up-and-coming emerging leaders in the international library world for 2013 to give recognition to their creativity, innovativeness and impactful contributions to the library community.

HIGHLIGHTS FROM OUR DATABASES

Don't forget to check out and get up-dated on the latest library trends and research in Highlights from our Databases.

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