TECHNICAL SERVICES: IN-HOUSE STAFF TRAINING

Susan S. Berteaux
Scripps Institution of Oceanography Library
University of California, San Diego

ABSTRACT: Opportunities to obtain training by attending courses or seminars are not always an option for technical services staff. It is often necessary to establish an in-house program to adequately meet the training needs of the staff. Training opportunities and modules developed for technical services staff of the Scripps Institution of Oceanography Library are summarized. Applicable Web-based resources utilized by technical services staff are introduced.

Introduction
Libraries face continuous challenges as a result of rapidly evolving technologies and their community's demand for a multitude of new services. In an effort to meet these challenges, organizational needs often focus on automation, library expansion or downsizing, and subsequent evaluation of patron services - all within the constraints of tighter budgets. Because the pace and demands of change can be overwhelming for library staff, "well-conceived programs and well-designed structures will be needed to improve and upgrade organizational capabilities and staff skills as these changes occur" (Jurow, 1992). The benefits of "a systematic and organized approach to the training and development of library staff" include: increasing the quality and quantity of work, eliminating the need for close and constant supervision (thus freeing supervisors to make more effective use of their own time), improving staff morale and job satisfaction by developing independent and competent staff, and increasing organizational flexibility and stability by creating resourceful and adaptable staff (Creth, 1989).

In the real world, opportunities for technical services staff to attend courses and training seminars are limited. It is often necessary to establish an in-house program to adequately meet the training needs of the staff. This paper outlines the training opportunities available to the University of California, San Diego (UCSD) library staff. Training opportunities and modules developed for technical services staff of the Scripps Institution of Oceanography (SIO) Library are summarized. Finally, Web-based resources utilized by technical services staff are introduced (Appendix A is a listing of Web addresses referenced in this paper).

Demographics
A brief description of the UCSD library organization and a definition of SIO technical services within that structure is presented so the reader will have an understanding of the scope and the limits of training programs that SIO technical services staff participate in. The UCSD Library is a user-centric organization which is divided into clusters: the Science Cluster includes the Biomedical, Science & Engineering and Scripps Institution of Oceanography Libraries. The UCSD library staff comprises 58 librarians and 114 library assistants. (Note: Students are trained within their designated work units and do not participate in the training programs described hereafter.) The SIO Library staff is comprised of 2.75 librarians (including the Archivist, Head,
and Assistant Head Librarians), 11.5 staff FTE and 3.89 student FTE. Circulation, Acquisitions, Cataloging, and Gifts & Exchanges operational units report to the Assistant Head Librarian who serves as the Head of Technical Services. (The Circulation unit reports to the Head of Technical Services because of the volume of routine technical processing performed in that unit, such as bar-coding, labeling, creating item records, preservation and stack maintenance, shelving current journals (a pilot project to determine feasibility of improving a (historically) serials check-in function, etc.)

UCSD and the Library’s Training Program
The University of California, San Diego (UCSD) offers a multitude of programs through the Staff Education and Development office. With supervisors’ approval, all UCSD staff have the opportunity to attend courses such as: Gift Processing, Grantwriting, Grievance and Complaint Procedures: A Supervisor’s Guide, Guide to Encumbrance Ledgers, InfoPath and the World Wide Web, Job Analysis: Creating the Job Description, Making the Most of Your Audio Visual Dollars, Managing Stress, Medic First Aid, Getting the Most Out of Meetings, etc., plus a smorgasbord of software courses. Obviously, some of these courses are relevant for technical services staff.

The UCSD Library further recognizes that its commitment to excellence in all of its activities necessitates appropriate training for staff and continuing staff development beyond the University’s offerings that are specific to the library’s unique needs. To this end it has created and funded a Library Training Department within the library’s Human Resources and Administrative Services Department. The library’s Staff Training coordinator conducts training programs in communication skills and performance management. In alignment with the UCSD Libraries “Vision Statement Values and Beliefs” and the overall library training survey conducted last fall [1995], the Training Department has developed the following training plan for 1996. This plan has been developed to: (1) increase skills in a Shared Decision Making environment; (2) optimize quality assurance and consistency of training provided to all Library employees; (3) improve the monitoring, efficiency and direction of training Library-wide; and (4) ensure cost effectiveness by minimizing work duplication associated with the Library’s current department-specific training system” (UCSD, 1996).

The UCSD Library Training Plan is composed of two parts that are particularly important for SIO staff:

• **Shared Decision Making** (Managing Change, Communications, Consensus and Team Building, Conflict Resolution and Negotiation, Effective Meetings, etc.) required courses support both the philosophical underpinnings and the operational mandate of the UCSD Library.

• **Technical Skills Training** (Electronic Information Resources and Microcomputer Training) include courses on InfoPath (UCSD’s World Wide Web-based information system), Internet and the World Wide Web (Creating Home Pages). The Library Training Office also supports skills development programs such as training in various software packages required to perform library tasks (i.e. cc:Mail, Windows, word processing, spreadsheets, etc.) With departmental approval, staff have ample opportunity to obtain adequate training in the software “tools” used in their jobs.

Three additional programs are coordinated by the Library Training Office. SIO technical services staff would only participate in the following programs if deemed appropriate to meet operational needs: Professional And Staff Development: Communication & Leadership seminars such as the Supervisor Training Laboratory, are intended for those who direct the work of others or have the
need to develop their public speaking, listening or writing skills. The Quality Of Life Series is comprised of CPR, first aid and ergonomics training. The library Training office also offers Computer Based Training (CBT) and the Video Library and Video Broadcast services. CBT presently offers training in Windows and DOS software. Windows offerings include: Windows 3.2, Excel 5.0, WordPerfect 6.0, cc:Mail 2.0. DOS offerings include DOS 5.0, Lotus 1-2-3 v2.3, Paradox 3.5, WordPerfect 5.1. Also included is a program of computer stretches to encourage a healthful approach to the use of computer workstations.

Shared Decision Making (SDM) training is mandatory for library staff in all clusters. Library committees and special teams develop training plans to meet specific goals, such as the Acquisitions Department plan described herein. Training needs and opportunities are also be brought to the attention of committees, where a suitable plan can be determined (two examples are Format Integration and Passport for Windows training sessions which were initiated by the Cataloging Committee). Within the Science Cluster, acquisitions staff often share expertise and training opportunities due to the similarity of materials, processing methods and vendor-specific features. An example is Ebsco’s electronic serials claiming. Because this feature was initiated at UCSD by Dave Fisher, head of the SIO Acquisitions unit, he conducted a training seminar for the other science acquisitions units. The acquisitions units in all three science libraries now successfully use Ebsco’s electronic serials claiming.

Operational-level training for technical services staff
The University of California, San Diego (UCSD) has been cited as one of a “few pioneering institutions [which] began to nudge the state of the art in technical services forward” (Kaplan, 1996). UCSD (as well as Columbia University, Cornell University, and the Library of Congress) was listed as one of the “most prominent” of institutions with visions “converging on the goal of expanding and enhancing not only the catalog with new resources, but also endowing their technical services staff with new technologies” (Kaplan, 1996). The article also cites the library’s technical services web site, Technical Processing On-line Tools (TPOST) as one of the most extensive sites providing tools and documentation of interest and value to technical services professionals.

Staff must have adequate technical skills and expertise in many of the following: the local Innovative Interfaces, Inc. (III) on-line system, Innopac, OCLC, Passport for Windows, Internet, World Wide Web, Windows software (such as Word for Windows, Excel and WordPerfect on the fileserver, etc.). Workstations that staff use include desktop PC’s, Wyse terminals, and occasional use of public “dumb” terminals or the newly installed CD-ROM InfoStation. In technical services units specific, job-related training can not be conducted or coordinated by the Staff Training office (for example, OCLC features, serials check-in, MARC-On-Order records, Passport for Windows, etc.). Technical, “in-the-trenches”, task-related training is essential in certain conditions: when new staff come on-board, when a cross-training is deemed appropriate, and when staff must upgrade skills. Although technological or administrative/organizational developments provide the catalyst for most training initiatives, at SIO the in-house cataloging training program described herein is a process improvement initiative developed to create a team approach to technical processing.

After determining the specific technical processes that should be improved, training options must be considered. The available options are to send the person to a training program at another site or obtain training from an in-house expert. In most cases it is cost-prohibitive to send staff out of
the institution for training. Besides, a wealth of expertise exists within UCSD and most SIO staff training needs can be met from within the ranks of the UCSD Library staff. In many cases, the library-wide expertise is within our own SIO technical services units. The in-house staff training programs in SIO Cataloging and Acquisitions Units take full advantage of this skills base and expertise.

Cataloging Training Modules
Reorganization of library departments towards a team-oriented workplace, combined with advances in technology and improvements to the Innovative Interfaces, Inc. (IIi) system has resulted in the need for some cross-training between technical processing units. Catalogers, who are close to technological developments are generally able to tailor their workflow and keep up with the technology. However, it became apparent that Acquisitions, Serials and Gifts & Exchange staff must also know how to effectively use OCLC, the III cataloging interface, and to understand cataloging components of database input and maintenance. Technical services has evolved to incorporate pre-cataloging and bibliographic records’ processing. As a result, operational need requires revision of traditional Acquisitions activities to include more cataloging-types of tasks.

The first step in developing a training program is to develop a plan as prescribed by Ingari and Rich in their publication “Creating a Staff Development Program: A Manual of Basic Information” (Ingari & Rich, 1988). The next step in the SIO training program was to consider staff requests and interest in cataloging training and determine the level of training each individual would receive. It was determined that individuals performing serials check-in, gifts & exchanges and bindery tasks have the most critical, operational need to learn cataloging functions. In performance of their responsibilities these staff must have a good working knowledge of the mechanics of the III database, be able to differentiate between MARC records (monographs, serials, technical reports theses, microfiche, media, maps, atlases, charts, etc.), and understand the interrelationship between OCLC and the local database. Correct interpretation and input of complex codes are required in the database. Cataloging terminology can daunting-effective communication between catalogers and acquisitions staff requires training so they can speak the same language, MARC.

Developing the SIO Cataloging Training Program
Working with the Head of Technical Services, SIO’s Principal Cataloger designed an individualized training program tailored to the operational needs of technical services and the specific needs of staff. For each person participating in the program a set of appropriate training modules were identified. Each module is taught with specific goals for the individual to accomplish, and only modules relative to the person’s primary job responsibilities are integrated into that training program. For example, because the Gifts & Exchanges staff person must be able to generate an appropriate MARC-On-Order (MOO) record, OCLC modules are targeted to enhance this function. Training goals for the serials check-in person are also focused (for example: Series entry, Earlier/later entries for serials, Title changes, and Variant series tracing). The elements of specificity and limiting factors are intended to manage time spent on this activity. Moreover, training is confined to specific needs: it is NOT the intention to train non-catalogers to do the work of catalogers, but rather to improve the acquisitions records that catalogers will subsequently use in performance of their cataloging responsibilities.
Training modules are designed to be taught in one or more sessions so as to minimize the impact on the cataloger's and trainee's time. For example, "Signing On/Off OCLC Gateway" from various terminals was accomplished in one brief session that led into actual use of OCLC and exit from the system. Obviously, a series of half- to one-hour sessions that built on each other were required to achieve competence in "Searching the OCLC On-line Database" and other modules. Materials (Wilson, 1996) are provided to each person which include step-by-step instructions for each function/feature and copious examples from OCLC and database screens.

Evaluating SIO Cataloging Training
Success of this in-house training program is evidenced by the following (Wilson, Oct 1996):
Catalogers confirm that the error rate for incorrect or inferior records downloaded into the local database has been reduced by 100% from what it was a year ago. The number of errors in records loaded into MELVYL is reduced by at least 90%. The Principal and Copy Catalogers have experienced much clearer communication between their unit(s) and acquisitions unit(s). Trained staff are: 1) empowered to perform their job responsibilities with more confidence in their understanding of the database and cataloging policies and procedures, 2) able to identify the correct MARC record quickly for the piece in hand and to differentiate between records that are acceptable to SIO cataloging standards and those that should be ignored or adapted, 3) now able to identify short-cuts for processing, thereby reducing processing time for 20% of the original cataloging material by 30-50%, and, 4) are able to handle the most difficult materials, such as NOAA publications, grey literature serials and monographs with ease. Workload reduction for original and copy catalogers is one of the greatest observable improvements - because the error correction rate is significantly reduced catalogers are spending less time cleaning up poor records. Improved communication and increased interaction between all technical services staff authenticates this training effort.

Acquisitions Training
Staff training in the SIO Acquisitions unit draws upon the expertise from the entire Acquisitions staff of the University library. The library Acquisitions Committee has charged a training subgroup to explore methods for consolidating training with a focus on training new employees. Training needs also exist if staff are re-training or cross-training. Since its inception in Spring 1996, the training group has accomplished two key objectives: 1) the acquisitions contact list for in-house expertise has been updated and loaded on the TPOT Web page, and 2) the Library Training Office coordinator has agreed that for training to be truly effective and timely, a "training clearinghouse" must be designated to ensure that training is completed with due diligence within a reasonable time-frame. In the proposed model, folders for each position could be managed by the Training Coordinator so all newly hired staff and their supervisors would have access to the same information describing the training program for the position (including pertinent data for the position, templates of skills and knowledge required by the job, general information about the organization and the library and expectations for continued participation in the SDM series). During the Summer 1996 the training subgroup began to collect information about acquisitions training aids in all formats (cheatsheets, templates, Web site addresses, computer-based instruction programs, word processing files, etc.) Also under development is a matrix of all acquisitions positions which will supply information about the required knowledge and skills base.

For many aspects of technical services jobs we have evolved to the point where the documentation, training materials and access to information are electronic (i.e. Web-based). For
example, on TPOT one can find the Acquisitions Training policy, the Order Unit Training Plan, Cataloging tools received in Catalog Dept., etc. TPOT also serves as the desktop resource for on-line database manuals, updates, standards, policies and procedures. Furthermore, the SIO Library Technical Processing Unit Web page accommodates specific needs of the unit while providing the opportunity for staff to build their own Web page.

Technical Services on the Web
Why use the Web for technical services materials, policies, procedures and training aids? In Barbara Stewart's on-line document titled: Top 200 Technical Services Benefits of Home Page Development, (Stewart, 1996) the advantages for acquisitions, cataloging, reference, serials, and special resources are presented as well as a list of ten fundamental documentation advantages:
1. Departmental policies and procedures are available for training and instruction; display can be secured from the public.
2. Updating of documents is much simpler; photocopying, collating; manual distribution are eliminated.
3. Many libraries have different procedures for original, copy and LC MARC cataloging. Creation of hypertext links within and between these documents helps identify differences, discrepancies, etc., and adds value to local documentation.
4. Minutes from meetings are available on-line, eliminating paper distribution.
5. Monthly statistics sheets, annual review instructions, vacation and calendar schedules could all be on the Web.
6. Documentation loose-leaf notebooks are heavy and cumbersome to use
7. Pertinent information is disseminated quickly.
8. On-line documentation for authority control; creation and formatting of call numbers; binding and preparation of unbound issues; rush procedures; serial vs. monograph policies; enhance guidelines; provisional records and Order/Pay/Receipt) records; sample cataloging in various formats; microforms; software; theses and dissertations, etc.
9. Manuals can be loaded in anticipation of the day all Technical Services staff have networked workstations, and Web access will be supported by on-line LC classification schedules and the Cataloger’s Desktop (with hyperlinked versions of AACR2, LC Rule Interpretations and the LC Subject Cataloging Manual)
10. Useful for authority work, particularly when following new procedures, i.e. samples of name, subject, uniform title and series authority records

SIO technical services now has a staff Web page (Figure 1) that includes local procedures, policies, standards, plus links to OCLC and other technical services sites frequented by staff. This is a dynamic site that reflects current, everyday needs of the entire SIO Library staff, including Technical Services. When staff computers are set up with a Web browser this is the standard, "default" home page.
Scripps Institution of Oceanography Library Staff

- PACTECH
- UCSD Libraries Staff
- SDM
- SIO Library Policies
- SIO
- ROGER / InView
- TPOT
- SPOT Awards
- Dialog
- SIO Log
- MELVYL
- COPPS
- SIO Library
- DialogExcel
- Internet tools
- INFOPATH
- CCLC symbols
- SIO Archives
- cc:Mail Help
- Stroud's CWA Sites

Figure 1. SIO Library Staff Home Page

Conclusion
We work in an ever-changing environment where "[t]he very essence of an information unit is redefined by a geometrically increasing electronic information environment" (Karp, 1995). Despite the stresses that technological advances bring, the need to keep up with technology will continue to impact library staff. For SIO library technical services staff this means that training is an ongoing and never-ending process. A proactive approach to training affords tangible results including an increase in the quality and quantity of work, and elimination of the need for constant supervision. Training also improves morale and job satisfaction by developing independent and competent staff. A resourceful and adaptable staff increases organizational flexibility and stability - a characteristic modern libraries must foster in these days of shrinking budgets, reorganization, downsizing, and technological developments.
References
Wilson, Betty J. October 1996. Personal communication.

Appendix A
Web Addresses Referenced in this Paper

UCSD Library organization chart [http://orpheus.ucsd.edu/libstaff/ chart.gif]
UCSD Staff Education and Development office [http://www.hr.ucsd.edu/~staffeducation/catalog/courses.html]
UCSD Library Training Department [http://orpheus.ucsd.edu/fac/training.htm]
UCSD Library Human Resources and Administrative Services [http://orpheus.ucsd.edu/fac/cluster.htm]
UCSD Library Training Plan [http://orpheus.ucsd.edu/fac/trnplan.htm]
Technical Processing Online Tools (TPOT) [http://tpot.ucsd.edu/]
Acquisitions Training Policy [http://tpot.ucsd.edu/Acquisitions/ acqtrain.html]
Acquisitions Contact List on the TPOT [http://tpot.ucsd.edu/Acquisitions/ Contacts/contacts.html]
Order Unit Training Plan [http://tpot.ucsd.edu/Acquisitions/ordertrain.html]
Cataloging tools received in Catalog Department [http://tpot.ucsd.edu/Cataloging/ catools.html]
SIO Library Technical Processing Unit: Policies And Procedures [http://siolibrary.ucsd.edu/ techserv/techserv.htm]
Top 200 Technical Services Benefits of Home Page Development [http://tpot.ucsd.edu/Cataloging/Misc/top200.html#TOP]
SIO Library Staff Web page [http://siolibrary.ucsd.edu/staff/ index.html]