Tips for Preventing Burnout

Jennifer Hootman

Recently, I came across a blog by Jessica Olin, Letters to a Young Librarian, and its June 2\textsuperscript{nd} post, “Preventing Librarian Burnout.” I could relate to the blog’s humorous yet direct subtitle: “Advice….from someone who has been doing this work for a while now.”

I think it’s healthy to check-in with one’s self as often as possible not only to head off any potential burnouts but also to maintain an effective and consistent level of self-care.

As librarians, service is one of the core pieces of our work. And service professions can be depleting of one's own internal set of resources.

I like the author’s suggested tips for preventing burnout. They’re doable and impactful.

- Get Out!

http://referencenotes.minitex.umn.edu/category/july-2015/
Take advantage of any opportunity to take a walk outside the library. Unplug and, if you can, grab some rays from that bright ball in the sky we call “The Sun.” Use your lunchtime or afternoon break to run an errand, walk to the campus bookstore, sit and read, or eat outside. Make it a simple activity.

- **Develop Yourself!**

At least once a week make time in your schedule to engage in professional development. It doesn't have to be a big deal. Start with just taking some time to learn something that's new to you. Whether you are reading a professional blog post, participating with colleagues in a Twitter chat, or watching a video, it's important to make time for this kind of activity even if it's only briefly each week.

- **Straighten Up!**

I personally really enjoy this one. I'm not sure what that says about me, but I like it! Try doing a little tidying up around your office every day. There's nothing like an old stack of, now meaningless, paper to get you feeling weighed down. Each day before you go home, recycle papers you know you no longer need. Straighten or file those papers you need to keep for a little while longer. No matter the size of your office, cube, or desk, brief rounds of decluttering can lift the spirits.

- **Meditate!**

Setting aside any bit of time to relax your mind and breathe is a good and healthy thing. Clearing your mind and focusing on your breath and body helps to rebuild those internal resources. Even if you are just still and completely unplugged, this will have a great impact on your overall well-being.

Whether you are a newbie to the profession, in mid-career mode, or “someone who has been doing this work for a while now,” what do you do to beat “Librarian Burnout” and stay in the game as refreshed as you entered? Share your comments below!

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**So Many Devices, So Little Time**
Beth Staats

I attended a session a while back at the Library Technology Conference about different ways to help patrons with their tech devices when time and staff are limited. (See article from April 2015 *Reference Notes*, “Offering Technology Help Off the Desk.”) Along those same lines, I just read an interesting article from the May 2015 issue of *Library Journal* by Jennifer Koerber, “Manage the Device Deluge,” that touches on many of the same issues. How do we keep staff current when there are so many gadgets, devices, and tools out there, and we are expected to help users learn how to use them?

Librarians through the years have been there to teach patrons how to use library tools, whether it’s a microfiche reader, card catalog, or computer. Oftentimes libraries will have staff that are dedicated experts with some technological tools to help patrons with specifics but many times that is not the case. Librarians are bombarded on a daily basis with questions about gadgets that they may be just as new to as the person inquiring. Koerber offers an approach to training staff and keeping them up-to-date in this time of technological onslaught.

She recommends the idea of making everyone an expert. Include all staff in “diverse, partly self-directed and partly synchronous program, accessible...at home and at work.” Combine hands-on formal and informal instruction. It is important to take a step back from all this to see where you stand. Assess the skills and needs of your staff and most importantly identify the essential needs of your patrons. You will also want to identify how your staff learns best and offer a variety of types of learning from in-person, structured workshops to self-directed training or tutorials. There are many online options available, so choose the format that will best suit your staff. Koerber also stresses not to forget the skills needed to be a “good technical trainer.” There are many aspects that go into this, including public speaking, troubleshooting, and curriculum development. Once staff have been trained, don’t forget to keep up with the influx of the latest devices and gadgets. There are many places to get tech news including *TechCrunch, CNET, Gizmodo,* and other product review and news sites. Most importantly, encourage staff and patrons to play with their tech tools. In the end, that may well be the best and most effective way of learning how to use them.

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Search Straight Talk: A New Infographic for Savvy-Minded Research

Jennifer Hootman

As librarians we spend a good deal of time teaching about the research process to students. Whether it's in a classroom setting (online or in-person) or through a video, tutorial, or graphics, we teach students how to formulate questions, derive search terms from their research questions, distinguish between scholarly and popular sources, evaluate and cite resources, and be aware of the information cycle and its varied sources. This is all good!

However, it seems that less and less of our limited time with students is spent on teaching the mechanics of search. Though it can be argued that our time is likely better spent on engaging with the research process and highlighting specific resources, I also think it's important to integrate discussions of search concepts where relevant. Now more than ever it's important for students to understand and think critically about how our databases and internet search engines operate. And it's important to equip them with the knowledge and skills necessary to use these resources effectively.

From Google to discipline-specific databases, understanding the nature of search is as vital to a successful research process as refining research questions or knowing the difference between scholarly and popular sources.

An article from William Badke, columnist for the Online Searcher, addresses the ten most important search concepts we should be teaching our students. You may have been addressing these search concepts in your instruction for quite some time. Or maybe you’re looking to include more of this in your research instruction. For either group or anyone in between hopefully this new infographic detailing Badke’s “Ten Things to Teach About Searching” will be a useful tool or guide to share with your students during discussions or on your website.

You can find this infographic below as well as on our ELM Learning Center’s The Research Process page where you’ll find additional helpful research guides. It’s also posted to my website, Empowering Researchers.
1. It’s about your research goal not your topic.
   Tip: Write down your goal in statement or question form and extract the keywords from your goal. This will result in more targeted search terms.

2. The process of searching for information is flat. But knowledge is 3D.
   Tip: To get the full picture in your search results broaden your search to include contextual as well as targeted information.

3. Keywords do not magically convey your meaning.
   Tip: Add qualifiers to your keywords to provide context and meaning to your search.

4. Less is more.
   Tip: The more keywords you add the more narrow the results. Keep search terms simple.

5. Search tools are incapable of thinking. They run programs and algorithms to retrieve results based on your search terms not your search needs.
   Tip: Be precise in your search, refine searches and results, and use synonyms.

6. Algorithms rank your search results. The best results for your search needs don’t always rise to the top.
   Tip: Go beyond the first page of results. Scan results on subsequent pages.

7. One search box that searches a multitude of resources may not address your goal.
   Tip: Search a database that targets your goal and yields more relevant results.

8. Selecting the right tool for the job is as essential as determining your search terms.
   Tip: Opt for more precise search tools such as discipline-specific databases. That will yield a smaller, more focused set of results.

9. Search engine personalization may skew your results.
   Tip: If you are using an internet search engine, turn off your search history, do not log in, and monitor your results.

10. Search tools cannot tell you what you missed.
    Tip: Do not give up too quickly. Try alternate searches.

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Jennifer Hootman
LJXPress Highlights Roseville Library

Beth Staats

In 2011, *Library Journal* named Roseville Library one of their New Landmark Libraries. You can read more about that [here](http://referencenotes.minitex.umn.edu/category/july-2015/). But just recently, Rebecca Miller, Editorial Director of *Library Journal* and *School Library Journal*, visited the Roseville Branch of Ramsey County Library. You can read her brief article [here](http://referencenotes.minitex.umn.edu/category/july-2015/), including several photos of their “vibrant space.”
Explora Now Available from EBSCO

Explora is a new interface for K-12 students, teachers, and public libraries and has been added as an overlay to some EBSCO resources already provided via Minitex.

Multiple versions of Explora have been released for schools and public libraries. Each version features a unique landing page designed to best support the needs of students, patrons, teachers and librarians in their respective settings. Each version serves as an interface to several individual EBSCO databases. You can still search all EBSCO databases individually through their direct links.

Explora Kids and Explora Teens effectively replace the previous overlays Searchasaurus, Kids Search, and Student Research Center, although links to those latter interfaces will continue to work through December 2015.

Note: Links below are for MN libraries. ND and SD libraries should contact ODIN and SDLN respectively for more information.
**Explora Kids** *(Take a look at Explora Kids via the ELM website)*

Contains elementary school-appropriate magazines, encyclopedias, dictionaries, and images.

Includes these current ELM databases:

- Primary Search
- Middle Search Plus

**Explora Teens** *(Take a look at Explora Teens via the ELM website)*

Contains middle and high school-appropriate magazine, journal, and encyclopedia articles and also includes primary source documents, reference books, and multimedia.

Includes these current ELM databases:

- Middle Search Plus
- MAS Ultra – School Edition
- Health Source – Consumer Edition
- Consumer Health Complete
- Science Reference Center

**Explora Library** *(Take a look at Explora Library via the ELM website)*

Full text of popular magazine and scholarly journal articles covering all subject areas including multimedia, primary source documents, and reference books.

Includes these current ELM databases:

- Academic Search Premier
- Business Source Premier
- MasterFILE Premier
- Health Source – Consumer Edition
- Consumer Health Complete
- Science Reference Center
- Professional Development Collection

**Explora interface links for your library**

http://referencenotes.minitex.umn.edu/category/july-2015/
Set up direct links from your library website using the links on this page:
http://minitex.umn.edu/Elm/Access.aspx#ebsco

Questions?

Contact Minitex Reference Outreach & Instruction at mtxref@umn.edu

EBSCO Support Materials

Information for Students and Patrons


Information for Librarians and Teachers

- Explora Promotion Kit http://support.ebsco.com/knowledge_base/detail.php?id=7518

Back to July 2015

Gale Announces Research in Context for Grades 6-8

Gale recently announced Research In Context, a new online resource geared specifically to middle school students. Built entirely on feedback from librarians and students, Gale’s Research In Context is aligned to national and state curriculum standards and brings together cross-disciplinary, authoritative content with multimedia in a student-friendly, mobile-responsive interface.
Research In Context is an interface to several existing ELM databases. It includes: Discovering Collection, InfoTrac Junior Edition, and Junior Reference Collection. For reference, Student Resources in Context from Gale includes those three databases plus InfoTrac Student Edition.

Read the full press release for more information. To set up direct links from your library's website, visit this page.

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Gale Integrates Google Apps for Education Sign-in
Matt Lee

Gale recently announced a partnership with Google that allows Google Apps for Education users to sign into Gale's In Context databases using their Google credentials. Database content can then be saved into users' Google Drive accounts and/or shared via Google Classroom.

The Google sign-in button currently shows in Student Resources in Context, although the announcement mentions that similar functionality will roll out to other Gale products later this fall.

The process is fairly straightforward, but a couple of tips for saving content to Drive once you're signed in:

1. Save an article to Gale's My Folder feature by clicking “Save” in the Tools menu

2. Locate saved articles by clicking the “More” menu in the header...

3. ...and then “My Folder”

4. Select the desired articles from My Folder and click “Download”
5. When you choose “Save to Google Drive,” your selections will be added to a new Drive folder called *Student Resources in Context.*

Note that articles will NOT be saved in Gale’s *My Folder* section for future sessions.

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**Associated Press Videos Coming Soon to EBSCO**

*Edited from EBSCO announcement*

As a subscriber of at least one of the databases listed here, you will soon receive high-interest video content from the Associated Press, the world’s leading news agency, at no additional cost. When you search in EBSCOhost, *EBSCO Discovery Service* (EDS) and *Explora*, a carousel of AP videos related to your search terms may display in the result list. Containing footage from 1930 to the present and updated monthly, this collection of approximately 60,000 videos covers a variety of topics studied in schools and colleges. Users can find videos about current and historical events; famous people including political...
leaders, celebrities and athletes; as well as videos related to art, music, literature, science and technology.

Videos should begin to display in search results on or before August 1, 2015. For more, visit: http://support.ebsco.com/knowledge_base/detail.php?id=7577

Back to July 2015

New MN Digital Library Website

Edited from MDL announcement

The Minnesota Digital Library website has a new look! Here are a few of the enhancements:

- A new MDL logo and color scheme are reflected throughout the site.
- The homepage now features an interactive map of all the organizations contributing to Minnesota Reflections.
- A new frequently asked questions (FAQ) webpage.
- The Project Page now includes four MDL projects: Minnesota Reflections, DPLA Collaboration, Public Library Partnership Project, and Minnesota Immigrants.
- The website is mobile responsive.

Minnesota Reflections will also receive a refresh in the coming months.

Back to July 2015

FinMan and Bud: An Online Course Report
“FinMan and Bud.” So read my folder name for a month-long online course I recently completed via ALA Editions called “Financial Management and Budgeting for Librarians.” Every week, when about to embark on my studies, the folder name would bring to mind a happy mental image: either a beer-drinking mermaid or one frolicking with Air Bud (beloved movie star and sports hero of the 1990s), depending on the day.

Eventually I would shake out of this reverie, however, and join the course – which was a nice introduction to financial management terminology and the types of budget scenarios (and challenges) that libraries face. It was comprised of weekly lectures, readings, and assignments. While I wouldn’t feel comfortable sharing the lectures, or even the readings in their entirety (the syllabus appears to be behind a paywall), I thought I would share a summary of one article we read that provides a practical introduction to typical library budget types.


This article provides an introduction to the types of budget systems typically employed in libraries. It details the following:

Incremental line-item budgeting
In this system, all increases/decreases are disbursed equally for all units on a percentile basis. The previous year’s budget is used as a base for the next fiscal year. This type of budget is easy to manage, but strategic changes cannot be made without causing distress.

**Formula budgeting**

In this budgeting system, funding is determined by mathematical formula. In an academic setting, for example, the formula might take into account degrees conferred, credit hours taught, students enrolled, square footage of buildings, etc. This system is predictable year to year, but is often too rigid to foster new programs or practices.

**Zero-based budgeting**

In this system, the budget is recreated from scratch every year. Each unit within the organization determines their own budget lines and ranks them by priority. This system takes a lot of time and puts the focus on whether activities justify funding, so is often used during retrenchment.

**Program budgeting**

In this system, all spending is attached to one program or another. All the costs and outputs must be quantifiable to tie to that funding program. When multiple programs exist, maintaining that independence can be difficult. This system focuses on why money is spent, along with how. It does not necessarily take assessment of outputs into account.

**Performance-based budgeting**

This system focuses on outcomes over outputs, and as such can be responsive to calls for accountability. Again, however, assessment can be difficult – especially when trying to pinpoint large outcomes (e.g. “learning”) to specific activities.

**Responsibility center budgeting**

In this system, every unit in an organization manages its own expenses and revenues. This can create redundancies across the organization.

**Block-incremental budgeting**

In this system, spending is decentralized out to the units, but income is controlled centrally.

**Initiative-based budgeting** (sometimes called reallocation budgeting)
This is a short-term, organized way of creating a pool of money for funding new initiatives. Every unit must give back a percentage of its base budget to the pool.

It is not uncommon for these budget systems to be mixed. An organization might, for example, use a zero-based budget for a different unit each year along with an incremental budget for the rest. I enjoyed this course and appreciated the opportunity to learn about all of the functions a budget might perform: from controlling spending to coordinating activities to setting organizational priorities.

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One-Second Poll: Last Book Recommendation
One-Second Poll: Last Book Recommendation

What was the last book you recommended to someone?

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