

## SHINe Journal Volume 53 September 2007

### Contents of this issue:

- Pg.1 SHINe mentoring  
Pg.2 Joanna Ptolomey, Transformational or transactional?  
Library managers in disguise.  
Pg.6 Hazel Williamson Bursory Winner – Conference Report  
Duncan Belk, Umbrella 2007.  
Pg.9 Hazel Williamson Bursory Winner – Conference Report  
Kathleen Irvine, Well spoken: storytelling and narratives  
in healthcare.  
Pg.12 **Spotlight**  
Stock selection in a high security psychiatric hospital:  
considerations.  
Pg.15 **Book Reviews**  
Rikowski, R., Knowledge management: social, culture  
and theoretical perspectives.  
Wegener, D.R., Training library patrons the ADDIE way.  
Deines-Jones, C., Improving library services to people  
with disabilities.  
Thomson, B., Growing people: learning and developing  
from day to day experience.  
Pg.20 **News**  
SHINe Union List  
Vacancy: SHINe Journal Editor  
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## **SHINE mentoring: where does the SHINE membership want mentoring to go from here?**

Recently there has been plenty of discussion around mentoring as a potential value added role for SHINE within the health library and information staff in Scotland community (1,2). A paper was put together by SHINE members in 2005 (3) outlining the advantages and disadvantages of informal and formal schemes. Recently a paper compiled for Skills for Success: the Health Library Staff Development Network in England offers a guide to mentoring for health library staff (4).

Many SHINE members may already be a member of a workplace mentoring scheme or taking part in the CILIP (Chartered Institute for Library and Information Professionals) scheme leading to accreditation, chartership, revalidation or fellowship (5).

Currently the SHINE Committee is interested in the views of members. Are you interested in SHINE holding a study day on mentoring? Do you think SHINE should compile a needs assessment around mentoring in health libraries in Scotland? Do you already participate in a mentoring scheme either informally or formally, and could offer guidance or feedback?

Might it be useful to gauge the potential interest of SHINE members in either informal or formal schemes? SHINE does not want to replicate current schemes but potentially add value. What steps could SHINE take to develop mentoring within Scotland? Would members prefer if we linked into other groups such as the CILIP special interest group PTEG (Personnel Training and Education Group) (6)? Could SHINE tap into their expertise on mentoring and match it with our local and subject specialisms knowledge?

Mentoring appears to lend itself well to soft skills such as management, leadership, creative thinking, change management, appraisal, influencing and negotiating etc rather than the more technical skills such as database search training which can be gained through practical training sessions.

So what do you want from mentoring? Let me know and I will feedback to the next SHINE Committee meeting in mid-November.

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## Transformational or transactional? Library managers in disguise

Joanna Ptolomey

### Introduction

I trained as a library and information professional just over ten years ago. In my year of postgraduate training the information world was just on the cusp of a period of stellar change. The Internet was just beginning to have effects on the delivery of information services and now we are grappling with the innovation that is Web 2.0. Ten years of phenomenal change later and there seems to be no slowing down in the world of libraries and information. Generally we are seeing the impact of this change in the context of our organisation and services. But how do we manage and implement change? Do library services managers have the skills to do this?

As a library manager how can you cope with the seemingly continuous wave of change that we all seem to take for granted now? How do you arm yourself with the necessary skills? We have all met good and bad managers in our careers. What are the traits that good managers have that can bring out the best in us, why would we go the extra mile for a certain manager and why can some managers anticipate change, embrace it, get the team involved and use it as a chance to push the service forward? I asked a very senior business manager recently "how do you know that you are a good manager"? Their reply was "if you are good manager then when you reach the anticipated brick wall your team will work with you to implement the strategy to get you and themselves over the wall but if you are a bad manager then they will either throw you over the wall or leave you with a rope yourself". A slightly amusing yet graphic representation of how one manager feels. Of course what they really mean is that your team are important factors in getting the job done and good managers need to understand how to do this.

Allan Leighton, considered to be one of the most important business leaders of our time, recently reported (1) that good managers are not born. He believes that you can learn the skills by watching good practice around you and taking the most appropriate styles to fit your personality and characteristics and then "copy shamelessly". So it seems to have worked for Allan, just look at the mega company Asda is now, but what sets Allan's management style apart from others? The most important skills in this age Allan believes is the ability to move and transform with change, but to also see the opportunities in change. This is generally considered to be a "transformational style of management".

Since the 1980's the term "transformational management" has been used to describe change management events in library services especially in relation to our industry's delivery of intangible assets such as knowledge, expertise and branding. Bryson (2) has noted that for successful library and information service management in this new knowledge driven age, managers need to adapt to a more transformational approach to help with the challenges but also see the opportunities in change events.

### Transformational or transactional?

There are basically two styles of how to manage; transactional or transformational. Transactional managing works within a long standing workplace with very standard operating protocols. It is a very assignment and task driven environment and assigns employees specified objectives and boundaries. Often there can be a very clear reward, but also punishment scheme. Employees in this situation would work under very defined protocols that are not/or ever under review. There can also be sometimes a very strict hierarchical structure, with everyone knowing his or her place. However, a transactional style of management can be useful to get repetitive things done, but can make change a difficult situation to manage.

A transformational management style allows employees to question assumptions and can be used as a vehicle for not just professional development but also to drive organisational change.

Castiglione (3) considers that transformational and transactional styles are required at different points in the lifecycle of the organisation and that a more combined style may

produce better results. Transformational works best in periods of rapid change and transactional for when things are more stable.

### **Transformational mindsets**

Transformational management does not rely solely on a set of skills but it more about the general approach in dealing with shifting patterns of change. Bryson (4) acknowledges that “technical, interpersonal, conceptual and analytical skills” are important skills to have, but that it is more about passion and openness in delivery that will make a difference. More importantly it is the ability to incite a passion in others to take up challenges and look for new opportunities. She lists her key approaches as

- **Vision creation and sharing**
  - Innovative thinking, taking opportunities and the ability to enthuse others.
  - Encouraging your staff to take part in this process can make them feel part of change and encourages staff buy-in.
  - Identify key staff to work with you to pull different factions of your team together especially if you find yourself with a new team to manage from a “hotchpotch” of locations.
  - Break up old groupings.
  - Identify ways in which the team have a forum for sharing ideas.
- **A global perspective**
  - Although service delivery is usually at a local level for a particular market, the days are gone now when not being open to new ideas and having a view of library service delivery in a global context is foolish.
- **Capacity to create and embrace change**
  - Look out for opportunities of change.
    - i. Bringing different services together.
    - ii. Staff changes and new members of staff.
    - iii. Review existing services and staff duties.
    - iv. Look for opportunities for collaborative projects.
  - The ability to survive change in a dynamic environment is built upon the manager’s ability to take opportunities as they arise.
- **Drive organisational renewal**
  - The process of reinvention and renewing the service.
  - Change your mindset to seeing change as an opportunity for reflection and review on “how things are done”.
  - All organisations reach a peak at which things have to change and their fundamentals are about to change. This is what Grove (5) calls a “strategic infection point” and this can herald in a new cycle of innovation but also a period of decline.
- **Exploiting technology for better business outcomes**
  - The ability to use IT is the standard in business, but keep abreast of new IT developments that can help reshape our business and delivery models eg. Web 2.0.
- **Building intelligent and learning organisations:**
  - Harness the intelligence and unique expertise that each person in the team has to offer.
  - Do you have employees that have worked in other industry sectors or a different library environment?
  - Even the most junior employees have underused skills.
  - Work out a way to share your knowledge and harness the focus that some employees have on certain subjects.
- **Managing the political agenda**
  - Work on a way of getting supporters and sponsors that can open the door more quickly. Don’t rely on your line manager doing this for you.
  - Make sure that people within your organisation could recognise you walking down the corridor.
  - Be visible; get out of your comfort zone of the library walls.
  - Having the ability to anticipate situations and have a general indication of what is going on in your organisation. This helps enormously and can limit “fire-fighting” situations.

- **Creating creative environments**
  - Everyone at every level can help drive an organisation or service. Remember you are going to need a few people to help get you over that wall!
  - Encourage a more entrepreneurial spirit in staff; you may be surprised by some of the ideas that people have.
  - Don't discount ideas that you have never seen "tested" in a library environment. Be open to new and perhaps novel ideas.
  - Answer this truthfully "Is it my way or the highway"? Are you really open to new ideas? Are you self-centred in your goals?
  - Manager's who do not take advantage of an employee's uniqueness and experience may lose employee commitment and support. How are you going to get over that wall now?
- **Ethics and integrity**
  - Manage accountability for fairness, legal and ethics.
  - Be absolutely sure what is right and wrong for your service and users.
- **Building productive relationships**
  - Listening to others and building a rapport.
  - Networks of contacts and relationships.
  - Be visible within your organisation and outside.
- **Instilling a passion**
  - Passion is a word that is banded around a lot these days, but I reckon most of us can see right through someone who is not passionate about what they do. Don't confuse passion for being "married" to your job; they are quite different!
  - Working with someone who is passionate about what they do and wants to involve you in the experience can be very uplifting professionally.
  - Consider the flip side, working for someone who shows little interest or is self-centred in their goals can be demoralising.
  - Recently Jose Mourinho left Chelsea FC. Yes he looked good in cashmere, yes he had a rakish "Clooneyesque" charm about him but he could also be arrogant and self-centred. He had a good job, a fabulous budget and yet perhaps his passion was more himself rather than creating more opportunities for flair and brilliance on the football field.
- **Striving for excellence**
  - We all deliver services, but that is not the end goal. What sets apart one service from other is usually the intangibles.
  - Ask yourself this. Why would someone use my service over some other?
  - The answer could be that they know wrapped up in the delivery there is an element of expertise and uniqueness.
  - Building a more holistic approach to even basic services will set you apart from the rest.
  - I hear people comparing services on a regular basis and it is the things that are not written down on your leaflets that keep your service alive.

### **Can you learn transformational skills?**

Allan Leighton (6) most definitely believes that you learn these skills and I suppose that is what he is relying on as he tries to sort out Royal Mail. So all the best Allan with that! Bass (7) and Castiglione (8) have also reported that we can tap into these skills and very importantly find out where we would be on a scale of transformational versus transactional style. Castiglione (9) has developed a multifactor questionnaire that is designed to "stimulate internal discussion on the extent to which transformational or transactional leadership styles operate in your library". This type of technique is commonly known as a "three sixty" (360) and is a commonly used technique in management to present ratings of an individual by a combination of the following groups; self ratings, ratings by direct reports, ratings by boss and peers, ratings by others of whom some may be external.

Four categories to assess the elements of transformational management style; charismatic management of staff, intellectual stimulation of staff, demonstration of individualised consideration and facilitates transformation. There is a self-assessment survey and a scoring sheet that he suggests should be given to the professional and paraprofessional members of your staff.

## **Transformational management: evidence from another library sector**

A recent MLA publication (11) has reported on evidence of a valid method of measuring transformational management styles within the library profession in the public sector. Again a “360 degree” tool was used (Transformational leadership questionnaire TQL). This research is part of the “Leading Modern Public Libraries” programme and considers the transformational leadership behaviour among all the participants in the programme (a cohort of 262). This cohort results are compared against other staff groups in the public sector. Overall the evidence suggests that library managers do fair well against other managers in other public sectors organisations on their transformational skills and in some cases the ratings were higher. In terms of leadership heads of service, rather than managers, were more likely to encourage change and females were more likely to inspire others than males.

### **Conclusions**

I think it is important that we remember the whole point of managing (as in doing) and management (as in speciality): to get things done, to run a business (in time and budget), to plan and manage for change, to create the right environment and brand, to transform the organisation, managing yourself and others, governance and accountability, excellence in service delivery. The days are now gone for libraries to think that the components of general business delivery do not concern them. Allan Leighton’s expertise and tips on managing change may seem a million miles away from what you do as you may not be making a profit or out in the marketplace seeking work but the same rules apply. You have to make the best of your situation with your resources in rapidly changing times and it will take all the skill and innovation you can muster...it sounds just like Allan’s situation at Royal Mail! But the good news from transformational evidence is that you are not alone. Take your staff with you on the journey of change; you may get more than you bargained!

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### **Further Reading**

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**Hazel Williamson Bursary – Conference Report  
Umbrella 2007, University of Hertfordshire, 28-30<sup>th</sup> June**

**Duncan Belk**

Firstly, I would like to thank the people at SHIne for letting me use this bursary over a year after it was awarded; secondly I would like to thank Eileen and Catriona at Stirling University DSDC for supporting me from day one until cheery bubbles. I chose to attend Umbrella 2007 because, although it isn't a health related conference, CILIPs Health Libraries Group has a strong presence at it.

I have been working in my first professional post at the Open University (OU) for the last eleven months and have to admit that I am thoroughly enjoying calling myself a librarian. This is the first conference I have attended.

The theme of the conference was 'Catalysts for Change – making a difference', with the emphasis on change. At first the theme didn't seem explicit in the sessions but, with hindsight, it was quite appropriate. The conference sessions were divided into 8 strands of Workforce development, Leadership/management, Customers/clients, e-Content, Law/ethics, Communication, Research and evidence based practice (EBP), Information literacy (IL) and Technology, but there was more to the conference than just the strands.

**Day 1**

I began day one with tours of the library facilities at both campuses of the host university. Both were pretty impressive and I liked the fact that they allowed natural light to penetrate to the ground floor. What I didn't like was that the first thing users of both these libraries see is self-issue machines and OPACs without seats. I thought it sent a message of 'welcome to the library, hurry up and find what you want, then get out'.

After the tours I attended the First Timer's Lunch where the food was good, but none of it was to my taste (mushrooms with everything, yeuch). I sat between a student from City University who was looking for her first professional post and a lady from the University of the West Indies.

At the opening plenary session Lynne Brindley, Chief Executive of the British Library gave a talk with the message of 'just do it'. I have to look at my notes to see what she was referring to (addressing the challenges and opportunities facing the profession) because her thunder was stolen by one of the 'roving microphone' helpers having the courage to quiz her on what she was doing to encourage the youth of today into libraries. I caught up with the brave soul afterwards and had a chat with him about the OU's plans to deliver library resources to mobile devices, so that instead of young people having to be encouraged into libraries, we can deliver libraries to them. He seemed to think it was a pretty cool idea.

Before the sessions began I had enough time to nip to the exhibitors stands to do a spot of networking and grab some stationery and sweets.

The first session I attended (part of the Research and EBP strand) was begun by Theresa Mitchell of UWE. She talked about the challenges faced by the nursing profession in publishing their good practice. Her talk made me think that we should incorporate some form of encouragement to publish into our nursing programme at the OU.

The session was concluded by Audrey Marshall from the University of Brighton, who talked about the Informing Health project. This project focussed on redressing the power balance between those who have health information and those who need it, by librarians (such as NHS library staff) going out into the community and learning about the needs of the public. This was a thought provoking session which brought home the message that those of us who work in specialised or academic libraries can look like we sit ourselves in ivory towers, despite the fact that it would horrify us to think of ourselves in this way.

After this session it was back into the exhibitors' stands to pick up some more goodies and sup some wine (well, you have to wet your whistle with something when there's no beer).

Friday evening brought the Umbrella Awards Dinner. Fortunately there were some free cold ones at the pre-dinner gathering and I stopped to have a chat with Ian Stringer about the use of MP3s and podcasts (his speciality) to deliver components of OU courses.

The excellent food was served by friendly and helpful staff, but the price of beer left me more than a little stunned (whit! £3.50 for a bottle of Newcastle Brown).

It seemed to me that almost all the awards were given for the sake of adding a theme to the dinner. The only exception was the award given to Jan Lewis by the International Library and Information Group for her voluntary work in a prison library in Barbados. Operating out of a container and borrowing a kitchen trolley to deliver books (when the kitchen needed the trolley the library doesn't operate) since a riot destroyed the original library Jan is a Thermopylaean example of determination in the face of adversity.

## Day 2

After a hearty breakfast I went to the Breakfast Briefing by Natasha Innocent (MLA) and Sue Jones (Hertfordshire County Council) entitled 'Literature Matters: where next?' This session was about supporting the training of teachers by encouraging them to engage with children's books. The session, although not particularly relevant to my position, gave the message that we should engage with our users and make an effort to understand where they are coming from: that this not only results in better service for them, but also a deeper understanding of our position by others.

The first session I attended was part of the IL strand and was begun by Peter Godwin from the University of Bedfordshire, on the subject of whether or not Web 2.0 was hype. This session gave a humorous run through the genuine potentials of web 2.0 websites and technologies, and how they can enable deep and active peer-based learning. This made me feel good about what the OU has presently or has planned for the near future.

The session was concluded by Helen Conroy from Netskills who talked about the IL skills librarians need as teachers and where we can get them. She emphasized that because librarians are heavily involved in teaching, we need to identify the skills and training to enable us do our jobs (training digital citizens). The OU MA in Online and Distance Education was mentioned as a potential source of these skills but was criticised for its expense. I asked, without identifying myself as being from the OU, if it was any good. The presenter didn't know, but there was someone in the audience doing the course and she was very complimentary of it. Yay, go me: free publicity.

Between sessions I dashed back to the exhibitors' stands to have a go at Oxford University Press for the inconsistencies in the interfaces of their online services. After demonstrating what I meant to their customer development manager, he agreed with me that there was too much inconsistency. It's nice to know that even newbies like me (admittedly, backed up by the OU badge) can influence the industry giants.

The second session I attended was also part of the IL strand. It was started by Christine Urquhart from the University of Aberystwyth on what we tend to forget about information literacy. She reminded us that information is not only textual (it involves sound, images and pictures too), that digital natives now amalgamate SCONULs first 4 pillars into one, and that what we teach should be based on evidence of what people do, rather than what we think they should be doing. This made me realise that I should be reading studies of student information seeking behaviour before writing activities for them.

The session was concluded by Jean Newman and Emma Farrow on the subject of improving international health through Partnerships in Health Information (PHI). Both presenters are involved with improving the information available in Kenya, where access to clean information has the potential to save lives like access to clean water, but that it needs to be repackaged (simplified from peer-reviewed journals) and delivered in a format suitable to the infrastructure to do so.

In a special HLG talk Bob Gann from NHS Choices gave a demonstration of the new NHS Choices website. This site has all the appeal of a modern, technologically savvy website

(personalisable for age and gender) and all the necessary functionality to deliver a high quality of services to NHS users.

Before the third session Alex Byrne gave a plenary about issues such as the need to maintain Freedom of Information, the need to focus on the intellectual nature of intellectual property (rather than treating it like a commodity) and our need to be strong advocates for our profession.

In the third session I attended the e-Content strand, where Caroline de Bruin of the National Library for Health and Rachel Cook of Surrey and Sussex Healthcare Trust talked about Knowledge Management in the NHS.

Caroline talked about good knowledge management by having a culture of 'do once and share'. By sharing examples of good practice over an intranet, NHS staff can learn what might work for them without going through trial and error at the patient's expense. By sharing examples of bad practice others are less likely to make the same mistakes as you, giving genuine life saving potential. I think all large organisations could benefit from a method of information sharing such as this. Rachel followed this by reporting on some examples of practice that had contributed to the culture described by Caroline.

On Saturday evening the Staff at Hatfield House put on a magnificent Elizabethan banquet for us. The food (chicken at last), service and entertainment were fantastic. It was definitely a high point of the conference for many of us. The evening was finished off with a chocolate fuelled 'Elizabethan' conga line.

### Day 3

After another hearty breakfast it was off to the first session. I went to a Leadership/management talk by Francis Muzzu of Infomatch entitled 'Where is the next generation of leaders coming from? Francis stated that managers plan and budget whereas leaders provide direction, that managers provide control whereas leaders stimulate motivation, and that managers solve staff problems whereas leaders align their colleagues. His talk was also about how not to stifle employees who could become the next generation of leaders by creating jobs people could be proud of, like I am of mine.

The final session I attended was part of the IL strand again. It was given by Moira Bent and Sophie Brettel of Newcastle University on 'Working together to facilitate IL'. This was a genuinely interactive session where each attendee had a remote device to answer various questions posed by the presenters. Our data was compiled before our eyes and gave a good impression of the variety of opinions held on aspects of IL. This session put across that IL is not a static entity: that it changes depending on where you work and who you work with.

The final Plenary was given by Leslie Burger, recent president of the ALA, on how libraries can be agents in the transformation of communities. Her vision is that libraries should become places of help, hope and opportunity, and that we can achieve this by being passionate about what we do, creating vision and excitement, building a culture that encourages positive change and never giving up. She envisaged that this could create a world where nobody could ask 'Do libraries matter?'

The theme of change was expressed throughout all the sessions in ways that are hard to communicate. I wore out two pens taking notes, and took a long list of suggestions back to the OU with me. It was a very valuable few days for me and I can't thank the folk at SHINE enough for providing me with the opportunity. I realise that the benefit of the bursary has left Scotland but, with the international remit of the OU, I am hopeful that some of it will find its way back there.

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**Hazel Williamson Bursary - Conference Report**  
**Well spoken: storytelling and narrative in healthcare, Grasmere, 16-17 June**  
**2007**

**Kathleen Irvine**

I was delighted to see my old school friend, we'll call him Roddy, arrive with the new intake of student nurses last year. A gentle soul, he hadn't been the most academic of our class or indeed of his own family but he had an innate common sense that we might today call emotional intelligence. His father was the local solicitor and a well-respected councillor and his brother a high-flyer destined for a career with the United Nations but Roddy had other strengths: he was an excellent sportsman and had a kind, caring nature. What I remember most about him was his amazing ability as a listener. Without saying anything much he could have you sharing your frustrations and woes with him and as you bent Roddy's tolerant ear, you would find that somehow you had resolved your problems for yourself. You'd part company with his knowing smile assuring you it would all be okay.

I knew as soon as I saw Roddy with the new intake that he would make a wonderful nurse. His heart was really in it. He was on Campus early every morning and spent long hours in the library. But I could see he was also very anxious. He would get into a flap when the book he wanted was out on loan, he fretted during the sessions in the computer labs, saying over and over that he was too old and wasn't any good with computers.

Then one morning a few weeks into the semester, my library assistant colleague came running into my office, "It's Roddy," she said, "He's leaving!" I ran out and pleaded with him, telling him not to be hasty, that all this learning business wasn't as difficult as he thought, that he could do it, that everyone would help him to succeed. But Roddy's mind was made up; he was leaving.

I felt a personal sense of failure. Roddy wasn't the first and he wouldn't be the last student who left before they had given themselves a proper chance to learn how to learn. It had always bothered me that we were not doing enough to support such students, but Roddy's leaving really brought it home to me and made me determined to find some way of supporting students in those first, anxious weeks when their confidence is low.

Reflecting on this problem, it seemed to me that at its core was students' failure to understand that they needed to learn how to learn and further, to understand that that they all needed to do this; that even the most able, most confident students go through a period of intense anxiety at this time. Although as professionals we can help students become better learners – show them how to make better use of the catalogue, to take better notes or write more structured essays – the key message needs to come from their peers: "I felt like this and I survived." That is, they need to be given a platform for sharing their stories of learning to learn.

My idea was to set up a peer support scheme where more senior students offer support to new students and encourage them to seek appropriate help from librarians, learning support staff, student counsellors and teaching fellows. It seemed to me that storytelling would be the ideal medium for students to share their experience of learning to learn and that if I could set up a storytelling group this might be a suitable forum for such learning to take place.

There is a wealth of research on the value of storytelling in health care (1) This suggests there are epistemological or pedagogical reasons for using storytelling as a tool for understanding patient needs. In particular, the notion of living through the patient's experience of illness and treatment via listening to his stories gives healthcare professionals insight into not only that experience but the wider social and cultural context of that experience (2) I believe librarians have much to learn from this approach which would allow us deeper insight and understanding of our users' needs and the barriers they face while at the same time allowing us to break down some of those barriers (notably library anxiety) by virtue of this engagement.

To this end I applied for a place at a conference entitled *Well spoken: storytelling and narrative in healthcare* and was awarded the Hazel Williamson Bursary to enable me to attend.

This two day collaborative workshop was developed by the University of Central Lancashire (Uclan) and the Northern Centre for Storytelling and gathered together storytellers with researchers and practitioners from the field of health research. The aim was to explore the

interface between storytelling, research and practice and to provide a forum for greater understanding of each others approaches, skills and praxis and to identify areas for future collaborative working in practice and research.

The conference opened with a performance by Taffy Thomas, Artistic Director of the Northern Centre for Storytelling of *Take these chains from my heart*, the story of his cerebrovascular accident (or as his young son described it, 'being stroked') told through story and song. This most human telling gave incredible insight into Taffy's experience that was an edifying introduction to the conference for an audience more used to dry, scientific descriptions of illness and recovery.

Prof. Arthur Frank, Department of Sociology, University of Calgary looked at how storytelling could be used as a tool for health care research. He maintained that stories are not optional in health care settings as they are central to human life. According to Frank, we think about our lives in stories, starting off with the belief that we will always be healthy, live until we are eighty and die quietly in our sleep. When we become seriously ill or disabled we have to re-write that story in order to cope and move on. Having someone listen to that story is in itself healing. Each listener will hear something different in a story as he identifies with different aspects of the narrative. This struck a chord with me thinking of my struggling learners listening to stories from their peers.

Peter Chand a storyteller from Wolverhampton told of his experiences of gathering stories from communities in India and the UK. The key messages for researchers were:

- ask the right questions
- be prepared to adapt your approach in a new situation
- question your assumptions

That advice also holds true for teachers and librarians as well as researchers.

Prof. Bernie Carter from Uclan told of her experience of gathering children's stories of chronic illness both by face to face interviews and from Internet bulletin boards. I have not seen the latter method used in a LIS context, but it must have merit as a tool for examining our profession.

In his second presentation, Arthur Frank considered what makes a research question interesting and looked at different approaches to analysis. We feel a commonality with those telling their stories and have a responsibility to honour those stories in our analysis, he maintains. Just as text has sub-text so experience has sub-experience and it is the role of the researcher to look for that, Frank attests.

He touched briefly on narrative therapy which does not look for psychopathology but allows people to create stories of escape, allowing them to find ways to 'hold their own'.

As it is my hope to help students hold their own as learners, it strengthened my belief in storytelling as a potential medium for achieving this.

Prof. Mike Wilson from University of Glamorgan spoke on how stories reveal how tellers see themselves and the world. He examined the importance of how a teller tells his story and how meaning is decoded through the interaction of performer and audience. Stories reveal our multiple identities and how we see ourselves both in the process of telling and in their content.

He showed us examples of 'digital storytelling' from BBC Wales' *Capture Wales* series (3) where individuals from communities tell their personal stories through words supported by images such as family photographs. Rather like Taffy Thomas' initial performance this was revelatory in its impact.

### **So where has this taken me?**

It has been suggested that storytelling can be effectively applied to nearly any subject. (4)(5)

The conference stimulated many ideas in my mind and also raised many questions. How could a storytelling group be set up? Would students be willing to attend and participate in such a group? How would a storytelling group keep to my agenda? Would it matter if it did not? As I, as a librarian, am part of the problem - the literature shows that library users are terrified of us!

(6) - would it be appropriate for me to participate in the group? Would we be able to timetable group meetings so different year groups could meet at the same time? Were there alternative ways of using storytelling that did not involve a face to face group?

Eventually, after a month of deliberating, the solution came to me. The images from the BBC's *Capture Wales* (3) digital stories were so strong that they kept coming back to me and I realised this model of capturing students' stories would be very powerful and would overcome many of the difficulties I could see arising from the alternative of a storytelling group.

It is my intention to get a group of interested students to make a 'digital story' (see EDCAUSE, 2007)(7) of their experience of learning to learn that could be made available to new students as part of their induction.

I see several advantages in this approach:

- the participants enhance their information literacy and proficiency with multimedia applications
- students share their beliefs, values and experiences and are empowered to express themselves in their own words, with their own voices
- the agenda is set by me but I am able to stay on the side lines being available to offer technical expertise and advice when required (though they may well seek this elsewhere) but otherwise I am out of the picture
- the task of constructing a narrative and communicating it effectively requires students to think carefully about the topic and the audience's perspective
- Young people are increasingly media-savvy, using YouTube, MySpace and Facebook for social interaction, so would be likely to be receptive to this approach

I will be selling my idea to a group of second year students next month. I'll let you know how it goes. Watch this space!

And what became of Roddy? Well, the good news is he's coming back next session to give it another go. This time I am determined that we will not fail him.

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## SPOTLIGHT

### Stock selection in a high security psychiatric hospital: considerations

#### Synopsis

The nature of life in a high secure psychiatric hospital means that certain restrictions must be in place, to protect the welfare of patients. At the same time librarians have a responsibility to promote intellectual freedom. Where can the librarian working in a secure environment draw the line when it comes to contentious material?

#### Background

The State Hospitals Board for Scotland provides assessment, treatment and care in conditions of special security for individuals with mental disorder who, because of their dangerous, violent or criminal propensities, cannot be cared for in any other setting. It is a national service for Scotland and Northern Ireland.

The State Hospital patients' library is located at the centre of the Patient Activity and Recreation Service (PARS) within the hospital. It is intended to emulate a public library, with fiction and non-fiction books, DVDs, CDs and videogames. There is also a weekly reading group, where participants read and comment on short stories, poetry and recent news articles.

#### Library services for forensic populations

Although The State Hospital provides secure services for patients who are unwell, and not prisoners, it is useful to remember that the provision of library services to secure institutions is the subject of guidance by the Chartered Institute of Library and Information Professionals (CILIP). This guidance advises that librarians consider that the primary concern of the institution is security, and certain types of material are inappropriate; however, the guidance states that:

*There is also a danger in prisons of over-emphasising the effect that reading can have on an individual, and this has led in some cases, to librarians being asked to remove certain types of fiction or certain authors from library shelves. In reality, prisoners are exposed to a variety of media – newspapers, magazines, television, radio, the content of which is not controlled by the prison. Why, therefore, should the content of their recreational reading be controlled? (1)*

Censorship is an important area of concern to staff working in secure environments. It is important to keep security concerns foremost when considering material to be purchased for such libraries. It is important not to appear to promote violence, or provide materials which may turn patients against their own care and treatment plans.

However, Curry states that:

*At the same time, they [prison staff] must strive to find a balance between rigid and over-reaching censorship that isolates inmates, perhaps impeding their re-integration into society, and open access to all information, some of which prisoners may misuse. (2)*

In addition, The International Federation of Library Associations and Institutions (IFLA) Statement on Libraries and Intellectual Freedom states that Libraries shall acquire, organize and disseminate information freely and oppose any form of censorship (3). Although libraries in psychiatric hospitals and prisons are environments of special security, the librarian remains bound to the ethical code of his or her profession.

#### Material selection issues

A number of resource types which may cause concern were identified by Curry in her study of Canadian prison libraries (2). These include sexually explicit materials; materials with derogatory racial statements / themes; maps; computer manuals; gay / lesbian materials; newspapers and home repair manuals. Also identified were restrictions on materials about bomb making; *books on infamous inmates currently in our prison* and *materials that aggrandise or glorify violence*.

Here are some resource types which deserve more detail:

### **Anti-psychiatry**

Anti-psychiatry is perceived to be *challenging the core assumptions of psychiatry* (4). One of the two main practitioners associated with the discipline, RD Laing, was concerned about the amount of power held by the authorities, and the lack of autonomy of the service user. This may be of concern to those working in secure psychiatric settings. In his own writings, Szasz suggested that *as mental illness is merely a social construction, the compulsory detention of distressed persons is a total violation of their civil rights* (4). Just as this viewpoint may encourage lack of compliance with treatment, it is vital to reflect all viewpoints in any library's collection, and allow users to make up their own minds.

### **Self-help / Psychology**

The provision of these types of materials has been the subject of much discussion of late, owing to the focus on 'Books on Prescription' and 'Healthy Reading' initiatives in many local authorities and health boards and trusts (5). They allow patients to gain insight into their illnesses and treatment and may help to promote a sense of autonomy. Equally, they have a number of features that may be considered as disadvantages. Firstly, some patients may be disappointed by their experience of self help, and may become depressed because of what they see as their failure. Secondly, they may have literacy problems which restrict their access to the material (this should be tackled by the hospital or prison's education department). Finally, they may be overwhelmed by the language used by the authors, which may contain clinical terms and jargon.

### **True Crime**

This type of material is abundant in public libraries, as well as some of those in secure settings. As the reader may be enthusiastic about the subject, they are likely to encourage engagement with reading, and thus could be seen as a gateway to other reading material, in turn, boosting literacy levels.

There are also concerns about this type of material. The descriptions of crimes may legitimise their own crimes, if indeed they have committed any, and may impede their recovery. Some patients may even be the subjects of these books, a fact which has privacy implications. In addition, it may not be helpful to read all about the 'gory details' of crimes.

### **Enquiry Reports**

The reports of committees of enquiry are freely available in the public domain. If a secure library wishes to emulate the service provided by public libraries, then these should be available there also. There are privacy implications, as patients would not want the details of their life, care and treatment to be available to all other patients.

### **Films / Music / Video Games**

Popular gangster rap often contains violent and misogynistic content. Films with an 18 certificate indicate adult content. These types of materials may be available to patients or prisoners in their room or cell.

The use of video games in secure psychiatric settings is supported by Gooch and Living. Playing computer games is considered to be an *active leisure activity*, which may help the recovery process and *may also be a useful relapse prevention strategy* (6). There are two theories of the effects of playing video games, which may be extended to the use of films and music. The first, *social learning theory*, suggests that playing aggressive games encourages aggressive behaviour. The second is *catharsis theory*, which suggests that playing aggressive games allows for the release of aggression in a non-physical way, thus preventing further violent behaviour. Video games may also be used to create a sense of control for the player, and allows him / her to practice the use of cognitive skills, such as lateral thinking, decision making, concentration, memory and problem solving skills.

On the other hand, much evidence exists to support the theory that the consumption of violent material such as violent films and videogames leads to the user becoming violent. Steward and Follina (7) reviewed evidence which showed that *exposure to media violence affects a*

*person's behaviour negatively and has been noted to have a detrimental effect on pro-social behaviour, both in the long and short term.* This is a particular concern when providing resources to forensic populations, whose risk of violence is higher than a non-forensic population.

### **Conclusion**

This article attempts to describe some of the considerations associated with choosing stock for libraries in secure settings, including psychiatric hospitals and prisons. It is clear that some materials should definitely not be included in library stock, such as those about escape methods, bomb-making and pornography. There are also concerns about the link between the consumption of media violence and negative behaviour. At the same time it is important to create a sense of access, not barriers, and to adhere to ethical codes and guidelines on the provision of library services in these environments.

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### **Further Reading**

CILIP Prison Libraries Group

<http://www.cilip.org.uk/specialinterestgroups/bysubject/prison>

Violence and the media: An exploration of cause, effect and the First Amendment.

<http://www.freedomforum.org/publications/first/violenceandmedia/violenceandthedia.pdf>

Information Ethics

[www.infoethics.org.uk](http://www.infoethics.org.uk)

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## BOOK REVIEWS

<b>Title of Book</b>	Knowledge management: social, cultural and theoretical perspectives
<b>Author</b>	Ruth Rikowski (editor)
<b>ISBN</b>	1843341395
<b>Publisher</b>	Chandos Publishing
<b>Publisher Website</b>	<a href="http://www.chandospublishing.com">www.chandospublishing.com</a>
<b>Reviewer Name</b>	Janice Grant
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<b>Review</b>	

I was attracted to this book, part of the Chandos Knowledge Management series, as I have an interest in Knowledge Management (KM) and the librarian's role, and looked forward to learning more about KM in its wider context. The title alerted me that the book would be a theoretical examination, rather than a practical handbook. Readers should be warned that this book strongly proposes a specific standpoint, a Marxist, or Open Marxist, analysis of KM. The book is edited by Ruth Rikowski, and consists of twelve chapters, six of which are written by Rikowski herself. She is uncompromising in her own position, and offers a comprehensive argument for her Marxist analysis.

Anyone planning to implement KM in their organisation will find plenty of food for thought. Although not a practical guide, the authors agree on the importance of capturing and disseminating 'knowledge' within the organisation. The chapters discuss the benefits of KM, what constitutes 'knowledge', and how effective KM may best be achieved.

The book is in four parts: social, economic, political and philosophical perspectives; practical perspectives; cultural perspectives; theoretical perspectives. In the preface Rikowski states that while the authors offer a variety of viewpoints, her own perspective is Marxist, which she believes provides a more adequate analysis of capitalism than any other social scientific theory. KM, for Rikowski, is the latest phase of capitalism. Whether we agree with this or not, many insights can be gained from reading the book.

Modern information technology enables connectivity of all kinds of data within an organisation, often with little coherence. KM attempts to harness the information appropriately, adding to the efficiency of the organisation. Several chapters point to the importance of 'wisdom', the intangible knowledge of the staff, as being as vital as reports, statistics and documentation.

The chapter 'The role of the library in Knowledge Management' suggests that 'the greatest challenge facing librarians moving into KM is moving from the traditional role of housing information to analysing and using that information'. The author, Mandy Webster, argues that the librarian/information specialist is ideally placed to transfer his or her skills into KM work. I believe, though, that this has been happening for years. Librarians long ago moved from providing a repository for knowledge to actively disseminating and promoting it.

There is a long and interesting chapter proposing a thermodynamic model for the creation and transfer of knowledge within an organisation. Knowledge may be transferred by conduction, convection, radiation and combustion. The argument is put convincingly, but I found it difficult to envisage this scientific model working in the context of a group of real people.

Ruth Rikowski's argument is that KM extracts value from intellectual labour for the profit of the organisation. I take it that for organisations such as the NHS, 'profit' would mean 'efficiency'. Value is created from labour and becomes a commodity. Commodities are sold in the marketplace, profits are made, so profits are derived from value. Value is thus essential for the continued success of capitalism. Labour becomes exploited, alienated and objectified, while capitalism continues to thrive. She suggests that we should use knowledge differently, such that our labour begins to liberate, rather than dominate us. She argues, 'We will then be on the road to a brighter, fairer world. Indeed we will be on the road towards a socialist/communist society.'

This is not the book for someone looking for a handbook on implementing KM within their organisation. However, the ideas proposed by the authors are innovative, stimulating and thought-provoking. The book will surely encourage debate on concepts such as knowledge, wisdom, information, value, efficiency, progress and many others. I would recommend it to any librarian or information specialist interested in contributing to efficient capture, storage and dissemination of information within their organisation.

<b>Title of Book</b>	Training Library Patrons the ADDIE Way
<b>Author</b>	D.R. Wegener
<b>ISBN</b>	1843341573
<b>Publisher</b>	Chandos
<b>Publisher Website</b>	<a href="http://www.chandos.co.uk">www.chandos.co.uk</a>
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#### Review

What do you do when you discover you're doing a training session wearing odd shoes? Or when you mistype a website address only to be taken to an adult website, instead of your library homepage? 'Training patrons the ADDIE way' covers lots of worst case scenarios and is an invaluable resource for anyone involved in training in the library and information sector. Debby R. Wegener uses her experience as a librarian in South Africa, Australia and Singapore to inform this comprehensive book that looks at 'preparing, developing, presenting and delivering an entire training session' (1).

Wegener uses the ADDIE model of training to structure her book, a model that breaks the training process down into 5 steps:

Analysis: thinking about the trainees  
 Design: considering the objectives  
 Development: creating the course  
 Implementation: delivering the goods  
 Evaluation: deciding if it really worked

She then goes on to consider each of these stages in subsequent chapters. In the analysis chapter, she encourages the trainer to carefully think about who they are training and how this will impact upon the kind of training that is given. Theories of different learning styles are investigated as well as the differences between training young and adult learners. However, the book does not get bogged down in learning theories; instead the author keeps it relevant to and at an appropriate level for people working within the library context.

When designing the training material to be delivered, the trainer is encouraged to identify objectives (which should be easy to measure), decide on an overall approach, create a lesson plan, and determine the methods of assessment. Once again, theories of learning and teaching are examined, in particular key instructional events and principles of learning. The author backs up each theory with a practical example of how it would relate to a training session, so she steers away from abstract theory and offers helpful guidance to the reader instead.

Advice given about development of the course is to review what others have done and reflect on how this could impact upon your own practice. This chapter is useful for anyone developing an online tutorial, as she uses this as an example, including screenshots of tutorials created by other institutions.

Implementation deals with what is perhaps the most challenging stage for the trainer: actually delivering the material that has been prepared. The author advises the reader on presentation methods, presentation skills and how to maintain interest. Tone of voice, stories and jokes, movement, and change of pace are considered as ways of keeping a presentation interesting. The importance of simple things like preparing the room (is it well signposted, is the presentation equipment set up properly) and preparing yourself (do you have a comfortable appropriate outfit on) are emphasised to the reader.

However, the process does not end with the delivery of training; the trainer must also evaluate their work. In the final chapter, different techniques and types of evaluation are discussed, as well as how to analyse results gathered. Useful material is also included in the appendices, such as examples of lesson plans, and a survey to find out which style of learning you use the most.

Overall, I felt this was a well written book, the author's enthusiasm carries the reader along, and I was surprised by how easy the book was to read and how much I enjoyed it. On the bare bones of learning theories and user-centred models for developing training, the author fleshes out her book with practical

examples and amusing anecdotes from training sessions gone wrong. The book not only addresses the big issues, like setting proper learning objectives, it also looks at the little things that can so often have a big impact on training.

This book is geared towards 'the new and nervous trainer' (2) but even the most experienced of trainers could probably learn a thing or two from this book. So whether the thought of training fills you with dread and you have no idea where to start, or whether you're a pro but need some new ideas, 'Training patrons the ADDIE way' is an excellent book to look at.

1. Wegener, D.R. Training Library Patrons the ADDIE Way. Chandos Publishing: Oxford, 2006. Pxxiii
2. Wegener, D.R. Training Library Patrons the ADDIE Way. Chandos Publishing: Oxford, 2006. Pxxiii

<b>Title of Book</b>	Improving Library Services to People With Disabilities
<b>Author</b>	Courtney Deines-Jones (editor)
<b>ISBN</b>	1843342863
<b>Publisher</b>	Chandos Publishing
<b>Publisher Website</b>	<a href="http://www.chandospublishing.com">www.chandospublishing.com</a>
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#### Review

How people with disabilities are treated by library and information services has been an interest for me since my MA dissertation and for personal reasons. How to deal with this user group still seems to be source of anxiety for some library workers and there is often great confusion over legal requirements and technical options. A volume such as this one is thus always a welcome sight. The preface explains that it aims to provide 'international insight into services for people with disabilities'<sup>1</sup>, to provide 'concrete strategies for service improvement'<sup>2</sup>, and to support librarians in reaching people with disabilities. Prior to this, though, there is a surprise – a trenchantly-expressed foreword from the RNIB Vice Chair chastising both LIS professionals and the visually impaired for refusing to face up to the limitations of current provision and attitudes. Refreshing as this is, most of the rest of the book does not reflect this call to arms, and has limitations as a how-to manual as well.

One possible problem is the international focus, a tall order for a slim volume. A number of chapters lurch uneasily between generalising without acknowledging limitations on e.g. technological availability in some countries, and heavy use of anecdotes, chiefly of good examples of service, limited in their usefulness without context. Onatola's chapter, which focusses solely on university libraries in Nigeria, is for this reason one of the more successful. Attempting to cover the whole range of disabilities is similarly problematic, with scant mention of some areas such as learning difficulties and disabilities – again, Carey's focus solely on access to information for the visually impaired and Allen's on the hearing impaired are more successful for being clear about their limitations.

The main culprit, though, seems to be that the contributors were the result of a general call for papers, rather than requests to the allegedly small group of usual suspects. This could have been exciting, but too often the result is muddled and repetitive, reiterating basic facts on legislation, demographics, etc., which are readily available elsewhere (while skimming more interesting and arguably important issues such as the politics of disability or the problems of the whole physical library concept), and giving insufficient detail on solutions, especially technological. Tighter editing and a clearer vision of the book's intent could have produced a more useful set of chapters.

There is also a lack of clarity about whether the overall focus is on the physical library and its services, or information access in general – again, Carey's chapter is one of the better ones here and has a clear grasp of changing technologies and helpful reminders of the increasing amounts of free quality texts as well as controversial views (echoing his foreword) on the distortion of format production by vocal

minorities, and the over-reliance on NGOs. However, he seems to me overly optimistic about the imminent future accessibility of print media, and over-preoccupied by multimedia, as well as implicitly forgetting at some points that the majority of the visually impaired, at least in the UK, lose their sight in adulthood, and usually old age.

It is a frequent truism that library and information services which are accessible to people with disabilities are thus made more accessible to all, but this fact could be better stressed by the book overall. In particular, it is a little depressing if library workers have to be urged to support users' online searching, provide flexible services and be respectful and helpful in communicating, as is reiterated in several chapters. Information literacy, confidence, etc. are common problems for library users in general, not just 'special' populations.

This is not to say that the book is not worth a look – Onatola's chapter has additional interest in covering African disability issues, as well as a focus on higher education in an otherwise largely public library-aimed volume, but most of her recommendations for practical improvements are equally applicable in the UK and it is debatable whether the UK situation, in universities in general as well as libraries, is so much better than in developing countries. Lee usefully warns against the ghettoisation of disability services in libraries, and Allen and Tilley both cover technological solutions, though at something of a gallop.

Deines-Jones' final chapter on low or no-cost improvements is probably the best place to start for anyone looking for practical ways to improve their *physical* library service; though much of the content is covered in other chapters, some suggestions should be part of normal good practice and the most obvious and respectful place to start – asking users with disabilities what could be improved – is not mentioned (from experience the results can be unexpected). Some acknowledgement of the hidden nature of some disabilities would also be useful.

An extensive reading list (some volumes debatable in their usefulness due to age, given the pace of change of this area), the final chapter and that by Carey are recommended as a starting point for the practical librarian who wishes to improve their services, but most of the rest of the volume does not really live up to its promise.

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<b>Title of Book</b>	Growing People: learning and developing from day to day experience
<b>Author</b>	Bob Thomson
<b>ISBN</b>	978-1843342137
<b>Publisher</b>	Chandos Publishing
<b>Publisher Website</b>	<a href="http://www.chandospublishing.com/">http://www.chandospublishing.com/</a>
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## Review

Being able to develop a team of individuals is an essential and challenging requirement of any good manager. Too often, however, it's simply taken as read that people in management positions are born with a fully developed set of the intricate skills necessary to accomplish this challenging task. It's hard to imagine the same assumptions being made about more 'concrete' skills such as web development or financial management, for example. But somehow, it all too often gets lumped under the generic and curious moniker of 'people skills'; something laudable but unquantifiable.

How refreshing, then, to discover Bob Thomson's book. The author is currently Management Development Advisor at the University of Warwick and has drawn on a wealth of experience gained in a varied 19 year career in the management development field. He writes in a very readable style, thankfully resisting any temptation to slide into jargon. His work sets out with clarity the theories

underpinning successful human resource development and uses plenty of good practical examples to back up those theories. He manages to condense this complex and often emotive subject into as much of a logical procedural process as cataloguing or acquisition would be, whilst losing none of the inherent human interest of his subject.

Regardless of whether you are the manager or the managed, new to mentoring and staff development, or already practicing it, Bob Thomson offers a thought provoking read.

## NEWS

### SHINE Union List

The Shine Union List Working Group are currently compiling the Union List for 2007/08. The Shine Committee has decided that this will be the last Union List to be produced in print format. There will be a link from the Shine website to a pdf copy, so libraries will be able to print their own list. This means that funds saved from copying and sending the printed list will be used towards maintaining and improving the electronic version.

### VACANCY: SHINe Journal Editor

My tenure as SHINE Journal Editor is almost over and I am now looking for a volunteer to take over. You will be responsible for co-ordinating each issue of the Journal by working with the SHINE Journal sub-editors and the SHINe membership. You will also be co-opted onto the SHINe committee.

If you are interested or would like more information on what is involved please contact me:  
[Michelle.Kirkwood@northglasgow.scot.nhs.uk](mailto:Michelle.Kirkwood@northglasgow.scot.nhs.uk) or 0141 211 4760

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