Social Networking: never mind the students, what about us? Use of Social Networking Softwares for professional networking and development for library staff.

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1. Introduction and Background

"While the term 'social networking' may be new, the concepts behind it – creating community, sharing content and collaborating with others – are not" (OCLC, 2007, p.1). However, it seems that with our increasing dependence on technology and the temptation of the being involved in the 'next big thing', the two little words 'social networking' elicit anything from excitement to indifference in members of the library community. In particular, social networking software like Facebook, MySpace and Friendster are regarded with scepticism and even disdain by some library staff. And yet, don't these platforms simply allow us to create community, share content and collaborate with our peers, wherever they are in the world?

In December 2007, this paper's author team of three University of Queensland librarians began a project to explore the potentials and possibilities of social networking software - SNSes from here on in - within a professional context. The focus of this exploration into SNSes is their usefulness as a tool for connecting with other library employees, rather than attempting to outreach to our far 'cooler' and perhaps cynical users, as the experience of others indicated that this type of SNS use could provide significant challenges for the new or uninformed user. There is much to suggest, in the literature, that SNSes can, and do, work very well in terms
of offering new and augmented channels for professional networking and development for individuals in the workplace.

The use of SNSes for professional purposes is not new, and is certainly not unique to the library sector. These sites first began to appear in the earlier part of this decade - Facebook in 2004, MySpace in 2003, and Friendster in 2002 - and started off with user bases of mostly college and school students (Boyd & Ellison, 2007). Their popularity has spilled over into the world of work increasingly in the last few years, as those original users have started their first careers, and employers have observed that large percentages of their new staff have an active presence on these sites. In the professional world, services like Facebook and Ning are increasingly being used by managers and employees, particularly in business and IT, for everything from sales to project work. Business SNS users are creating networks and groups of individuals with similar jobs, advertising themselves for promotions or recruitment, or soliciting expert help worldwide for specific business issues. They are getting to know their colleagues and managers better, even across vast international corporations. They have even developed their own subscribed SNS, LinkedIn, for managing business ties and networks (Jardin, 2007; Kadlec, 2007).

Companies are clearly seeing the benefits of getting their staff interested in social networking for professional use - Serena Software has adopted "Facebook Fridays", where staff in their offices in eighteen different countries around the world are given dedicated time to work on Facebook each week. Serena's reasons for the new policy include better connecting their widespread staff, embracing the 'world' of their new Generation-Y employees, and forging links with external contacts. In CEO Jeremy Burton's opinion, "Social networking tools like Facebook...will ultimately help us get more done. Companies that do not embrace social networking are making a huge mistake." (Arteaga & Dion, 2007)

So, if SNSes would work well for staff professional networking and

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development in big companies like Serena, would that translate to libraries? Are the demographics, including existing users of SNSes, comparable? Are staff interested in new technologies in the workplace; are staff interested in professional networking and development? If so, do they want to combine the two? To answer these questions and get a better picture of how library staff would and could use SNSes for professional networking and development, we developed a short questionnaire for our colleagues to complete.

2. The questionnaire

In order to provide hard data and evidence to base decision-making on for this project, an online questionnaire was developed to investigate the potential usefulness of social networking sites for professional networking and staff development (see Appendix 1). This three-page questionnaire was available for completion from 06 Dec 2007 to 20 Dec 2007, and was promoted via the Library’s online publication, eLinks, and through an email distributed to all UQ Library staff. To maximize the response rate, employees were advised that their responses would be completely anonymous and the data would only be used for the purposes of this project. Sixty staff completed the questionnaire in the two weeks leading up to Christmas 2007. Given the timing of this project, the authors regarded this as an adequate response rate. Of the respondents who answered the question regarding age group, 92% were aged between 25-55 years [25-35 (32%); 36-45 (26%); 46-55 (34%)]. Thirty-eight of the respondents were employed in UQ’s direct customer-service libraries.

2.1. Use of social networking sites

In response to the question regarding usage of SNSes, twenty-two (37%) respondents already used SNSes, with the majority citing Facebook as their SNS of choice. Friends and work colleagues were the most common responses given to the question “how did you hear about the SNS you’re using?” Thirty-seven (63%) participants did not use any SNSes. Of these

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people, seventeen (46%) responded that they were not interested in SNSes, but were open-minded about using other Web 2.0 tools like blogs or wikis. Only two of those thirty-seven participants selected the response “I’m not interested in “Web 2.0” technologies at all”.

Regarding the question on professional and personal use of SNSes, only one person used their SNS exclusively for professional activities. Over half of the respondents (57%) used SNSes strictly for personal activities, while 38% used SNSes for both personal and professional activities. The main reasons for not using SNSes in a professional capacity related to privacy concerns (33%), and the perceived inappropriateness of this technology for work use (23%). A couple of respondents noted that while they did not currently use their SNSes for work purposes, they were open to the idea of using them in a professional capacity in the future.

At the time of this questionnaire, only a small number of respondents were involved with professional library groups on their SNS. These people tended to access their groups’ pages every few days and were most likely to contribute once or twice to their groups’ discussions. When asked about the essential characteristics of a vibrant and professional group within a SNS, respondents felt that both a high number of participants and timely, interesting and relevant discussions were needed.

2.2. Professional Networking and Development

In section two, a series of questions were included to determine respondents’ participation in professional networking and development as well as their attitudes towards these types of activities in an online environment. Twenty-eight respondents indicated that they were involved in professional activities, online or otherwise, and did so mainly to keep actively learning or to help with their career. Twenty respondents did not participate in existing professional networking or development activities outside their day-to-day work, with lack of time and/or convenience as the most common reasons given for non-participation. Of these non-Social Networking: Never mind the students, what about us?

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participants, seven also believed that they were presented with enough networking and development opportunities as part of their everyday work.

Seventy percent of respondents agreed that professional activities would, or do work well, in online environments. Easy accessibility and the breaking down of geographical barriers were the main reasons given for agreement, while twenty-one people also felt that online communication was easier and could reach more people. One respondent noted that an online presence would allow users to "perform activities or contribute to forums...at times convenient to them." Of those respondents who disagreed, thirteen regarded face-to-face communication as superior to online interactions, while six people responded that they did not have time to "play" online.

2.3. Other information from the survey

Nineteen respondents elected to provide the authors with general feedback on the subject of professional networking/development and/or social networking sites. A significant number of staff seemed open-minded about the potential usefulness of social networking sites. One staff member was particularly keen on the idea of professional networking in an online environment and believed that it would provide "...a very useful way to keep up to date with industry developments through the sharing of knowledge and opinion." Another respondent commented that "...these kinds of sites have lots of potential for furthering and expanding professional networks and for the sharing and discussion of issues and ideas." This same respondent also noted that "it is just a matter of making use of them and finding the time to make use of them". Information overload was a concern expressed by the staff members who completed this questionnaire. In response to the question about use of SNSes, one respondent stated that they "...already had trouble keeping up with all the information directed at me", while another believed that SNSes represented "...another thing to check and do." One staff member felt that online environments contained too much information to wade through and
thought that "quality information content can be low or hard to find."

As previously mentioned, another issue raised by respondents was the superior quality of face-to-face interactions compared with communication in online environments. In the general feedback section, one staff member noted that while "social/professional networking sites have their place...I feel that I miss out on so much available information...such as non-verbal, cultural and contextual communication..." A couple of other respondents noted the usefulness of the online option, but regarded it as an "auxiliary to face-face communication."

2.4. Limitations of the survey

While the authors were satisfied with the response rate to this questionnaire, the timing of the project meant that there was likely to be quite a number of University of Queensland Library staff who were absent from work during the time for completion. As staff were asked to respond to this questionnaire in the weeks leading up to Christmas it is also plausible that potential respondents did not complete the questionnaire due to lack of interest, time or burn-out. Some particular areas of the library, for example the cataloguing and information access teams, had particularly heavy workloads within the time the survey was running, and this may have impacted on the rate of response from that area.

A second problem that emerged during the study was the confusion over what constituted an SNS. Although participants were provided with guidance as to what was considered to be a SNS, some responses indicated sites outside of the areas indicated in the survey information when asked what SNSes they used, including some which were listed as definitely not being a SNS, like Flickr. This was further compounded by the general confusion within current professional literature over what does and does not qualify as a SNS. However, this does go further towards suggesting that staff are keen to try numerous different Web 2.0 technologies, and in turn

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will likely be open to exploring SNSes. Confusion can then be overcome by making SNS learning and exploration part of an overall Web 2.0 "UQL 2.0 Program", which will set it within a broader context and assist learners to understand the various elements of Web 2.0.

2.5 Data Comparison with other SNS surveys

Besides UQ LIBRARY, other organisations have surveyed staff to investigate the use of social networking services by its members. In a 2007 survey conducted by the MLA Social Networking Task Force of MLA members, 48% of respondents regarded social networking services as important or somewhat important and 30% used such tools for professional purposes on a daily, weekly or monthly basis. Forty-three percent never used these services during their everyday work. When this survey was extended to employees in Australian health libraries the findings were significantly different. Twenty-three percent of respondents believed that these tools were important or somewhat important and only around 9% of respondents used social networking services like Facebook in their professional lives on a monthly or more frequent basis. Almost 77% of people never used these tools in their professional lives, and it is understood that technology access is a significant hurdle within this sector of the profession at times. The survey conducted for this project had far more favourable findings for SNSes - this is due in part to the age groups identified in the survey, with UQ respondents having a much younger average demographic, and perhaps the job specifics of health librarians and staff at smaller libraries against those in the larger UQ Library system. One comparative finding, however, was the concern for information overload that SNSes brought to staff across both surveys (Cotter, Lewis & Wood, 2007). It would be interesting to know if concerns about privacy and inappropriate use of technology were the reasons for the different survey responses, as they played a significant part in our own survey findings.
Additionally, in another international project, Charnigo and Barnett-Ellis (2007) surveyed academic librarians throughout the United States in response to the 'Facebook phenomenon' at their Houston Cole Library. In part, they were interested in librarians' attitudes towards and experimentation with this social networking tool. At around 120 responses, their survey had a much wider response rate than the survey conducted for this project; however some figures were extremely similar. 65% of their respondents had no Facebook profile, and 35% had one, compared to 37% with a profile and 63% without at UQ Library survey. Approximately half their respondents believed librarians should be aware of Facebook and what it does, which corresponds with multiple comments made in the UQ Library survey. Finally, there was a distinct level of undecidedness with regards to usefulness of Facebook in an academic library for professional purposes in both surveys; 34% of Charnigo and Barnett-Ellis's respondents claimed to be undecided on the potential usefulness, and again this corresponds with multiple comments made in the UQ Library survey.

One interesting finding Charnigo and Barnett-Ellis highlight is that, although most of the librarians were aware of Facebook's existence and some were even excited about its potential, most of the librarians they surveyed regarded this SNS as something "outside the purview of professional librarianship" (2007, p. 23). This attitude was reflected in the authors' study as some respondents perceived this tool as inappropriate for the workplace. However, this outlook may be modified with the creation of a UQ Library Staff group on Facebook that encourages discussion of timely and relevant library-related topics and issues.

3. Training Program in the use of SNSes

From responses to the questionnaire results, it became evident that there was real value in developing a training program that looked at SNSes. Having reviewed several other SNSes, including LinkedIn and Ning, the decision was made to use Facebook in training because of the general
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Facebook popularity (based on the survey findings that, of the UQ Library staff already participating in social networking, 86% are using Facebook), intuitive functionality, and high availability of support resources. Facebook is also used much more by the University's student population than other SNSes, should the library decide to further exploration of SNSes to include outreach. As a result of all the findings from this project, an outline has been drafted for training classes to be offered to staff, to familiarise themselves with the Facebook program and its features. This training is to become part of the University of Queensland Library’s "UQL 2.0 program", an informal training course for University library staff to participate in voluntarily for their professional development. This program is anticipated to be similar to those undertaken by many Libraries internationally, most of which are derivates of the ‘23 Things’ program initially developed by the Public Library of Charlotte & Mecklenburg County, PLCMC (Blowers & Reed 2007). In terms of the SNS-specific chapter of the course, the class outline (see Appendix 2) is designed to fit within the “UQL 2.0 program” that will be undertaken over a period of time. As such, there is limited introduction of Web 2.0 technologies in the appended class outline, as this will have been undertaken in the initial program introduction. It is anticipated that after the introductory stages of the “UQL 2.0 program”, participants may wish to undertake the training according to their personal learning needs and interests; for this reason the class outline is designed to stand alone and will not require a high level of familiarity with other web tools and technologies.

It is anticipated that, initially, staff who are interested in new technology will undertake training in the “UQL 2.0 program”. While UQ Library management is highly supportive of staff becoming familiar with 2.0 technologies, the survey indicated staff saw a number of barriers to participation. The general feeling amongst those developing the program and its component classes is that these will be overcome for many if their interested peers start discussing and communicating using Web 2.0 tools to a wider audience. From the survey results, it is clear that most UQ Library Social Networking: Never mind the students, what about us?
staff are open to exploring Web 2.0 tools, so a ‘catch up’ approach, where staff would gain interest as keen peers attend earlier training sessions, would likely be very positive.

The survey results also indicated that the main reason from respondents against using a site for professional activities was concern regarding their privacy on Facebook. As such, consideration needs to be given as to how staff can develop profiles that protect them from unwanted and undesirable attention. The issue of privacy is one that has been explored in mainstream and academic publications, and so it is not surprising that our respondents listed this as a concern. Breeding (2007) noted that since Facebook has been 'opened up' to everyone and is well known outside of its academic origins, people need to protect themselves more carefully than once was the case. This is indeed a valid concern - Gross and Acquisti (2005) show in their study the frighteningly high levels of personal information they were able to pick up from the Facebook profiles of almost 5000 Carnegie-Mellon University staff and students at a simple first glance. From our perspective, staff need to be aware that they have the capacity to build limited profiles in Facebook that will enable them to have control of the information that is made available for public viewing. However, much of the concern regarding Facebook privacy can be alleviated through simple common-sense and properly training staff in what should and should not be "public information" on their profile. These concerns can further be addressed by providing “Discovery tools” which discuss the privacy issue, for example Sohn's “12 ways to use Facebook professionally” (2007). In addition, in the training program staff will be shown how to complete a limited profile on Facebook, in which they have control over what information is shared with particular contacts; this further level of control will hopefully ease worries about privacy that might otherwise turn staff off the idea of SNSes.

Another concern highlighted in the survey was the appropriateness of Facebook, or indeed other Web 2.0 tools, in the Library workplace. By firmly linking SNSes into professional discussions and correspondence and

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collaboration with colleagues, the training program and follow-up could go a long way towards decreasing the "inappropriate" professional label of Facebook within the UQ Library. As a result, part of this project involves the set-up of a UQ Library staff group, where staff participating in the training or already professionally using Facebook can post reflections on their learning and experiences on the site, and begin discussion of both the positive and negative aspects of joining Facebook. The final action in the Activities area of the class outline is a suggestion that staff who feel comfortable can submit a reflection to the UQ Library staff group. While it is recognised that Facebook groups appear to require a critical mass of participants before they become active and vibrant, it has been decided that those undertaking the “UQL 2.0 program” will not be required to submit a reflection. This recognises that for some people, learning is accomplished vicariously. As Blowers & Reed (2007, p. 13) point out, "it’s not about doing it right, it’s about exposure".

There are a number of other potential professional development opportunities using the groups feature on Facebook. These include holding some of the UQ Library’s liaison librarian forums on Facebook as part of a UQ Library staff group discussion. This would enable people to contribute their ideas from their desk rather than having to physically attend such forums at the University's main St Lucia Campus and would be good for those who cannot make it due to time or distance. Establishing a Facebook presence would provide opportunities for people to further their knowledge of the profession and provide them with a way to assist their career progression, for example a UQ Library group that anyone from UQ Libraries - past and present - could join. Online professional groups are another way of learning and a good way to meet people in the profession who aren’t normally accessible. An online group that can be accessed at work may enable people to participate who don’t normally participate due to lack of time and inconvenience. Further developments from the initial project outlined in this paper will hopefully explore more of the potential uses for a UQ Library Group on Facebook.

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4. Conclusions

4.1. Further developments in professional SNS use at UQ Library

As a result of the findings of this project and the proposed training UQ Library staff will be able to receive from the Facebook chapter of the “UQL 2.0 program”, there are several further projects being considered by UQ Library staff using SNSes for professional work. One idea being considered is the possible usefulness of SNSes, Facebook in particular, for corresponding and collaborating with academics, researchers and students in the various schools and centres of the University. Already, some staff have been exploring this on their own - in the survey for this project, of the staff who answered that they were using their SNS professionally 25% were in contact with students in their discipline area, and 17% in contact with staff in their discipline area, via their SNS platform. The possible plan is to widen this outreach through Facebook by means of more marketing, both by individuals and by the library as a whole, and to increase the library’s presence within the Facebook view of students registered to the University of Queensland by means of window advertising, "fan" pages for branch libraries or for the UQ Library as a whole, and even the creation of Facebook applications for library catalogues and resources for users to plug into their profiles.

However, there are several considerations that need to be made approaching these projects, some raised already by the staff in the survey and some through the experiences of other librarians, and non-library professionals also, as seen in the literature. Privacy and appropriateness of information shared is a big concern for any professional use of SNSes, and Jardin (2007) provides a good example of bad handling of personal information: "One friend of mine put some rather personal information on her Orkut [a common American SNS] page, not immediately realizing that people would find her through me and know exactly who she was in a professional context." However, in this sense it is positive to note the

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significant number of UQ survey respondents recognising privacy as a significant concern in their potential use of SNSes. They are more likely to be aware of what sorts of information would be appropriate for sharing with a wider University population via Facebook, or at least aware of ways to limit what can and can't be seen by other Facebook users via their Limited Profile. As Sohn (2007) suggests, "think of it like personalising your desk...don't add anything to your profile that you wouldn't display for your supervisors, co-workers and clients to see as they’re walking by your work environment."

A second concern for professional SNS users concerns outreach, certainly initially with other library professionals but increasingly so in future developments involving outreach to library users. It is important to consider what is and is not appropriate outreach in what constitutes, for most users, a highly personal space. Definitely, SNSes should not be used by library staff to actively seek out users and communicate with them - indeed, bulk contact with users on a network for advertising purposes is seen as spam and has severe consequences, as Brian Matthews of the Georgia Institute of Technology Library discovered and outlines in his blog (2006). The best use for social networking software is to give an alternate avenue for communication under an existing relationship, not to cultivate a new one. A better approach for outreach might be to notify users through conventional means of the library or staff member's new SNS profile, page or group, and then to tailor their presence on the SNS to appeal on an ongoing basis to the users who approach it. This thinking is not limited purely to contact with students and academics - it's equally relevant to use of SNSes for professional networking. While members who join interest groups on systems like Ning and Facebook are "fair game", professional contacts should not be sought out using SNS search features and added to Friends lists without discussion outside the SNS. If using an SNS on a professional level, one should consider oneself as a service professional, and consider what you yourself would feel comfortable to another service professional,
for example your dentist, doing in your personal space.

The third concern is a question of time - with their vast array of features and functionalities, SNSes can easily become "black holes" even when used professionally. Many respondents to the survey at UQ Library identified lack of time as a barrier to SNS use, and while many features of the platforms can make life easier and save time, it is deceptively easy to get side-tracked or lost with an SNS. As Sohn (2007) puts it bluntly, "You won't help your career if you fall behind on projects because you were too busy playing." Professional users should certainly set aside sufficient time for exploration of SNSes and SNS-based projects, even after training, but consciously limit time spent on the systems. Professional projects on Facebook should be limited in scope, so as to concentrate on the task at hand and reduce the risk of side-tracking or loss of productivity. Another way of helping prevent time-loss and side-tracking is to limit the presence of plug-ins, applications and features on your profile or site; this can also tie in with controlling the personal content on a professional profile. Some plug-ins can help make your SNS use more effective, some make it less so, so be selective with augmentations to your SNS profile.

A final concern with SNSes is the transitory and ever-changing nature of new web technologies - Jardin (2007) asked all his interviewees what the "next big thing" in professional social networking will be, and each had a different answer. Apprehension over the quick pace of change in the world of social networking was certainly indicated in the UQ Library survey results. "I find that as soon as I learn a new system it gets outdated, which is frustrating..." received from one survey respondent, is a common complaint. To successfully use SNSes - indeed any new web technologies - one needs to explore newly created platforms and systems, watch out for and try updates and new features on existing SNSes, keep an eye on professional literature for new developments, and above all not be afraid to scrap a profile on an SNS in decline. One of the most positive aspects of
SNSes is the lack of need for web-writing or design skills, and this drastically reduces the amount of time needed to make a profile; indeed a basic page on Facebook can be created in a matter of minutes, and updated just as easily. It is important for a professional SNS user to be aware of the wider social networking environment and make changes to their usage as appropriate, particularly when 'following the trend' takes minimal effort.

4.2 Conclusion

Overall, the study undertaken in this project was very much a success; a useable response rate was obtained from the staff survey and the data gathered from this helped build a comprehensive profile of the SNS usage and viewpoints of the UQ Library staff. From the data, and guided by experiences from other professionals inside and outside the library sector in the literature, a comprehensive report of professional social networking was drafted, outlining not only the possibilities and potentials, but also the concerns and caveats, of this new technology within the library workplace. The report of this project has enabled not only the development of a comprehensive training class outline for UQ Library staff to learn the use of Facebook SNS technology, but development of further plans and projects around professional social networking has also begun, working under the guidelines established from the survey findings and readings. There is much room for growth and development of professional SNS use at UQ Library, and following the training and support derived from this project, library staff will continue to develop their skills and explore all that these new technologies have to offer.
5. Reference List


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6. Appendices

Appendix 1
(UQ Library SNS Staff Survey - conducted using www.esurveyspro.com.)

**UQ Library - Social Networking Sites Feedback Form**

1. Section 1: Using Social Networking Sites. This section contains questions about your use (or non-use) of Social Networking Sites, or SNSes, for work or personal use.

NOTE: "Social Networking Sites" do NOT include blogs, wikis, social bookmarking (eg Del.icio.us) or media sharing sites (eg Youtube or Flickr)

When you're done with this section, click the "Next" button to continue to the next page.

Do you use any Social Networking Sites (Facebook, MySpace, Ning, Friendster, LinkedIn etc)?

☐ Yes
☐ No

If no, what is the reason?

☐ Social What? What are you talking about?

☐ I'm not interested in "Web 2.0" technologies at all

☐ I'm not interested in Social Networking Sites, although I might use a blog or wiki

☐ I'd love to, but I don't know how, it's all too complicated

☐ I'd love to, but I'm too busy, I have no time for that sort of thing

☐ Other (Please Specify)

If yes, please answer the following questions: Which SNS (or SNSes) are you currently using?

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How did you hear about the SNS you're using? Tick as many as you feel apply.

- Friends
- Family
- My children
- Work colleagues
- Professional Reading
- In the media
- Other (Please Specify)

Do you use your SNS for professional/work use, or private/personal use, or both?

- Professional use only
- Personal use only
- I use my SNS for both

If you use it for professional use what, sorts of professional activities do you do? Tick as many as you feel apply.

- Connect/correspond with academics in my school/centre
- Connect/correspond with students in my school/centre
- Connect/correspond with other professionals in my area
- Other (Please Specify)

If you don't use your SNS for professional use, what's the reason (or reasons)?

- This type of site isn't appropriate for work use
- I'm not comfortable sharing private information about me with people who

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aren't my close friends

- I do a lot of other liaison and professional networking in the "real world"
- Nobody else I know is doing it
- Other (Please Specify)

Are you a member of any library professionals' groups on your SNS?

- Yes
- No

How many groups?

Describe some of the activities that go on in your group(s) - what sort of questions are asked and answered, what sorts of topics are discussed?

How regularly do you access/look at the group page?

- Multiple times a day
- Daily
- Every few days
- Weekly
- Rarely
- Randomly, whenever I remember

Do you contribute to your groups, or just read the page and posts?

- I contribute often
- I've contributed once or twice
- I only ever read the posts there

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What elements would you consider necessary for a vibrant and responsive professional group within a SNS? Tick as many as you feel apply.

- High number of active participants
- In-depth professional knowledge of participants
- Interesting, relevant and timely topics up for discussion
- Opportunities for off-line meeting/collaboration
- Useful/appealing features and applications within the SNS
- Other (Please Specify)

2. Section 2: Professional Networking and Development. This section contains questions about your thoughts on professional networking and development activities in general. Professional development can include things like conferences and meetings, training courses and sessions, professional reading and discussion groups, and even social groups, usually outside work. When you're done with this section, click the "Next" button to continue to the next page.

Do you participate in any existing professional development or professional networking activities, online or otherwise?

- Yes
- No

If yes, what are the reasons? Tick as many as you feel apply.

- I like to keep my work and social life closely intermingled
- I believe it will help my career goals
- I like to keep actively learning
- I like learning with others

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☐ I like to give something back to my profession
☐ I feel obligated to
☐ Other (Please Specify)

If no, what are the reasons you don't? Tick as many as you feel apply.
☐ I don't want to do things socially with other people in my profession
☐ I prefer to learn by myself (individually)
☐ I don't have the time, or the activities are never convenient for me
☐ I don't see it as relevant to my daily work
☐ Feels too much like study or work
☐ I get enough networking and developing in my everyday job
☐ Other (Please Specify)

Do you think professional activities would work well (or do work well) in online environments?
☐ Yes
☐ No

If yes, what are the reasons? Tick as many as you feel apply.
☐ Online communication is easier, and you can reach more people
☐ Easy, available-anywhere access to activities
☐ We'll be learning new skills by using online tools
☐ Functions of the online tools will make it more useful
☐ Extends the reach of activities - no geographical boundaries

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☐ Other (Please Specify)

If no, what are the reasons you don't? Tick as many as you feel apply.

☐ We don't have time to play online

☐ We don't have the hardware or software to enable it

☐ Too many new concepts and skills to learn

☐ Doesn't feel "professional" enough

☐ It's just not as good or useful as face-to-face

☐ Other (Please Specify)

3. Section 3: Other Information. These final questions will help us to gather some data on what groups we're receiving responses from (don't worry, it's anonymous, we won't be able to identify you from your response!) It also gives you the opportunity to leave any other comment you would like.

When you're done, click the "Finished" button to send in your anonymous survey response - this page will then close.

Which age group do you fall into?

☐ Under 25

☐ 25-35

☐ 36-45

☐ 46-55

☐ Over 55

☐ I'd rather not say, thank you!

Which part of the Library service do you work in?

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Appendix 2

Class Plan – Exploring Social Networking Sites

Social networking websites have proliferated in recent years. One of the most popular among the millennium generation is Facebook, which originally had membership restricted to University networks, however became available to everyone in 2006. View the videos in the Presentations area and then explore some or all of the links in Discovery Tools. Finally undertake the Activities.

In this session we will be discussing social networking sites and by the end of the session you will have:

- An understanding what social networking sites are
- Set up a Facebook profile
- Become friends with some colleagues
- Joined the UQ Library staff group and the University of Queensland Library business page on Facebook

Presentations

- Webcast discussing SNS and Facebook – UQ presenter

Discovery Tools

- Facebook entry on Wikipedia http://en.wikipedia.org/wiki/Facebook
- 7 things you should know about Facebook http://www.educause.edu/ir/library/pdf/ELI7017.pdf

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12 Ways to Use Facebook Professionally -

Koerwer, S 2007, One Teenager's Advice to Adults on How to Avoid Being Creepy on Facebook, Computers in Libraries, Vol. 27, No. 8 p. 40.
http://proquest.umi.com/pqdlink?did=1332061111&sid=1&Fmt=3&clientId=20806&RQT=309&VName=PQD

Activities

- Explore Facebook – http://www.facebook.com/about.php
- Join Facebook and edit your profile - A guide can be found at http://supercrazylibrariananguy.wordpress.com/52-facebook/
- Find some other participants in this training session and send some friend requests - in particular, to your trainers.
- Join the UQ Library staff group on Facebook
- Reflect on your experience is undertaking these activities. You may wish to place your reflections in the UQ LIBRARY staff group.