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Editor

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Origins: I was born in Chattanooga, Tennessee, but spent most of my childhood in the Unionville/Chadds Ford area of Pennsylvania (Andrew Wyeth country and a great place to ride horses!). My family has deep ties to the South though, especially to the Raleigh, North Carolina, area. (We claim kinship with Colonel Joel Lane, who donated the land that Raleigh was built on).

Life experiences: I have now spent more time in the South than in the North -- shoveling snow has definitely become just a distant memory. I graduated from Catawba College, located in Salisbury, North Carolina, with a B.A. in Anthropology. I then moved on to graduate Anthropology. My emphasis was in Physical Anthropology and even now, I believe I could identify human skeletal material. I even took Forensic Anthropology from Dr. Bill Bass, who was fictionalized in Patricia Cornwell's book *The Body Farm*. I moved to Tallahassee, Florida, and started working on my MLS at Florida State University. I was actually enrolled in two different graduate programs in two states for awhile, as I was writing my thesis for anthropology while working as a paraprofessional at FSU's Law Library and attending FSU.

First encounter with libraries: My mother told me before I went off to college that I should become a librarian, but that was just not a cool thing to be in the early 1970's, as far as I was concerned. Imagine my chagrin when I found myself working as a library page in a branch of the Knoxville/Knox County Public Library system in the early 1980's. My mother was right after all!!! I'd gotten tired of washing human skeletal material in cold water in the winter and doing fieldwork in the hot summer to make ends meet. (I was on some of the last archaeological projects done by UT before the Tellico Dam project was exempted from the Environmental Protection Act by Congress. Does anyone else remember the "Save the Snail Darter" campaign?) Before leaving Knoxville, I had moved up to an LTA position in the Catalog Department of the public library. I got a job in FSU's main library in the Serials Department. As a state employee I could take two courses per semester for free as long as it was work-related. After paying all those Anthropology out-of-state graduate tuition fees at UT, it was a welcome change. I ended up as the LTA in FSU's Law Library Catalog Department.

Current position: After receiving my MLS, I accepted a position as Assistant Cataloger at the College of Charleston's Library. I've been there ever since, though I am now Head of the Department. I have spent many a year with Katina and boy, do I have some great Katina stories!! I like being in a place that allows me to be a jack-of-all-trades, as we catalog all kinds of materials and all kinds of formats for the main library, our Special Collections, the Marine Resources Library associated with the College, and the Avery Research Center for African American History and Culture. I even put some time in at the Reference Desk during the busiest part of each semester.

Kids: I was a late bloomer in the marriage and children department. But I obviously learned quickly. My husband and I have three children: Moshe is in the 2nd grade and Malka and Simcha are in the 1st grade at Adlestone Hebrew Academy. I am now being forced to learn cursive Hebrew, so who knows, perhaps I will get around to cataloging those Hebrew books the Library has from a recent gift collection. With schoolwork from a dual curriculum and all their extracurricular activities, I sometimes come to work just to get away from it all!

Best book read in past year: *Andrew Wyeth: A secret life* by Richard Meryman.

Favorite pastimes: Reading, mostly mysteries, needlepoint, swimming in the summer and going to the beach with the kids, and participating in all the Jewish holidays with family and friends.

Toughest years at work: 1990-91: I became Head of the Catalog Department, lost two of three LTA's, hired and trained two more plus an Assistant Cataloger, trained a temporary Cataloger for the Avery Research Institute, taught two Anthropology courses on the side, adopted a child, became pregnant and gave birth to twins, finished cataloging a major micro-forms set for OCLC, and after three months at home, came back to work!! Lack of sleep is definitely the worst method of torture — I would have gladly given up any state secrets known for four hours of uninterrupted sleep!

Pandora's Box

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standing of the proposed changes, but such understandings are often limited only to the task force members who are actually involved in the change process. Others in the organization, unfortunately, may never be meaningfully involved in the process. They don't understand what are the changes themselves or why they are needed. As a result, ownership of and commitment toward the changes are generally lacking.

Pilot Strategies can be used to demonstrate the potential of a change, i.e., pick a group to show others what is possible. The usual approach is to select a particular part of the organization or a particular set of activities that will highlight the change process. These change efforts are usually well-defined and since management has a stake in their success, they generally are well supported. The results of the pilot, assuming that it is successful, will be showcased throughout the organization. Transferring the results of a pilot project, however, to the other parts of an organization often proves difficult. The "not invented here" syndrome gets in the way and some of the so-called "resisters" argue that they could have done it better if only they had been given the chance.

Participatory Strategic Planning

In a real situation it is likely that elements of all of the above strategies will play a role in the change process of complex organizations. The strategy I personally prefer is very participatory in nature. It is often called "whole-system change" or "real-time strategic change" by its developers. It is a change strategy based upon the work of **Ron Lippitt** and his associates.⁹ The process is called "preferred futuring" and is unique in a number of ways.¹⁰

First, it is a large group intervention technique. While it can be used with small groups, i.e., five or ten people or more, it can also be used with groups as large as several hundred people all working together in one place at the same time.

Second, it is designed to involve the entire staff from the director or CEO to the most junior professional to the clerk in the mailroom.

Third, it is a process that enables staff to be involved in both the planning and implementation phases. The premise is that when staff are expected to implement a change, buy-in is more likely to occur when staff have had an opportunity to shape the change.

Fourth, the process makes it easy to involve stakeholders. Opportunities are made so that planners are able to hear what our "customers" have to say about our services. The process can also enable customers to hear what staff have to say. Such exchanges of views can be extremely important in this era of collaboration.

Fifth, change can occur in a number of different parts of the organization simultaneously.

Sixth, the process helps to change staff perceptions about change itself. Instead of change being viewed as an add-on activity, administrators and staff alike begin to realize that change activities must be viewed as part of regular work assignments.

Whole-system change processes have been used successfully in dozens of organizations: centralized and decentral-

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