City, University of London

To what extent do library and information professionals actively manage change?
An investigation into organisations based in London and surrounding areas.

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February 2019

Submitted in partial fulfilment of the requirements for the degree of MSc in Information Science.

Supervised by: Professor David Bawden

Acknowledgements

I am grateful to my supervisor, Professor David Bawden, who supported me throughout the dissertation process. Guidance was always on hand, and his continual encouragement and reassurance carried me through the most challenging times.

I would also like to extend my gratitude to all of the tutors at City, University of London who were part of my journey. Each one helped me to grow in preparation for this research project.

Thank you to the Library staff at Northampton Square who were always approachable and helpful when dealing with my enquiries. I would like to express a special thank you to Verena Price, the Information Science MSc subject specialist, for her help and responding to my e-mail queries in a timely manner.

I am indebted to all of the participants in the Library and Information Science community who kindly contributed to this research. Thank you to everyone who completed an online questionnaire and shared their experience, insights and opinions. I am immensely grateful to all of the interviewees who graciously gave up their time to answer my questions and approve their transcripts.

I am extremely appreciative of my family and friends for their unwavering faith in me, especially my husband James Stewart.

Statement of originality

The research is the work of Sharon Stewart and has been completed solely in fulfilment of the dissertation for the MSc in Information Services at City, London of London.

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List of Acronyms

AI   Artificial Intelligence

CILIP   Chartered Institute of Library and Information Professionals

CM   Change Management

GDPR   General Data Protection Regulation

GKE   Global Knowledge Economy

IT   Information Technology

LIP   Library and Information Professional

LIS   Library and Information Science

LISTA   Library, Information Science & Technology Abstracts

ML   Machine Learning

Abstract

The primary purpose of this research is to establish the extent to which library and information professionals in London and surrounding areas actively manage change. This research addresses the importance of acquiring change management capabilities for library and information professionals, particularly at this time of unprecedented change due to globalisation, political uncertainty, economic pressures and the advancement of disruptive technologies. The intention is also to discover what their attitudes are towards change management and uncover the underlying reasons behind their views.

This study commences with a desk research strategy focusing on selected change management literature to identify existing theories and approaches used by practitioners to manage organisational change. The review includes library and information related publications and the wider change management literature to gain a broad perspective.

The empirical part of this study is based on a mixed-methods research approach to take advantage of the benefits of quantitative and qualitative research. It comprises of a questionnaire involving 108 respondents from a range of libraries, information centres, museums, archives, knowledge management and other related information services, both in the public and private sectors. Descriptive statistics are used to analyse the resulting data set. Qualitative research was conducted by means of ten individual semi-structured interviews. Thematic content analysis was used to analyse the interview transcripts and identify themes and patterns.

The study reveals that 91 percent of library and information professionals think that change management is important and 72 percent are convinced that a more proactive approach to change management would increase the likelihood of a favourable outcome for future transformative changes. However, 32 percent of practitioners use change management models, and nearly a third of participants have never received change management training in any form.

This research argues that an introduction to change management should be mandatory on library and information science-related courses. In addition, more research needs to be conducted to establish the extent to which actively managing change impacts the outcome of change initiatives.

"If we fail, let's fail because we tried too hard rather than because we failed to act. Let not some future library historian look back at our moment in time and say they could have adapted, they would have met change, but they failed to act."

(Summers, 1990, p. 179)

Chapter Outline

Chapter 1: Introduction

Chapter one provides the background to this study and places the empirical research into context. It outlines the focus, scope and value of this research, and defines key terminology such as 'change management' and 'library and information professional'. The overall aim and individual research objectives will be set-out with a brief explanation for each one. The chapter concludes with an introduction to the research methods that will be used to collect data, and a Gantt chart displaying the expected timescales leading up to the submission date.

Chapter 2: Literature Review and Desk Research

This chapter provides a review of the existing literature on Change Management and, specifically, Change Management in the field of Library and Information Science. It focuses on Change Management theories and features the main approaches that practitioners use to manage change. After a brief look at why change efforts fail, it will investigate the validity of a popular quote that 70 percent of change efforts fail. The final part of the chapter highlights major themes, such as leadership skills and resistance.

Chapter 3: Methodology

The Methodology chapter begins with a justification for choosing a mixed methods research strategy. Details of the desk research, questionnaire and interviews will be provided, along with information on ethics and confidentiality.

Chapter 4: Results, Analysis and Discussion

Chapter four contains the results of the questionnaires and interviews. The majority of the desk research is discussed in chapter two, with the exception of the investigation into institutions who offer training to library and information professionals; the results of that research are discussed here. The results will be analysed and synthesised with the literature review. The final section of this chapter proposes recommendations and further research.

Chapter 5: Conclusion

The conclusion provides a summary for each objective of what the study revealed and what the resulting conclusions are. The chapter discusses the need to raise awareness of the discipline of CM and increase CM and leadership training content in LIS related training course material. Finally, the chapter highlights the need for further research.

1. Introduction

1.1 Background

Change is necessary for survival (Smith *et al*., 2014) and (Senior and Swailes, 2010). However, it is widely reported that 70 percent of change efforts fail (Keller and Aitken, 2009), (Beer and Nohria, 2000), (Kotter, 2008), (Ewenstein, Smith and Sologar, 2015) and (Bain & Company, 2018).

Even prior to the financial crisis unravelling in 2008[1], rapid change was commonplace for Library and Information Professionals (LIPs) (Gallacher, 1999), (Penfold, 1999), (Curzon, 2005), (Pugh, 2007) and (Evans and Ward, 2007). Furthermore, the rate of change was ever-increasing. It became clear that LIPs needed to adopt a strategic approach to change (Gallaher, 1999, p. 13) to cope with the mounting pressures from internal and external drivers.

Hirshon (1999) identified the main external drivers of change during this time as technological advancements, the introduction of the Internet, rising customer expectations for bespoke services, and balancing budgets between hard copy sources and electronic publications. External drivers for change are the ones that LIS professionals do not initiate but must foresee and respond to in order to remain relevant and develop. Tam and Robertson (2002) argue that LIPs must be prepared to manage organisational change because "The evolution of the `digital age' has prompted profound changes in the library and information services environment." (p. 369). In addition, the authors cite the changing economy, the changing educational and learning environment, and changes in scholarly communication as reasons for LIPs to become "…innovation-driven and customer-oriented." (p. 369). Gallacher (1999) attributes external drivers to political developments, regulatory changes, economic circumstances, social trends and technological developments (p. 4). Internal pressures, such as user complaints or staff issues can drive changes from within the LIS environment (p. 5). Equally, the success of a service or the emergence of a new idea usually requires planning, organising, leading and implementing.

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[1] "The 2008 financial crisis was the largest and most severe financial event since the Great Depression and reshaped the world of finance and investment banking" (Wall Street Oasis, 2018).

Arguably, no sector is immune from the fallout of the credit squeeze. Libraries, information centres and other related Library and Information Science (LIS) services are no exception. LIS has been hit hard and services continue to be at risk. Harris (2017) reported that more than 478 libraries have closed in Great Britain since 2010 and approximately 8,000 librarian roles were cut. In December 2017, the Chartered Institute of Public Finance and Accountancy (CIPFA) released a press statement revealing that councils reduced their spending on libraries by £66m over a twelve-month period. In the same press release, CIPFA announced that the number of paid staff and library branches declined for the seventh year in a row (CIPFA, 2017).

Ten years on from the credit crunch and the momentum shows no sign of decelerating. The Chartered Institute of Library and Information Professionals (CILIP) state that change is necessary, primarily because "Changing markets and legislation make our current strategies irrelevant, and stagnant strategies put revenue and market share at risk." (CILIP, 2018a).

Looking ahead, Artificial Intelligence (AI) and Machine Learning (ML) will inevitably have a transformative effect on LIS services (Seals, 2017, p, 8)[2]. AI and ML tools are already being developed in the area of LIS to improve productivity. For example, SciELO is a system developed to automatically generate metadata for cataloguing. The web-based service uses ML to identify subject areas based on material that has previously been categorised. It helps LIPs decide what information to include in a record, therefore improving productivity and the overall quality of the catalogue (Mitzag, N.L. *et al*., 2006).

TFPL, a leading recruitment consultancy specialising in Knowledge & Information Management and Corporate Service functions, carried out a survey at the end of 2017 on AI adoption in Professional Services Firms in the UK. The results revealed that "overall, they are well ahead of Everett Rogers' famous Technology Adoption Curve in terms of developing and introducing AI technology into firms." (Comins, 2018). The report clarifies that most of the respondents are senior employees responsible for Information Management and/or Knowledge Services. Seals (2017) argues that the impact on LIS brought about by AI and ML is inevitable so LIPs need to start acting now to ensure that they remain viable and relevant. Being proficient at managing change is an essential

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[2] The Author's name changed from Sharon Seals to Sharon Stewart in 2017. A full copy of the assignment can be found in Appendix 9.

competency that LIPs need to be successful (Ammons-Stephens *et al.* 2009), (Partridge *et al.* 2010) and Dukić *et al.* (2017).

1.2   Research Focus

Amid times of unprecedented change, technological advancements, public sector budgets cuts, increased competition, economic pressures and political uncertainty, LIPs need to be equipped with the skills to innovate, drive and survive transformational change. Ascertaining how LIPs view and manage change is important because this information can be used as a catalyst for action. For example, the initiation of an awareness campaign, the provision of change management training or the creation of a knowledge sharing network.

To find out how engaged LIPs are in actively managing change, it is necessary to understand how change is managed. Therefore, the first objective is to gather information which will inform the design of the empirical research. The region London and surrounding areas was chosen for convenience to accommodate for face-to-face interviews.

This research will focus on the approaches LIPs use to manage change as a way of measuring how actively engaged they are. To add context to the data, their attitudes towards change management will be gathered. Insights gained from this research will be useful to all LIPs, particularly those with an interest in change management, whether it be learning new techniques, knowing that they are not alone in their struggles, or realising that they have valuable experience to share with other LIPs.

1.3   Scope

The scope of this research involves establishing the extent to which LIPs in London and surrounding areas engage in actively managing change.

This research does not seek to evaluate or judge the viability or practicality of the CM Models, Tools or Resistance Techniques discussed throughout the dissertation. Therefore, it does not attempt to advocate one approach over another. It simply aims to discover which methods LIPs use to manage change.

This study does not measure the success or failure of change initiatives against the type of approaches used, in any formal way. In other words, it does not use models or algorithms to quantify the outcome. However, it does explore LIPs perception of how successful they believe a change to be, although the results are highly subjective. Likewise, the study does not attempt to measure organisational performance or individual performance.

A further limitation of this research is that the survey questions do not distinguish between whether LIPs initiate the change or if they are on the receiving end of it. This is due to the limited scale of the project and the need to restrict the number of questions in the questionnaire. Nevertheless, it does provide an indication of what activity takes place in the LIPs' environment.

1.4   Definitions

It is necessary to clarify exactly what is meant by the terms listed in section 1.4 to avoid confusion as the literature contains multiple definitions.

Library and Information Science

"Library and information science (LIS) is a global academic, intellectual and industrial field with a large international reach. LIS educates library and information professionals, and is an active field in research and practice with a tradition of research development, standards, networks and distribution worldwide" (Spink and Heinström, 2012, p. 1). "Library and information science overlaps with a variety of other disciplines, including publishing, digital humanities, computer science, human computer interface design (UX), data science, psychology, linguistics, media studies, and communication studies." (City, University of London, 2019).

Library and Information Professionals

For the purpose of this research, Library and Information Professionals (LIPs) are employees working in the sphere of the Information Communication Chain (Robinson, 2009). In other words, the creation, organisation, dissemination, discovery, management, preservation, analysis, use and understanding of information.

Typical environments include:

- Libraries
- Museums
- Archives
- Corporate Libraries
- Corporate Information Centres
- Corporate Knowledge Management Functions
- Information Management Consultants

London and Surrounding Areas

London and surrounding areas include: Greater London, Hertfordshire, Essex, Kent, Surrey, Berkshire, Buckinghamshire, Cambridgeshire, Suffolk, West Sussex, East Sussex, Hampshire, Oxfordshire and Northampton.

Change

"To substitute one thing for (another); to replace (something) with something else, esp. something which is newer or better; to give up (something) in order to replace it with something else." (Oxford English Dictionary, 2018a).

Organisational change

"…a transformation between two points in time with the key ability to compare the organisation before and after the transformation. Change might be small or large but the source is both internal and external pressures associated with the expansion or need of businesses to respond to challenges." (Naimatullah, 2011).

Transformational Change

Transformational Change is one of the following three types of change (Ackerman, 1997) and (Marshak, 1993).

- **Developmental**: "May be either planned or emergent; it is first order, or incremental. It is change that enhances or corrects existing aspects of an organisation, often focusing on the improvement of a skill or process."

- **Transitional**: "Seeks to achieve a known desired state that is different from the existing one. It is episodic, planned and second order, or radical. Much of the organisational change literature is based on this type."

- **Transformational**: "Is radical or second order in nature. It requires a shift in assumptions made by the organisation and its members. Transformation can result in an organisation that differs significantly in terms of structure, processes, culture and strategy. It may, therefore, result in the creation of an organisation that operates in developmental mode – one that continuously learns, adapts and improves."

Change Management

The Chartered Institute of Library and Information Professionals (CILIP) define Change Management (CM) as, "A series of practices that focus on the people side of change with the goal of helping teams transition from a state of decline or stagnation to the next optimal state (CILIP, 2018a)." CILIP's definition is too restrictive for the purpose of this research for two reasons. Firstly, change initiatives can evolve from a state of growth as well as decline or stagnation. For example, change can be introduced as the result of a successful service, an increase in demand, a cash injection, or to realise an innovative idea. Secondly, while CM focuses the people side of change, it may also involve an element of technological change or redirection of workflows.

There is no universally agreed definition of CM. The literature contains numerous variations which typically refer to a structured approach for achieving a successful transition from the current state to a future desired state. For this research, the following definition by Morgan, Brightman and Baird (2001) will be adopted, with the caveat that the word 'organisation' is interchangeable with 'library', 'information centre', 'archive', 'museum' and other services in the realm of Library and Information Science:

"The process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers." (Morgan, Brightman and Baird, 2001, p. 111).

Models

The literature contains several terms which are used interchangeably to describe methods of managing change. The most frequently occurring words are models, frameworks, methodologies, approaches, steps, principles, phases, layers and practices. For the purpose of this dissertation, the terms 'Model' and 'Models' will be used as generic labels for all of the above-mentioned concepts. Change Models are distinct from change tools and techniques[3].

Prescribed

"Laid down or fixed beforehand; ordained, appointed, decreed; set, defined." (Oxford English Dictionary, 2018b). In the context of this research, 'prescribed' practices refer to existing CM Models and tools cited in the literature.

Tools and Techniques

The CM tools and techniques referred to throughout this research relate to methods used to facilitate change. For example, storytelling, mind maps, process flow charts, dashboards and brainstorming. They are designed to help Change Agents analyse, organise and implement change. They are often used in conjunction with Models at specific junctures of the change process. There are numerous CM software applications on the market, for example, ChangeGear Change Manager, ChangeScout, eChangeScout and eChangeManager. However, references made to tools and techniques will refer to the practice of, rather than specific delivery mechanisms. From this point on, tools and techniques will jointly be referred to as Tools.

Resistance Techniques

Resistance Techniques are methods used to combat resistance that organisational change often evokes. People can resist change for a variety of reasons, for example, fear or a low tolerance for change. Resistance Techniques are discussed in more detail in the Methodology chapter.

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[3] See definition for 'Tools and Techniques'.

Actively Manage

For the purpose of this research, actively manage means the use of CM Models, Tools, Resistance Techniques or drawing on one's own experience. In contrast, not actively managing change means to be inactive and refrain from participating in any of these activities.

Leadership

"…a process that involves influencing others to achieve desired goals" (Hayes, 2018, p. 191).

Change Agent

"A change agent is anyone who has the skill and power to guide and facilitate the change effort. Change agents may be either external or internal. The success of any change effort depends heavily on the quality and workability of the relationship between the change agent and the key decision makers within the organization." (Lunenburg, 2010, p. 5).

Change Coach/Mentor

"Coaching and mentoring an employee through the change process encompasses a variety of activities. These include explaining why the change is necessary, communicating the positive and negatives for supporting or not supporting the change, soliciting and including their ideas, clarifying performance expectations, giving positive and or constructive feedback, providing training, removing obstacles, acknowledging and reinforcing success, addressing resistance, and ensuring both coach and employee have a mutual understanding of expectations and critical behaviours." (Nevenhoven, 2018).

Sponsor

"To be surety for, to favour or support strongly." (Oxford English Dictionary, 2019a).

Stakeholder

"A person, company, etc., with a concern or (esp. financial) interest in ensuring the success of an organization, business, system, etc." (Oxford English Dictionary, 2019b).

1.5 Overall Research Aim and Individual Research Objectives

Aim

This research aims to investigate the extent to which library and information professionals in London and surrounding areas actively manage change.

Objectives

1. **Identify the theories, models, tools and techniques used to manage organisational change.**

   To ascertain how LIPs manage change, it is necessary to understand the theories, Models and Tools available within the discipline of CM. The survey and interview questions will be designed on the back of the literature review and desk research; therefore, it is important for the researcher to be well informed and optimise the opportunity to glean valuable data from participants.

2. **Investigate whether Library and Information Professionals manage change or endure it. If they actively manage change, find out what models, tools and techniques they use. If they endure it, find out why. For example, is it due to a lack of training or awareness around the benefits of Change Management?**

   The purpose of this objective is to get an insight into LIPs beliefs and behaviours in relation to CM. Do LIPs think that change needs to be managed? If so, do they actively manage it?   If so, what methods do they use? If they do not, what are the underlying reasons? If LIPs do not believe that change should be actively managed, does that mean that they transition through change without problems or challenges?

3. **Explore what Library and Information Professionals' attitudes are towards Change Management.**

   This objective is focused on three main ideas. Firstly, to discover how important LIPs think CM is in LIS. Secondly, to find out if LIPs think a more proactive approach to CM would increase

the likelihood of a favourable outcome for future transformative changes. Lastly, to establish who should be responsible for managing change, all LIS staff or just those at management level and above?

4. **Find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.**

This objective focuses on LIPs perception of how successful they find change initiatives to be in their organisations. Moreover, it seeks to uncover the reasons behind their verdict. Ultimately, the intention is to determine whether proactively managing change increases the likelihood of a positive outcome.

1.6 Outline Research Methods and Timescales

The study will commence with an exploration of the literature to discover which methods Change Agents use to manage change. The desk research will provide the necessary background information to put into context the practices of LIPs in relation to managing change. A questionnaire will be used to collect data from LIPs primarily based in London and surrounding areas. The resulting data set will be analysed using quantitate measures which will reveal how prevalent CM is among the participants. A small-scale qualitative study will add a deeper layer of understanding by drawing on the experience of interviewees and providing insights into their successes, failures, barriers, triumphs and viewpoints. The interview transcripts will be processed using thematic content analysis. Table 1.1 shows the estimated timescales for this dissertation.

Table 1.1 Breakdown of dissertation timescales

Dissertation Timeline (2018 - 2019)
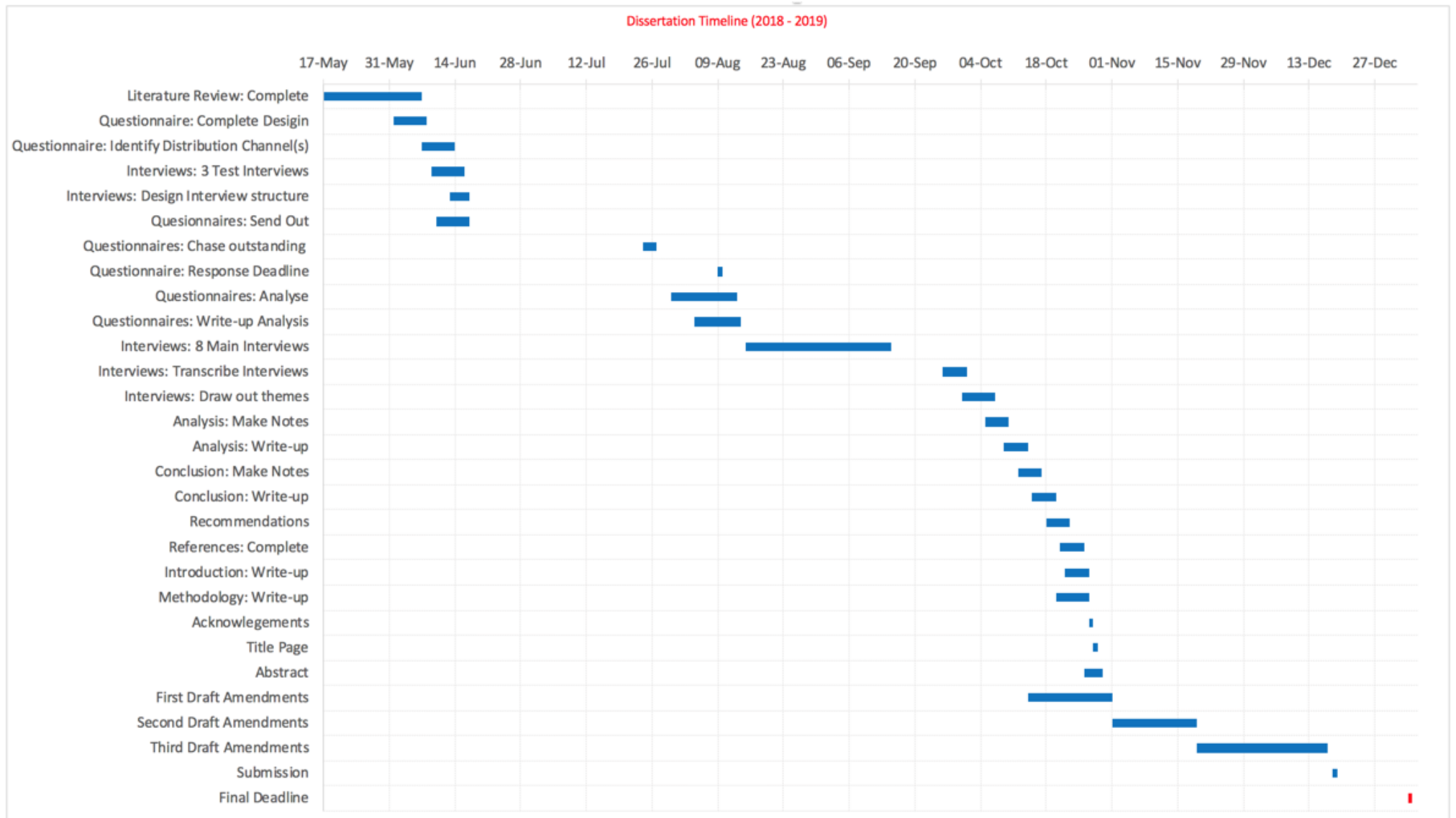
1.7 Value of this Research

This research will benefit the LIS community by contributing to the field of CM in libraries, information centres, knowledge management and other information related services. The results of this work can be used to enrich existing research, particularly in relation to CM Models, Tools and Resistance Techniques for LIPs. This work will bring into focus the importance of managing change within LIS and reignite this topic, which is even more critical now than it was when it was debated by LIPs twenty years ago.

2. Literature Review and Desk Research

2.1 Introduction

The literature review and desk research are combined into a single chapter due to the fact that there is a significant amount of duplication between the two. Technically, a literature review is a form of desk research, so to minimise confusion it is necessary to distinguish between the two in this instance. The literature review examines existing literature on CM and, more precisely CM in LIS, with the aim of establishing what has previously been written on the subject. The desk research is a focused undertaking which involves searching for specific information. For example, identifying which approaches are used to manage change, ascertaining whether or not LIS related courses offer CM training, and identifying a list of suitable job roles to use in the quantitative study.

CM is a broad discipline that evolved outside of LIS and is now relevant to all industries and sectors. For this reason, the chapter will commence with a review of the wider literature before concentrating on LIS. The benefit of this approach is the opportunity to review a diverse range of literature and identify major themes and topics of interest, which shape the structure of the questionnaire and interview questions. Furthermore, it is necessary to review the broader collection of CM literature because the majority of Models and Tools utilised by LIPs are derived from other sectors. Due to the sizeable volume of CM literature, this is a selective review which concentrates on the most significant material. Details of the approach for selecting material are available in section 3.3 of the Methodology chapter.

This chapter begins by considering CM theories and how CM as a discipline is changing. The subsequent sections briefly discuss why change efforts fail and investigates the validity of the widely quoted 70 percent failure rate for organisational change initiatives. An introduction to major approaches for managing change will provide the necessary background to put the empirical research into context. Other major areas to emerge from the literature review are Change Agents and Leadership. The final part of the chapter focuses on CM literature in LIS.

2.2   Change Management

CM is complex and multidimensional. There is a plethora of literature available on CM, in part due to the fact that it crosses over with other areas of management. For example, total quality management, project management, re-engineering, process management, people management, innovation, organisational learning and organisational design. The sizable body of literature can also be attributed to CM being applicable to all organisation types across every industry. A further contributory factor, as Professor Oswick (2005) neatly summarises, is that in recent times the majority of management related textbooks refer to the reality that the world we live in is chaotic and in a continuous state of change (p. 383).

Most of the literature relating to organisational change implies that it is essential to use a planned approach to ensure success. However, the written works are primarily based on theory and lack substantive empirical evidence to support the strategies. Guimaraes and Armstrong (1998) conducted primary research, albeit on a small scale, in an attempt to fill the gap. They conducted a field test and concluded that, "…the results provide clear evidence about the importance of effectively managing business change for business success." (p. 74).

CM research appears to be challenging because there are numerous variables. Even if it was possible to introduce a similar change twice in an organisation, people's attitudes, fears and degrees of resistance could vary dramatically from one initiative to the other. Perhaps that is why the literature seems to contain mostly single anecdotal evidence. Without replication, the evidence looks to be scientifically weak. Barends *et al.* (2013) reasoned "Findings suggest that scholars and practitioners should be skeptical regarding the body of research results in the field of organizational change management published to date."

2.3   Change Management Theories

CM has its roots in engineering, business and psychology (Prosci, 2018a). Consequently, authors link it to a wide array of theories, even within the confines of the business area. For example, Pugh (2007) associates it with standard management theory, classic management theory, scientific management theory, classical organisation, human relations, Gestalt theory, organisational

development, learning organisation, double-loop learning and knowledge management. Senior and Swailes (2010) discuss CM in relation to complexity theory, leadership theory, structuration theory and institutional theory. Burnes (2017) brings to the forefront Contingency Theory, the result of Fred Fielder's work in the 1960s, which offers an alternative perspective on organisation leadership. Fielder studied the personalities of leaders and developed a new model which states that there is no single best way to lead, and the most appropriate style of leadership depends on the circumstances. Adding to the complexity of ideas, theories that underpin change consider three levels: individual, team and organisational. Burnes (2004) acknowledges that the theories accessible to practitioners and academics are contradictory and perplexing.

A substantial proportion of the literature pertaining to CM theory refers to CM Models and the philosophies underlying them. This alternative view is more helpful for this study so it will be adopted for the remainder of section 2.3 and section 2.4.

Todnum (2007) wrote a noteworthy critical review of CM theories and approaches in which he outlines a paradigm shift that has taken place in the discipline over the past 50-60 years. In summary, the old paradigm is that organisations need to remain stable to be effective and the new paradigm is that organisations must be agile to survive. One of the consequences of the shift is that organisations are becoming devolved. Put differently, rather than changes being driven from the top-down, they are increasingly being driven from the bottom up because it is impossible for senior management to manage the changes effectively.

2.4   Change Management Approaches

The literature reveals that approaches for managing organisational change broadly fall into six categories:

1)   Models
2)   Tools
3)   Resistance Techniques
4)   Outsourcing
5)   Engaging with a change coach/mentor

6)   Relying on one's past experience

2.4.1 Models

The shift towards the present-day view is reflected in the CM Models. In the course of doing the groundwork for this literature review and desk research, sixty-nine change Models were identified. The list of the Models is available in Appendix 2[4]. It is not feasible to discuss them all here, but the following four Models typify the evolution of CM.

Lewin's Model (1947)

Figure 2.1 Lewin's Model
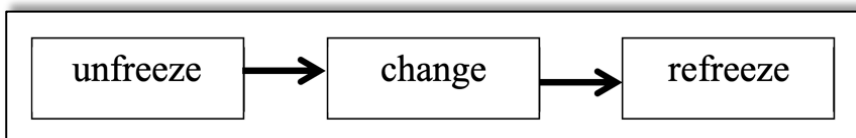
Source: (Cummings, Bridgman and Brown, 2016, p. 34).

Lewin's Model was the first planned approach to change. It is based on the premise that organisations are predominantly stable. Unfreezing relates to the existing state and once the transition has taken place the new state is frozen (Lewin, 1947a and 1947b). While this model is straightforward, it appears to omit contingency for resistance. It is not necessarily suitable in today's environment of continuous change (Senior and Swailes, 2010, p. 63). This subject is controversial and there is another school of thought. Burnes (2004) argues that Lewin's Model is still valid today, primarily because he was a humanitarian and his work was underpinned by a commitment to resolve "social conflict" (p. 977). Burnes believes that Lewin's perception of change and stability suffers from misinterpretation by critics (p. 992).

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[4] The list of Change Management Models in Appendix 2 is not all-inclusive, it merely represents the Models identified as part of the literature review and desk research for this dissertation.

Kotter's 8-Step Model (1998)

Figure 2.2 Kotter's 8-Step Model

Source: (Kotter, 2019).

Kotter's Model has the attributes of a campaign. It focuses on engaging people and influencing them to come on board with the change (Kotter, 2012). The Model is straightforward and aims to ease transitions. However, it can be time-consuming because the process is linear and steps cannot be missed.

McKinsey's 7-S Model (1981-82)

Figure 2.3 McKinsey's 7-S framework
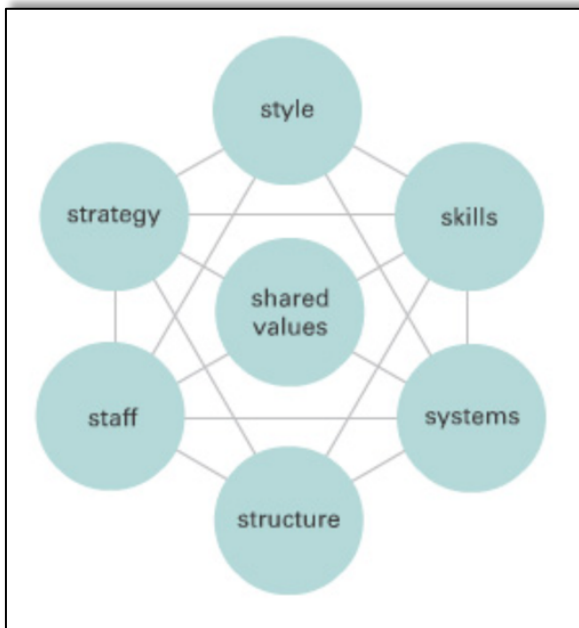
Source: (McKinsey, 2019).

McKinsey introduced the 7-S Model in the early 1980s and it has since been widely adopted. The consultancy firm describe it as their 'watershed' framework because the design stems from new way of thinking as the result of organisations becoming increasingly complex. It focuses on organisational coordination, as opposed to organisational structure, which is deemed to be more effective in complex companies (McKinsey, 2019). Each 'S' represents a key element of the organisation that makes it successful and together they operate as an agent of change. When all of the elements are aligned they steer the company in the same direction. The 7-S approach seems to be valuable as a diagnostic tool. However, because all of the elements are interlinked when one changes they all need to change.

Agile Frameworks (2011)

Figure 2.4 Example of an Agile framework: Scrum
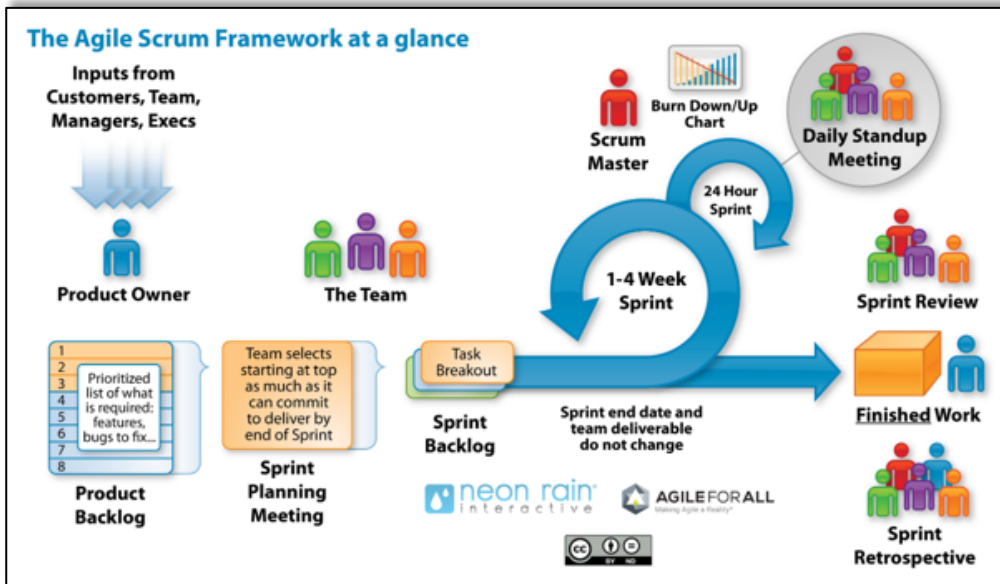
Sources: (Mandryk, 2016),

Agile is a generic term used to describe an alternative modern-day framework for managing projects that adhere to the principles of the Agile Manifesto (Highsmith, 2011). Agile began as a framework for developing software, but its responsive approach is becoming popular for other types of projects (Mendix, 2019). In addition to the principles, the manifesto specifies four values: 1. Individuals and interactions over processes and tools 2. Working software over comprehensive documentation; 3. Customer collaboration over contract negotiation; 4. Responding to change over following a plan. Engaging people and working collaboratively are at the core of Agile frameworks. The frameworks are designed to be highly flexible which makes them ideal in a rapid moving environment. Scrum is an example of an Agile framework; it was developed in 1993 and is currently the most widely used. (Mendix, 2019).

Change Management is changing

Figure 2.5 Change Management timeline
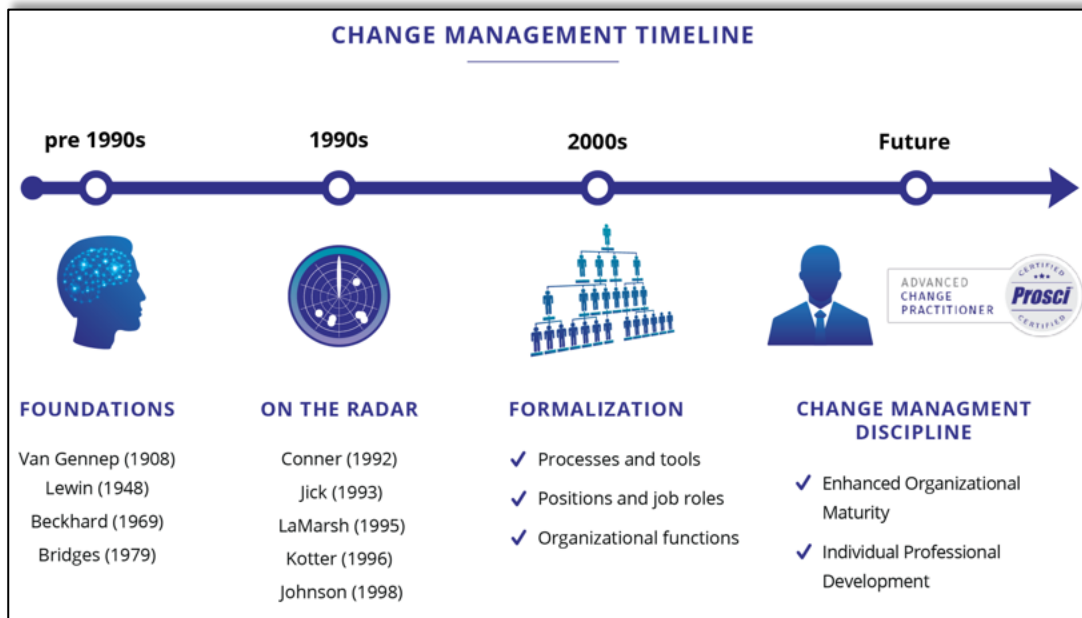
Source: Prosci (2018a)

The discipline of CM is changing and developing. It is CM is becoming increasingly data-driven (Smith *et al*., 2014) and (Gleeson, 2017), and the number of permanent CM jobs is increasing as organisations actively seek to build their CM capability (Creasy, 2013), (Smith *et al*., 2014) and (Prosci, 2018a).

According to Prosci (2018a), there are four significant periods of growth for CM, illustrated in Figure 2.5. The first one was prior to the 1990s when academics began to learn about the way humans experience change. During the 1990s CM infiltrated the world of business. In the 2000s CM developed into an established discipline. The future portion of the timeline is derived from the results of Prosci's 2017 benchmarking study (Prosci, 2018a).   Major themes to emerge from the survey include a greater amalgamation with project management, the development of integrated methodologies, and an increase in demand for personal development.

2.4.2 Tools

It is not apparent from the literature that the Tools used for CM are going through a similar paradigm shift, but it does reveal that the format of them is changing. For example, the traditional braining storming technique which usually involves a verbal group activity to generate new ideas or solve problems is transitioning online. The new practice is referred to as 'brainwriting', 'brain-netting' or 'electronic brainstorming' and brings new benefits. For instance, it reduces the risk of dominant personalities controlling the session and can give users a sense of anonymity (Chamorro-Premuzic, 2015).

2.4.3 Resistance Techniques

Opposition to organisational change is a major theme running through the CM literature and is discussed in a separate section: 2.8. Resistance Techniques are used to mitigate and combat opposition which can sabotage a change effort. The literature on resistance has two commonalities, effective communication and engagement. Kotter and Schlesinger's (1979, p. 111) techniques for managing resistance appear to be the most frequently cited. Each technique can be used in accordance with the situation:

1. Education and Effective Communication
2. Facilitating Participation and Involvement
3. Support and Facilitation
4. Agreement & Negotiation
5. Co-optation & Manipulation
6. Coercion (Explicit & Implicit)

2.4.4 Outsourcing

Consultancy firms, such as McKinsey, PA Consulting, The Berkeley Partnership and Tactix offer CM services for organizations that do not have the expertise in-house or require additional assistance.

2.4.5 Change Management Mentoring/Coaching

CM coaching, referred to as change-coaching in the literature, is a "one-on-one relationship between a client and a coach that facilitates the client becoming a more effective leader" (Bickerich,

Michel and O'Shea, 2018). It seems to be a service to support middle-managers who have to deal with being on the receiving end of change as well as managing change themselves.

2.4.6 Drawing on one's own experience

CM Models, Tools and Resistance Techniques form a useful corpus of guidance for leaders of change. However, in reality their behaviour is determined by their past experiences and subjective views (Hayes, 2018). While this is a valid approach, it is important for leaders to be aware of the paradigms in which they operate and engage in the practice of reflection (p. 520). If they do not reflect on what has happened or question their decisions it can compromise their effectiveness. However, there are a number of barriers to self-reflection including lack of time and dedication to the endeavour to the point where they are not open to being challenged (p. 523).

2.5 Limitations of Change Research

Change and organisational development are among the most studied aspects of organisations (Senior and Swailes, 2010, p. 379). However, there are gaps in the knowledge and still much to understand (Pettigrew, Woodman and Cameron, 2001).

2.6 Why do Change Efforts Fail?

Table 2.1 provides an insight into why organisational change efforts fail. The list is not intended to be comprehensive.

Table 2.1 Key factors contributing to the failure of change efforts

Key Factors Contributing to the Failure of Change Efforts	
- Not establishing a great enough sense of urgency. - Not creating a powerful enough guiding coalition. - Lacking a vision. - Under communicating the vision by a factor of ten. - Not removing obstacles to the new vision. - Not systematically planning for and creating short-term wins. - Declaring victory too soon. - Not anchoring changes in the corporation's culture.	(Kotter, 1995)
Employee Attitudes.	(Keller and Aiken, 2009)

• Management Behaviour.	
• Senior managers often misunderstand what it takes to bring about change. • Most change programs don't work because they are guided by a theory of change that is fundamentally flawed. • Mindset of the organisation. • Wrong assumptions. • Not focusing on formal structures and systems; creating ad hoc organisational arrangements to solve concrete business problems. • Training programs may target competence, but rarely do they change a company's patterns of coordination.	(Beer, Eisenstat, and Spector, 2011)
• Poor Execution. • Misdiagnosis.	(Anand and Barsoux, 2017)
• Resistance. • Difficulty making change stick in the long term.	(Mind Tools, 2014).

2.7 70 Percent of Change Programs Fail

There are numerous references throughout the literature proclaiming that a mere 30 percent of change efforts are successful. For example, Ewenstein, a Principle at the global management consultancy firm McKinsey & Company, co-wrote an article on CM stating, "We know, for example, that 70 percent of change programs fail to achieve their goals…" (Ewenstein, Smith and Sologar, 2015).

The percentage of failures is worryingly high, so the proposition of decreasing the risk of failure by utilising prescribed change Models and Tools is compelling, especially for organisations who want their change efforts to succeed. Many of the individuals and organisations quoting similar figures offer CM solutions, so there could be an element of bias in their findings. Examples include McKinsey and Company (Aitken and Keller, 2009), Bain & Company (2018) and Kotter (2008).

Hughes, a reader in organisational change at Brighton university and the Deputy Director of the Centre for Research on Management and Employment, investigated the origins and supporting evidence for the 70 percent organisational change failure rate (2011). He discovered that the first notion of 70 percent was quoted in a book by Hammer and Champy (1993). Michael Hammer is known as one of the founders of business process engineering and James Champy is an American business consultant and organisational theorist. Their book includes the statement "…as many as 50 to 70 percent of the organizations that undertake a reengineering effort do not achieve the dramatic results they intended." (Hammer and Champy, 1993).

Two years later, Hammer wrote another book on reengineering, this time with his co-author Steven Stanton. The authors referred to the 50-70 percent quotation in an attempt to bring clarity to their readers following instances of the statement being misinterpreted. They reminded their audience that 50–70 percent was their "unscientific estimate" (Hammer and Stanton, 1995, p. 14). The range was being restated simply as 70 percent, and the fact that it was not based on scientific evidence was overlooked. Reengineering is another important factor to mention, otherwise it could be assumed that the statement refers to all types of organisational change, which it does not.

Hughes also challenges Beer and Nohria (2000), Kotter (2008), Senturia *et al.* (2008) and Keller and Aiken (2009), all of whom have contributed to the popular belief that only 30 percent of change efforts succeed. He concludes that collectively, there is not enough empirical evidence to support this conviction. However, there are consultancy firms and individuals with an interest in CM who are comfortable quoting 70 percent.

2.8   Resistance

Resistance features heavily in the CM literature because it often has a significant impact on change initiatives. Organisational change efforts are usually challenged by some form of human resistance (Kotter and Schlesinger, 1979), (Prosci, 2019), (Evans and Alire, 2003). According to Aharony (2009), "Organizational changes are viewed as stressors", mainly when the change is not in-line with an individual's aspirations and ambitions (p. 42). Prosci (2019) make the point that resistance should not only be dealt with as it emerges; it requires a proactive approach that should form part of the CM process.

2.9   Change Agents

As defined in the Introductory chapter, a Change Agent guides and facilitates change. The concept originated with Kurt Lewin but has since been developed, particularly by the organisational development (OD) community (Burnes, 2017, p. 21). The term 'agent' implies that the person undertaking the role is a conduit for communication. In the case of a Change Agent, communication involves liaising with sponsors, stakeholders, managers and users/customers/targets/team

members. Change Agents need to understand the business, the underlying reasons for the change and, ideally, how to manage change. They can work alone or be part of a Change Agent Network, typically found in larger organisations. If the role is internal, it can be in addition to an employee's day job or a dedicated function. It is not necessary for a Change Agent to be a senior member of staff, manager, sponsor or stakeholder.   Being equipped with certain attributes, skills and knowledge is more significant than the position they hold within the organisation. That being said, they need to have integrity and be respected.

The literature makes it clear that Change Agents need a wide range of capabilities to be successful. Doppler and Lauterburg (1996) highlight desirable personal characteristics for Change Agents. For example, a positive demeanour and a sense of humour. They also consider specific skills to be valuable, such as being a good listener and handling conflict. Experience of team work and project management is advantageous and knowledge of psychology, group dynamics and a basic understanding of business economics are necessary for a successful outcome.

Lunenburg, a Professor at Sam Houston State University in the United States, identified ten characteristics of a successful Change Agent following an extensive review of the literature (2010). The characteristics he refers to relate to the way Change Agents manage, as opposed to their personal traits. The majority of the characteristics refer to the way Change Agents relate to members of their organisation. For example, how similar they are, how closely they are linked physically and psychologically, and how extensively they collaborate. Interpersonal relationships are instrumental in determining how successful the Change Agent is. Lunenburg concludes that all organisational change, regardless of the scale, requires at least one Change Agent.

Du Caluwé and Vermaak (2003) draw on the work of Cummings and Worley (1993), among others, to determine which skills make an effective Change Agent. Cummings and Worley's list comprises of skills for OD practitioners, but are equally relevant to Change Agents. The skills are similar to Doppler and Lauterburg, and Lunenberg's, with the addition of data collection, data analysis, research and evaluation, and presentation skills.

It is unsurprising that such a wide skill set is required. Du Caluwé and Vermaak's research goes on to reveal that Change Agents can assume various roles, depending on the situation. The majority

of models they encountered include an element of teacher, expert and facilitator. Other roles include behavioural development and process consultant.

2.10 Leadership Skills

There seems to be a general agreement in the CM literature that the success of change initiatives largely depend on proficient leadership skills (Senior and Swailes, 2010, pp. 225-279), (Evans and Ward, 2007, pp. 59-83), (Heye, 2006), (Evans and Alire, 2013, pp. 319-340), (Kotter, 2012), (Burnes, 2017, pp. 484-534) and (Hayes, 2018, pp. 191-212).

Leadership is distinct from management as leadership is concerned with transformation. Kotter's table entitled 'Management versus leadership' is frequently cited in the literature and appears to be the preferred source for distinguishing between the two. A replica of Kotter's table is available in Appendix 13. Essentially, a manager plans, organises and works towards achieving needed results; a leader develops a vision and aligns people to that vision by influencing and inspiring them. The duties of a manager usually form part of their job description. Managers can be leaders, but it does not necessarily follow that all managers have leadership qualities. Leaders can be managers but they do not need to hold a managerial position.

2.11 LIS Literature on Change Management

There appears to be a concentration of books published on CM in LIS during the 1990s and 2000s, which is in-line with two significant periods of growth in the discipline of CM, as indicated in Figure 2.5. There is a noticeable decline in written works following the credit crunch[5] in 2008. There is no indication in the literature of whether the drop is due to the aftermath of the recession or CM falling out of fashion. The majority of LIS CM journal articles relate to specific case studies and most of those focus on libraries. There is little evidence of CM activity in corporate information or knowledge centres, especially in London.

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[5] 'Credit Crunch' is a term used interchangeably with 'financial crisis': "The 2008 financial crisis was the largest and most severe financial event since the Great Depression and reshaped the world of finance and investment banking" (Wall Street Oasis, 2018).

The LIS CM literature reflects the wider CM literature in four ways. Firstly, LIPs use the same six approaches mentioned in section 2.4. Secondly, LIS authors agree that managing change is essential for survival (Underwood, 1990), (Branin, 1996), (Penfold, 1999), (Gallacher, 1999), (Curzon, 2005), (Evans and Ward, 2007), (Allan, 2007) and (Pugh, 2007). Thirdly, there is a lack of empirical evidence either supporting or discarding the use of CM methodologies. Lastly, leadership is an essential skill for managing change effectively (Evans and Alire, 2013), (Heye, 2006) and (Allan, 2007).

Curzon (2005) appears to be the only author to propose a new CM framework for LIPs during the pre-credit crunch era in her CM how-to-do-it manual for librarians. It comprises of ten linear steps with a clear beginning and an end state. The framework is not supported by any research and there is no discussion of CM theory. Curzon offers practical advice for each stage and provides LIPs with a list of questions to steer them in the right direction.

There are two specific pieces of LIS CM research with promising titles, 'Management of Change in the 21st Century Libraries and Information Centres' (Adeyoyin, 2011) and 'Change management in information institutions' (Dukić *et al.*, 2017). On closer inspection, they do not reveal the methods LIPs use to manage change.

Adeyoyin's work is limited to digitisation and the changing role of LIS workers in the electronic age. The research is based on general CM literature and does not draw on any primary LIS research or focus on a geographic region or type of LIS service.

Dukić *et al.* (2017) conducted a quantitative study on CM in information institutions. The researchers surveyed over two hundred LIS professionals using an online questionnaire to establish their attitudes towards changes that occurred in their institutions. The research analysed the factors behind their decisions but does not touch on the methods that LIS professionals use to manage change. The questionnaires were sent to employees in libraries, museums and archives in Croatia. The respondents indicated that they have a '…mildly positive attitude towards the changes that occurred in their institutions…" (p. 53). However, they do not think that they are not effectively managed.

Evans and Alire (2013) dedicated an entire chapter to change and innovation in their book on management basics for information professionals. They echo messages in the wider management literature that change is ubiquitous and constant, and that successful organisations proactively manage change (p. 211). The authors argue that change and innovation are intrinsically linked and recessions can have a positive outcome because they act as catalysts for innovative thinking (p. 228). They highlight Lewin and Kotter's Models and they stress the importance of managing resistance.

LIPs as Change Agents

Heye (2006) identifies sixteen characteristics of a successful twenty-first century information professional, drawn from the LIS literature and his own experience as a LIP. According to Heye, creativity, innovation, leadership, effective networking and persuading others are among the required skills. These characteristics are in-line with what is needed to be a successful Change Agent. However, the literature reveals that LIPs have somewhat of a poor image (Bawden and Fleck, 1995) and are subject to stereotyping, including being conservative (Spaulding, 1989), passive and submissive (Wilson, 1984), averse to change and avoidant concerning decision making (Rubin, 2000). Branin (2012) noted of academic librarians when he noted that "radical and unpredictable change does not appeal to us" (p. 1). Sabatier and Oppenheim (2001) defend LIPs, claiming that in the City of London they are "extroverted and exhibit business qualities" (p. 145). Their research focuses on financial firms in London which are notoriously dynamic in nature.

Gale (2018), a Cengage Company, states that "Librarians ARE change agents and the change starts with you." and "If you don't speak up for yourselves and your libraries, no one else will. You are a change agent…". Gallacher (1999) concurs that all LIPs needed to be able to manage change, not just senior LIPs or LIS managers (p. 1).

Recent LIS literature contains case studies proving that LIPs do manage change successfully, such as a recent account by Wheeler (2017) of the transformation of two libraries using Kotter's 8-Step Model.

Evaluating Change

Evaluating the effectiveness of change initiatives is often overlooked (Prosci, 2018d) and (Curzon, 2005). This is reflected in the literature by a lack of guidance and discussion on suitable methods for LIPs to exploit when measuring change. Curzon (2005, pp. 91-102) offers a check-list of questions for librarians, for example, "Have the goals shifted?" and "Has the change been sabotaged". Although the check-list is practical, it excludes Key Performance Indicators (KPIs)[6], or any other form of quantitative measures and is highly subjective. Gallacher (1999) and Underwood (1990) discuss the importance of LIPS evaluating change but they do not offer any form of technique.

Change Management Training for LIPs

It is not evident from examining the literature what proportion of LIPs receive CM training. Furthermore, it is unclear whether CM training increases the likelihood of LIPs viewing themselves as Change Agents. Additionally, it is not feasible to determine from the literature whether the majority of LIPs receive CM training during LIS related courses or within their organisations.

2.12 Summary and Emerging Issues

The first objective of this research is to gain an understanding of the theories and approaches used to manage organisational change. The literature review identified several, often conflicting, change theories that seem to confuse academics and practitioners. It is clear from the literature that there has been a paradigm shift which renders the original change Model by Lewin in 1947 unfit for purpose in a modern world where continuous change is the norm. The review established that there are numerous Models, many of which derive from Lewin and Kotter's philosophies, but there is no all-encompassing one-size-fits-all methodology. The LIS material appears to reflect the broader literature in that it considers CM essential for survival, but lacks supporting evidence. In general, LIPs use the same approaches that are employed outside of the LIS community, in the sense that they use the six approaches: Models, Tools, Resistance Techniques, outsourcing, CM coaching/mentoring and relying on their own experience. However, there is no indication that LIPs

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[6] Definition of KPIs: "Key Performance Indicators (KPIs) are the critical (key) indicators of progress toward an intended result. KPIs provides a focus for strategic and operational improvement, create an analytical basis for decision making and help focus attention on what matters most." (KPI.org, 2019).

are evolving at the same pace as practitioners in other sectors or embracing new approaches, such as emerging CM/project management integrated methodologies.   The LIS literature contains individual CM case studies and localised surveys, but there is no evidence of research focusing on the extent to which LIPs actively managing change, especially in London and surrounding areas.

3. Methodology

3.1   Introduction

To meeting the research objectives, a mixed method research (MMR) approach will be used. The overall aim of this research is to investigate the extent to which LIPs in London and surrounding areas actively manage change. For a comprehensive insight into this subject matter, it is optimal to use a combination of desk research and surveys to gather the necessary data to meet all four objectives. Table 3.1 presents a summary of the research strategies that will be used to collect data for each objective. Details of the methodology and justification for each strategy will be discussed throughout section 3.1.

Table 3.1 Research objectives and associated research strategies

Research Objectives	Research Strategy
1. Identify the theories, models, tools and techniques used to manage organisational change.	Desk Research
2. Investigate whether library and information professionals manage change or endure it. If they actively manage change, find out what models, tools and techniques they use. If they endure it, find out why. For example, is it due to a lack of training or awareness around the benefits of Change Management?	Questionnaire and Interviews
3. Explore what Library and Information Professionals' attitudes are towards Change Management.	Questionnaire and Interviews
4. Find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.	Interviews

3.2   Choosing a Mixed Methods Research Strategy

The nature of the research topic 'CM in LIS' lends itself to Mixed Methods Research (MMR). Cresswell, a professor of educational psychology, defines MMR as "An approach to research in the social, behavioral, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems." (2005, p. 2). The question 'To what extent are LIPs actively engaged in managing change?' can be answered using either a qualitative or quantitative approach. However, drawing on the strengths of both research methods affords a more comprehensive analysis. Cresswell's book entitled 'A Concise Introduction

to Mixed Methods Research' examines the advantages and disadvantages of using a positivist (scientific quantitative methods) and interpretivist (humanistic qualitative methods) approach. Insights from the book form the foundation of section 3.2.

A stand-alone quantitative study, such as a questionnaire, is a convenient way to collect data from a large number of LIPs in a tight timeframe. It also has the inherent advantage of regulating bias because there is usually only one correct answer to a closed-ended or multiple-choice question, therefore participation is objective. For instance, answers to the question 'Do you engage in the use of CM Models' can be limited to 'Yes' or 'No'. In contrast, the open-ended question 'How engaged are you in actively managing change?' will produce non-numerical language-based data.

Collecting data in a succinct format, such as a questionnaire, enables the investigator to build relationships between data. For example, identifying whether there is a correlation between LIPs who have received CM training and those who proactively manage change. The results can be presented using numbers, typically percentages, statistics or charts. A major benefit of this process is that the same questions can be presented to an alternative sample of LIPs, perhaps in a different location, or the same participants at later point in time. In other words, the study is repeatable and the results can be compared.

The downside to qualitative research is that the researcher mostly controls it and the participant's voice is suppressed. By overlooking the underlying reasons for a set of responses, the researcher can be deprived of context which impairs comprehension. It would be useful to understand why LIPs who state that CM is essential do not manage change. Maybe the culture of their organisation does not empower its staff, or perhaps severe budget cuts mean that training is beyond reach. Without this knowledge, it would be difficult to draw meaningful inferences.

Contrariwise, qualitative studies offer participants an opportunity to express their opinions, beliefs and feelings relating to a subject, providing context. Interviews are a form of qualitative study and are predicated on the views of participants, as opposed to the investigator. The flexibility of a two-way dialogue allows the researcher to clarify responses and probe for more information. If quantitative data represents the 'what?', then qualitative data denotes the 'why?'.

Researchers need to be aware that qualitative data is highly subjective and this needs to be considered when processing the data. Another difficulty with unstructured data is that it can be time-consuming to collect and analyse.

CM principally centres on people: therefore, a study without a quantitative element can lack essential context. Knowing that a certain percentage of LIPs think CM is unimportant is interesting, but understanding the reasons why is valuable because they can be developed into actions or recommendations. However, the output of an isolated qualitative study can lack structure which impairs the researcher's ability to deliver an impartial view of reality. LIPs can share their experience on managing change during an interview, but the probability of each LIP succinctly expressing which Models, Tools and Resistance Techniques they use is extremely unlikely.

Taking into consideration the research topic and objectives, the advantages of quantitative and qualitative research methods, and the disadvantages of selecting a single approach, the empirical research for this study will be conducted using a MMR approach.

3.3 Desk Research

The literature review and desk research incorporate materials form CM and LIS related books, e-books, journal articles, newspaper articles, reports, surveys, marketing material, websites, social media and blogs. The resources were accessed via a combination of the City, University of London Library, CASS Business School Library, The British Library, Senate House Library, EBSCOhost[7], Google Scholar, Google and Amazon Books.

A portion of the research was conducted using the online host EBSCOhost, which contains the database 'Library, Information Science & Technology Abstracts' (LISTA)[8]. The following two searches were performed in LISTA to find publications on CM in LIS:

EBSCOHost Search 1

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[7] "EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide." It provides access to research databases, e-journals, magazine subscriptions and e-books. The owner of EBSCOhost, EBSCO Information Services, is a division of EBSCO Industries, Inc. (EBSCO, 2018).

[8] LISTA offers access to the full text of over 100 LIS related publications. LISTA also provides abstracts for over 600 titles, and other publications including books and research reports, spanning over four decades (City, University of London, no date).

Searching:	Library, Information Science & Technology Abstracts with Full Text
Date of Search:	5 August 2018
Search Criteria:	(TI change management) OR (TI manag? N5 change) OR (TI Organi#ation? N2 change) OR (TI transformat? N2 change) OR (TI change leader?) OR (TI disruptive change)
Description:	Searching for articles on CM or organisational change or change leadership or disruptive change in the title of a document.
Limited to:	Scholarly (Peer Reviewed) Journals
Dates:	1 January 1978 – 5 August 2018
Language:	English
Ranked by:	Relevancy
Number of results:	123

EBSCOHost Search 2

Searching:	Library, Information Science & Technology Abstracts with Full Text
Date of Search:	31 November 2018
Search Criteria:	Subject Field: Change Management
Description:	Searching for all articles that have been indexed as 'Change Management' in the Subject Field.
Limited to:	Scholarly (Peer Reviewed) Journals
Dates:	1 January 2016 – 31 November 2018
Language:	English
Ranked by:	Newest to Oldest
Number of results:	25

The resulting LISTA headlines are available in Appendix 11. The criteria for selecting the most pertinent articles for review are as follows:

The content is relevant if it:

- Centres around CM.

- Discusses organisational change or organisational development.

- Discusses CM approaches, such as Models, Tools and Resistance Techniques.
- Discusses Change Agents or change leadership.

The content is not relevant if it:

- Discusses the change of management[9].
- Is a duplicate article
- Does not focus on CM and therefore does not contribute to the research objectives, for example, 'Transboundary water management and the climate change debate.'

The desk research was augmented by checking the reference lists of authors to identify additional authors and relevant publications. This method was approached with caution as the evidence in support of this technique is of poor quality (Horsley, Dingwall and Sampson, 2011, p. 10) and is at risk of being biased.

Institutions offering CM or leadership training to LIPs

During the desk research, it came to light that two decades ago Penfold (1999) noted LIPs had been dissatisfied for several years with the fact that there was too little emphasis on management during their training (p. vii). This added another element to this research and led to an investigation into institutions offering LIS training. The aim is to explore whether there is an element of CM or leadership tuition in current courses. An initial list of courses was retrieved from Google using the terms: library and Information courses/training/degree. An additional search for the term 'library', 'librarian' and 'Information' was particularly useful for retrieving university courses on the websites Masters Portal (Studyportals, 2018) and Studyin-UK (SI-UK, no date).

The search retrieved a range of courses from e-Learning to Masters degrees at the following establishments: Aberystwyth University; CILIP; City, University of London; Kings College London; Manchester Metropolitan University; Northumbria University; Open Study College; Robert Gordon University; Sheffield University; TFPL; University of Strathclyde and UCL. Each institution will be contacted by telephone using the number on their website. If no one is available to take the call an e-mail request will sent instead.

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[9] Change of management refers to the transfer of staff either joining, moving or leaving a LIS related service.

3.4 Questionnaire

A questionnaire will be used to collect mostly quantitative data from LIPs. The aim of the survey is to ascertain the extent to which LIPs actively manage change. This involves determining whether they use Models, Tools, Resistance Techniques, outsource CM, rely on their own experience or do not actively manage change. In addition, the questionnaire seeks to reveal LIPs' attitudes towards CM. This includes discovering how important LIPs think CM is in LIS and whether they think a more proactive approach would increase the likelihood of a favourable outcome for future transformative changes.

The results of the desk research and literature review informed the content and structure of the questionnaire. The survey is divided into three sections: 'About you', 'About your organisation' and 'About CM'. The questions for each section are listed below, together with explanations for any sources that were used to generate the multiple-choice answers. The pre-defined answers are not included in this section; however, a full version of the questionnaire is available in Appendix 3.

Questionnaire Section 1: About You

Section one is designed to collect data about the respondent. The information will be used in conjunction with data in section three to identify patterns. For example, determining if there is a correlation between LIPs' level of education the likelihood of them actively managing change.

Section 1: About You
Q1.   What is your age range?
Q2.   What is your gender?
Q3.   What is your level of education?
Q4.   Where are you located?   Although the research focuses on LIPs in London and surrounding areas, a link to the survey will be posted on social media, specifically Twitter. The lack of physical boundaries means that the distribution cannot be tightly controlled online. Therefore, responses may come from beyond the required boundaries. This question will identify those responses.

Q5.	Which job role most closely matches yours?
	The list of job roles was generated using a combination of the following sources:
	- CILIP (https://www.cilip.org.uk/page/JobRoles)
	- TFPL (https://www.tfpl.com/jobs)
	- LinkedIn (https://www.linkedin.com)
	The CILIP website contains a section on LIS job roles and TFPL advertise LIS vacancies. Both websites were scanned for LIS job titles. LinkedIn was searched using the individual terms: 'information', 'library', 'librarian', 'records' 'museum', 'archive', 'curator', 'knowledge', 'analyst' and 'data'. The search returned numerous pages of employees with a wide range of LIS job titles. The pages were reviewed until the list reached the point of saturation, in other words, no new job titles emerged. The results from all three sources were amalgamated and grouped into similar types to reduce the number of titles to a manageable number.
Q6.	What is the nature of your role?
Q7.	Which of the following activities take up the majority of your time?
	The list of activities was drawn from CILIP's Professional Knowledge and Skills Base (CILIP, 2018b)

Questionnaire Section 2: About Your Organisation

Section two is intended to collect data about the respondents' organisation so that the data can be combined with data from other sections and patterns can be identified. For example, ascertaining whether LIPs are more likely to actively manage change if they work in the a particular sector?

Section 2: About Your Organisation	
Q8.	What type of organisation do you work for?
Q9.	What sector does your organisaiton belong to?
	The following sources were used to create a combined list of public and private sectors respectively.
	- Public Sector Classification Guide and Forward Work Plan (Office for National Statistics, 2018)
	- GICS (Global Industry Classification Standard) Structures (MSCI, 2018)

Q10.	Is the strategy of the Library and/or Information Service aligned with the overall strategy of the organisation?
	In Du Plessis and Mabunda's article on managing change in academic libraries (2016), the authors state that "To achieve better results, employees first need to understand the strategic direction of their organisation" (p. 54). Q10 reveals whether LIPs are in-line with the overall strategy of their organisations.

Questionnaire Section 3: About Change Management

Section three focuses on LIPs experience, training and attitudes relating to CM. The definition of CM included in the questionnaire is "Change Management is the discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes" (Prosci, 2018b).

Section 3: About Change Management	
Q11.	Do you consider yourself to be a Change Agent in your current role?
	The definition of a Change Agent used in Q11 is:
	A Change Agent is a person who "…helps an organisation transform itself by focusing on such matters as organisational effectiveness, improvement, and development." (Wang, 2017, p. 338).
Q12.	Have you ever received Change Management training?
Q13.	Have you ever received Leadership training?
Q14.	Does your organisation provide a Change Management/Leadership capability framework to help you develop the skills needed to become a proficient Change Agent?
Q15.	Which transformative change(s) has the Library and/or Information Service been involved with over the past five years (or since you have worked there if it is less than five years)?
	The changes listed for Q15 are drawn from the literature review and desk research.
Q16.	If the Library and/or Information Service has been involved in transformative change(s) over the past five years, did the change(s) generate resistance?
Q17.	If you answered yes to question 16, who were the most prominent group of resistors?

Q18.	If you answered yes to question 16, which of the following approaches were used to combat discord?
	The methods for managing resistance are drawn from Kotter and Schlesinger's article on choosing strategies for change (1979, p. 111).
Q19.	Do you engage in prescribed Change Management practices (i.e. the use of models / frameworks / methodologies) when involved in transformative change?
Q20.	If you answered yes to question 19, which of the following models, frameworks or methodologies do you use to plan, implement or monitor change?
	The literature review and desk research uncovered 69 change Models; the list is available in Appendix 2. A condensed version of the list was created for use in Q20 by limiting the Models to the most highly cited in the literature, particularly in Price's collection of highly cited articles on change (2009).
Q21.	If you answered yes to question 19, which of the following tools or techniques do you use to facilitate change?
	The list of Tools and Techniques used to guide LIPs in Q21 is not exhaustive, but includes the tools most commonly quoted in the literature. They are not necessarily specific to CM, but can be used to aid the CM process.
Q22.	If you do not use prescribed models, tools or techniques to manage transformative change, how do you transition yourself, your team, your department or your organisation through it?
Q23.	How important do you think Change Management is in Library and/or Information Science?
	A Likert scale is used for this question, where respondents are required to select the option that most closely reflects their views (Foddy, 1993, p. 154) on a scale from 1 to 5. 1 represents 'not important at all' through to 5 which is 'extremely important'.
Q24.	Please state the reason(s) for your answer to question number 23.
	Q24 is an optional open-ended question for respondents who wish to provide context for Q23.
Q25.	Do you think a more proactive approach to Change Management would increase the likelihood of a favourable outcome for future transformative changes?
Q26.	Is there anything else you would like to add?
	Q26 provides an opportunity for respondents to freely express themselves with free text language.

Q27.	Please provide your e-mail address if you are happy for me to contact you regarding a follow-up interview.

Online Questionnaire: Google Forms

An online version of the questionnaire was created using Google Forms[10]. The application allows users to create lengthy questionnaires for free and stores a copy of the answers in a downloadable data set. A copy for the questionnaire can be accessed by linking to the following URL: https://docs.google.com/forms/d/1A-zPgLev2Xk2KGQVRByZEhxjt7btHkiFvAJ1ftYV9yc/edit.

Processing the Questionnaire Results

The resulting data set will be downloaded from Google Forms into Microsoft Excel. The Excel functions 'Charts', 'Pivot Tables', 'Filters', together with descriptive statistics, will be used to display and analyse the quantitative data. The qualitative data element from Q24 and Q26 will be exported into Microsoft Word and arranged into themes.

Piloting the Questionnaire

Piloting the questionnaire is a crucial part of the design process. Twelve trial questionnaires were sent to LIS colleagues in the public sector, ex-LIS colleagues in the private sector and fellow LIS students. The pilots were distributed between 29 July and 3 August 2019. The objectives of the pilot are as follows:

1. To ensure that there are no technical issues with Google Forms.
2. To identify questions that are poorly understood or ambiguous.
3. To check that the questions are interpreted similarly by all respondents.
4. To ensure that the closed-ended questions accommodate all types of respondents.
5. To check how long the questionnaire took to complete so that the estimate was realistic.

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[10] Google Forms is a free online survey application that forms part of the Google Drive office suite (Google, no date).

The feedback revealed the following issues and was invaluable in shaping the final questionnaire:

1. Two-thirds of the closed-ended questions were not suitable for freelance consultants so they were reworded.

2. Two of the questions were marked as 'required' when they were not relevant to all respondents, so they were converted to 'optional'.

3. A useful piece of feedback was that the stages of a Model are easier to remember than the Model's name. One respondent could not remember the name of Kotter's Model but recalled that it starts by creating a sense of urgency and ends by making the change stick. Descriptions were added to the Models in question 20.

Initially, the pilot questionnaires were not going to be part of the final study. However, this is a small study and all of the respondents are suitable LIPs, so they have been included.

Questionnaire Sampling

A 'convenience sample' method will be used to select potential participants for the questionnaire. A convenience sample comprises of a suitable group of participants who are accessible to the researcher, such as relatives, friends or peers (Bawden and Robinson, 2012, p. 320).

Using a 'complete sample' of the population is not practical in this instance for two reasons. Firstly, it is estimated that there are 86,376 people in the UK information sector workforce (CILIP and ARA, 2015) and a significant number of those are possibly based in London and surrounding areas. Therefore, it is unrealistic to expect to be able to access them all. Secondly, there is no published list containing information on the individuals so their details are unavailable.

'Random sampling' is an effective way to represent an entire population and it helps to avoid unconscious bias. However, it can be complicated, resource-intensive and time-consuming to ensure that the sample is truly random. Moreover, a large sample is required to represent a population. For a study of this size and time-scale, it is impractical to use random sampling.

A convenience sample is fitting for a small-scale study such as this. However, this study cannot be relied upon to represent the entire population. In an effort to minimize bias, the widest range of job titles available will be used for targeting potential participants.

LinkedIn

A search was conducted to find suitable participants on LinkedIn[11], using similar keywords to those used in question 5. A location field usually appears in a person's profile on LinkedIn and this was used to determine their location. Two hundred suitable profiles were identified, consisting of 137 variations of LIS job titles. The job titles cannot be listed here because some of them are so specific that the employees would be identifiable.

Each one of the two hundred potential participants will be contacted via LinkedIn and invited to 'connect', the term used by LinkedIn to describe when one contact links with another. In order to contact 200 people, it was necessary to purchase a Premium subscription to LinkedIn for the duration of the data collection at the cost of £149.97. All 200 people will be sent the following message:

> Dear <Name of Recipient>,
> I am looking for information professionals to complete a 10-15-minute online survey for my MSc Information Science dissertation on managing change. Are you willing to participate? If so, please 'connect' and I will send you a link to the Google Form.
> Thank you.
> Kind regards,
> Sharon

A link to the Google Form was not included in the initial message to minimize the risk of people disregarding it as spam. The following message will be sent to the people who respond by connecting.

> Hi <Name of participant>,

---

[11] LinkedIn is an online professional network with over 562 million users in more than 200 countries (LinkedIn, 2019).

Thank you so much for your response. Here is a copy of the link: https://goo.gl/forms/L7PEGAD1hSY3xFXA3.

I really appreciate your help.

Many thanks,

Sharon

Social Media

In addition to LinkedIn, a message will be published on Twitter appealing for participants. While this expands the target audience, the risk of this approach is the global nature of social media and the lack of control over circulation.

3.5   Interviews

The aim of the interviews is to partially fulfil research objectives two and three, and meet objective four. They are indented to enrich the quantitative data and give the researcher an opportunity to analyse responses in real-time and ask follow-up questions (Pickard, 2013, p. 202).

Semi-Structured Interview

Individual semi-structured face-to-face interviews will be arranged with LIPs where possible. If a face-to-face interview is not convenient, it will be arranged via Skype[12]. A semi-structured interview is a combination of a structured interview, where all of the questions are determined in advance and followed stringently, and an unrestricted conversation where there are no pre-defined questions (Bawden and Robinson, 2012, p. 309). The semi-structured interview has been chosen for this study because it allows the researcher to prepare specific questions in advance while remaining flexible and open to discussion (Rubin and Rubin, 2012, p. 31).

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[12] Skype is a software application, owned by Microsoft Corporation, that enables individuals and businesses to communicate by making free video and voice calls, send instant messages and share files with other people (Microsoft, 2018).

Processing the Interview Results

The interviews will be recorded using the voice recording application on an Apple iPhone SE, with prior permission form each interviewee. The recordings will be downloaded to the researcher's personal computer and transcribed in Microsoft Word.

Summary of the Interview Questions

An interview preparation sheet containing a full version of the interview questions is available in Appendix 12.

Summary of the Interview Questions
Q1a. To what extent do you agree/disagree with the following statement: 'One either engages in actively managing change or endures it.' A five-part Likert scale is provided to find out if LIPs think CM is necessary.
Q1b. What are the reasons for your answer to Question 1a? This question is designed to open up a discussion about the LIPs' views on CM.
Q2. Interviewer to select a question from the table below (see Appendix 12) depending on the answer given to Question 1[a] and the participant's questionnaire responses. Question 2 seeks to understand why the LIPs who agree that one endures change if it is not managed, do not actively manage change, and visa-versa.
Q3. Please indicate for each type of change highlighted below (see Appendix 12) how successful you perceive it to be using the scale 1-10 below. Prior to the interview the interviewer will highlight the change(s) that were ticked by the interviewee in answer to question 15 in the questionnaire. The purpose of this question is to see if there is a correlation between the perceived success of a change initiative and the use of CM Models and Tools. Although there are a number of metrics that can be used to measure the success of organisational change, such as individual performance, organisational performance and CM performance (Prosci, 2018d), it is not practical to use them as part of this study. A more convenient approach was taken, albeit subjective.
Q4. Who do you believe should be responsible for managing change? All LIS staff or just those at management level and above?

> Question 4 attempts to ascertain where LIPs are in relation to the CM paradigm shift discussed in the literature review. Do they still believe that only management level and above should be responsible for CM or do they lean towards a more contemporary view and believe that all employees have a part to play?

Pilot Interviews

Aims of the pilot interviews:

- Rehearse the interview and make modifications to the structure if necessary.
- Time the interviews to ensure that the main interviewees are given a realistic estimate of how long they take.
- Test the questions to check that a) the interviewees understand what is required, and b) that the responses are in-line with the research objectives.
- Collate authentic material to use for testing various transcribing tools.
- Test recording equipment (Voice Recorder application: iPhone SE).
- Reflect on the pilot interviews for any potential improvements.

Two existing LIS contacts agreed to participate in a pilot interview. The content of their interviews has proved to be too valuable to discard, so they will be integrated with the main interview results.

Outcome of the Pilot Interviews

- The recording equipment worked satisfactorily, although during the first interview the iPhone SE rang and interrupted the recording. Subsequent interviews will be conducted with the mobile phone in Airplane Mode.
- The most effective tool for converting the recordings into text proved to be a website called Transcribe, by Wreally. Transcribe will be used to aid the conversion of audio into text for the remaining interviews.
- Question three caused some confusion for the interviewees so it was reworded to make it clearer.

Interview Sampling

LIPs are given an opportunity in the questionnaire to provide their e-mail address if they are willing to interviewed. If they provide their e-mail address they will be sent a post-questionnaire follow-up e-mail to arrange an interview. A copy of the post-follow up e-mail template is available in Appendix 5. The e-mail will include the following attachments:

1. Participation Information Sheet: This will be sent to every interviewee and provides them with information about the study so that they can make an informed decision about whether or not to participate. A copy of the Participation Information Sheet is available in Appendix 6.

2. Consent Form: The interviewee must sign the Consent Form before the interview can take place. The researcher will counter-sign the form and make a copy before returning it to the interviewee. The Consent Form is available in Appendix 7.

Each interviewee will be sent a full copy of the transcript following their interview. The participant will be asked to review the content and confirm that it is an accurate representation of the conversation, and that they agree to the researcher incorporating it into the final document.

Two potential interviewees were approached directly. One was contacted because of their extensive experience coaching LIPs in CM. The other one is an existing contact via a professional organisation who is now retired, but has spent their entire career in the field of LIS. This convenience sample does not attempt to represent the entire LIS population in London and surrounding areas.

Due to time constraints, it will not be possible to conduct more than eight main interviews and two pilots. In the event of more than ten LIPs volunteering, available spaces will be on a first-come-first-serve basis. However, to encourage diversity, there will be a limit of three volunteers for each type of job role. For example, there will be no more than three Information Managers/Senior Information Managers/Deputy Information Managers or Taxonomists/Assistant Taxonomists/Head Taxonomists.

Interview Analysis

The qualitative data will be thematically analysed and synthesised with the literature review. The thematic analysis will take the form of reading and coding the entire text, and then identifying themes and patterns.

3.6 Dissemination

On successful completion, the dissertation will be upload to the CityLIS section of the Humanities Commons website: https://hcommons.org/groups/citylis/deposits/. In addition, a blog summarising the scope of the project and the findings will be written and published on the WordPress website: https://infosciencestudentblog.wordpress.com. The findings will also be presented to members of the UK chapter of the International Society for Knowledge Organisation (ISKO) in April 2019.

3.7 Ethics

This study will be designed in accordance with the principles set-out in the City, University of London Ethics Checklist: https://moodle.city.ac.uk/course/view.php?id=26141. None of the elements of the research need approval from an external ethics committee. There will be no interaction with vulnerable adults, children under the age of eighteen, people with learning disabilities or participants with known mental health problems. All questions will be handling with sensitivity and if a question about a participant's behaviour, opinions or activities causes any level of discomfort the researcher will be fully prepared to stop the questioning (Pickard, 2013, p. 93).

3.8 Confidentiality

The questionnaires and interview notes will be treated as confidential. Names and other personal data will be replaced with a numeric system for the purposes of data capture, processing and storage. The data will be held securely on the researcher's personal computer and backed up using an encrypted external hard drive. The data will be destroyed one year after the dissertation has been marked.

4. Results: Analysis, Discussion and Synthesis

4.1 Introduction

The overarching aim of this research is to investigate the extent to which LIPs in London and surrounding areas actively manage change. The research objectives have been achieved by carrying out the specific research strategies set out below. The resulting data will be presented and discussed in this chapter. The majority of the desk research is reviewed in chapter two, with the exception of the investigation into institutions that offer training to LIPs; those results will be discussed here. A synthesis of the results and literature review is presented in the final part of the chapter, followed by recommendations and suggestion of further research.

Research Objectives	Research Strategy
1. Identify the theories, models, tools and techniques used to manage organisational change.	Desk Research
2. Investigate whether library and information professionals manage change or endure it. If they actively manage change, find out what models, tools and techniques they use. If they endure it, find out why. For example, is it due to a lack of training or awareness around the benefits of Change Management?	Questionnaire and Interviews
3. Explore what Library and Information Professionals' attitudes are towards Change Management.	Questionnaire and Interviews
4. Find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.	Interviews

4.2 Desk Research - Additional Results

The purpose of the desk research is to gather data to meet research objective one.

Research Objectives	Research Strategy
1. Identify the theories, models, tools and techniques used to manage organisational change.	Desk Research
2. Investigate whether library and information professionals manage change or endure it. If they actively manage change, find out what models, tools and techniques they use. If they endure it, find out why. For example, is it due to a lack of training or awareness around the benefits of Change Management?	Questionnaire and Interviews
3. Explore what Library and Information Professionals' attitudes are towards Change Management.	Questionnaire and Interviews
4. Find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.	Interviews

Twelve institutions were contacted to establish whether they include an element of CM or leadership in their courses. Collectively, they offer eighteen LIS related courses plus one bespoke course. Of the nineteen courses, seven courses offer CM and leadership training, two offer CM training (one is bespoke) and one offers leadership training. The full list of institutions, courses and CM/leadership offerings are available in Appendix 10.

4.3 Questionnaire Results

The questionnaires collected data to partially fulfil research objectives two and three.

Research Objectives	Research Strategy
1. Identify the theories, models, tools and techniques used to manage organisational change.	Desk Research
2. Investigate whether library and information professionals manage change or endure it. If they actively manage change, find out what models, tools and techniques they use. If they endure it, find out why. For example, is it due to a lack of training or awareness around the benefits of Change Management?	Questionnaire and Interviews
3. Explore what Library and Information Professionals' attitudes are towards Change Management.	Questionnaire and Interviews
4. Find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.	Interviews

78 out of the 200 potential participants 'connected' via LinkedIn prior to 1 October 2019, the date the data set was downloaded from Google Forms. Each volunteer was subsequently sent a link to the questionnaire. It is unknown how many of those completed the questionnaire because respondents remained anonymous unless they provided their e-mail address for a follow-up interview. There is an option in Google Forms to display the participants' e-mail address for all questionnaires. For this study, the function was deactivated because it is unnecessary to collect or store respondents' personal data when it is not pivotal to the study.

108 LIPs responded to the questionnaire with diverse job roles and varying degrees of seniority, from organisations in the private and public sector. The resulting quantitative data set was downloaded from Google Forms into Microsoft Excel. The Excel functions 'Charts', 'Pivot Tables' and 'Filters', together with descriptive statistics, were used to display and analyse the quantitative data. The qualitative element was exported into Microsoft Word and arranged into themes. The

resulting charts, tables, descriptive statistics and text form the foundation for discussion throughout the remainder of section 4.3.

The complete data set has not been included in this document due to the regulatory obligations set out in the General Data Protection Regulation (GDPR), and because of the commitment made to participants to protect their identity and ensure that they remain anonymous. However, a summary of the results can be found in Appendix 4.

Percentages are rounded up or down to whole numbers, except in instances where the whole numbers do not add-up 100. In these cases, Hamilton's method (Mathematical Association of America, 2018), commonly referred to as the largest remainder method, is applied.

The word 'Question' will be abbreviated to Q during the analysis when references are made to a specific question. For example, Question 1) will be abbreviated to Q1.

Question 1) What is your age range?

Figure 4.1 Q1 Age range
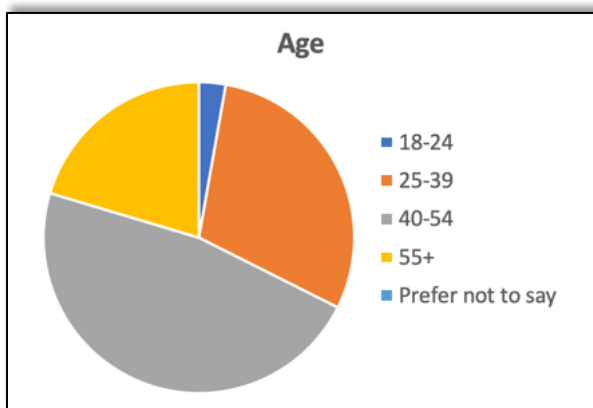
Q1 is designed to be explored in conjunction with Q11 Do you consider yourself to be a Change Agent in your current role? and Q19 Do you engage in prescribed CM practices? The purpose is to identify whether or not the younger generation of LIPs coming into the profession consider themselves to be Change Agents. If they do not, it raises the question of how they will make the transition from non-Change Agent to Change Agent throughout their career.

Table 4.1 Q1 Age range versus LIPs as Change Agents

Do you consider yourself to be a Change Agent?	
Age Range	**# Responses**
Yes	82
18-24	2
25-39	18
40-54	43
55+	19
No	26
18-24	1
25-39	14
40-54	8
55+	3
Grand Total	**108**

- 86 percent in the 55+ age range consider themselves to be Change Agents.

- 84 percent of 40-50-year olds consider themselves to be Change Agents.

- 59 percent of 25-39-year age range also agreed that they are Change Agents.

- There are three responses from the age range 18-24, therefore, there is insufficient data to draw a meaningful conclusion.

The following observation assumes that respondents will spend their entire career in LIS. The results show that as LIPs advance through their careers they are increasingly likely to see themselves as Change Agents. It is unclear if this is due to the environment that they work in, additional responsibilities as they progress in their careers, or other factors.

Table 4.2 Age range verses engaging in prescribed CM practices

Do you engage in prescribed CM practices?					
Age Range	CM is out-sourced	Don't Know	No	Yes	**Grand Total**
18-24	1		2		**3**
25-39	2		26	4	**32**
40-54	3	1	22	25	**51**
55+	1		12	9	**22**
Grand Total	**7**	**1**	**62**	**38**	**108**

The 25-39-year age range are the group who engage in prescribed CM practices the least, discounting the 18-24-year olds due to the limited number of responses.

Question 2) What is your Gender?

Figure 4.2 Q2 Gender
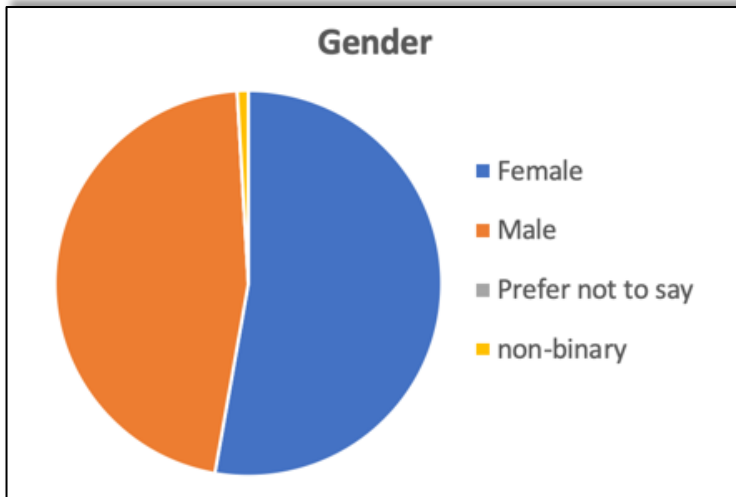
This data was collected to ascertain whether a particular gender group is particularly active in managing change. The data suggests that gender is inconsequential.

Question 3) What is your level of education?

Figure 4.3 Q3 Education
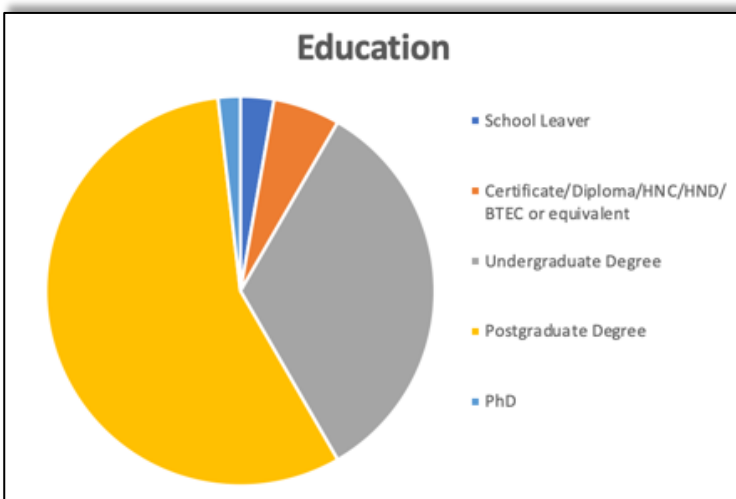
The primary purpose of this question is to discover whether there is a link between the level of LIPs education and their engagement with CM training. In other words, are they more likely to encounter CM training if they move further along the path of Education? The answer to this question is addressed in Table 4.5.

Question 4) Where are you located?

Figure 4.4 Q4 Location
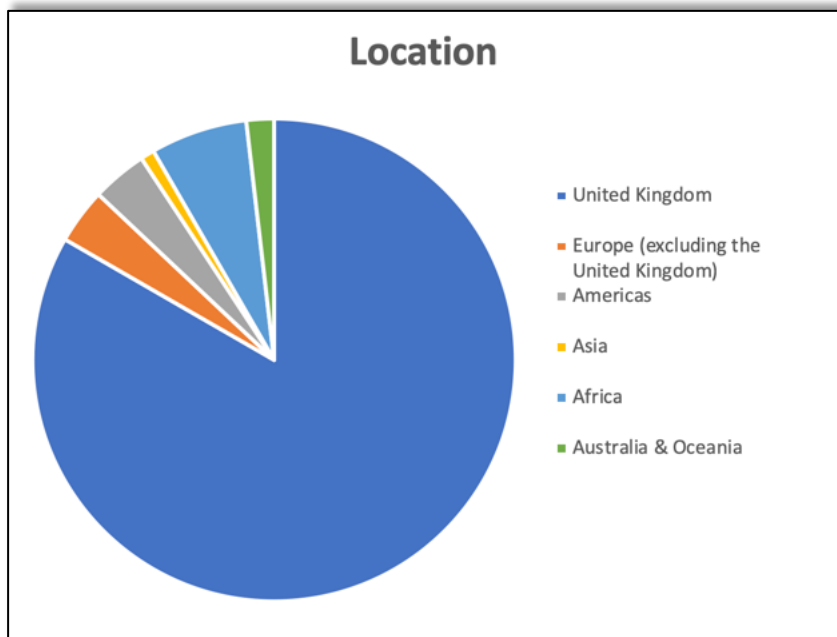
Location is included in the questionnaire because a link to the Google Form was posted on social media. It was not possible to limit the distribution or control the geographical boundaries, so it was helpful to know if the replies came from other locations.

Although 19 out of the 108 questionnaires came from outside the UK, they have been included because the insights they provided are valuable.

Question 5) Which job role most closely matches yours?

Figure 4.5 Q5 Job role
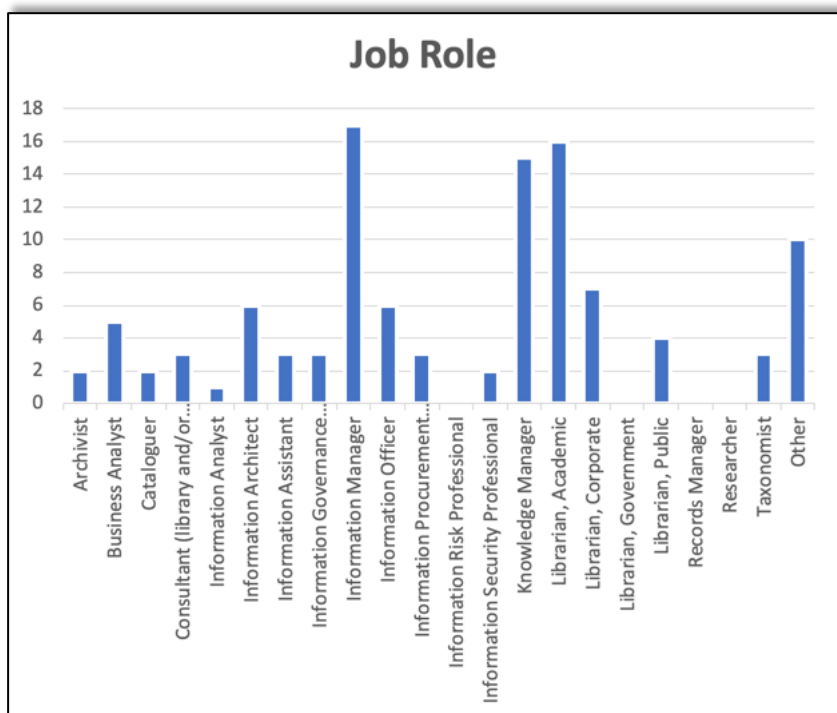
The respondents hold a wide variety of job roles which is positive in terms of diversity for this study. However, there is an insufficient number of replies to represent this data as intended. The aim was to detect if LIPs in specific job roles are more active managing change than others.

Question 6) What is the nature of your role?

Figure 4.6 Q6 Nature of job role
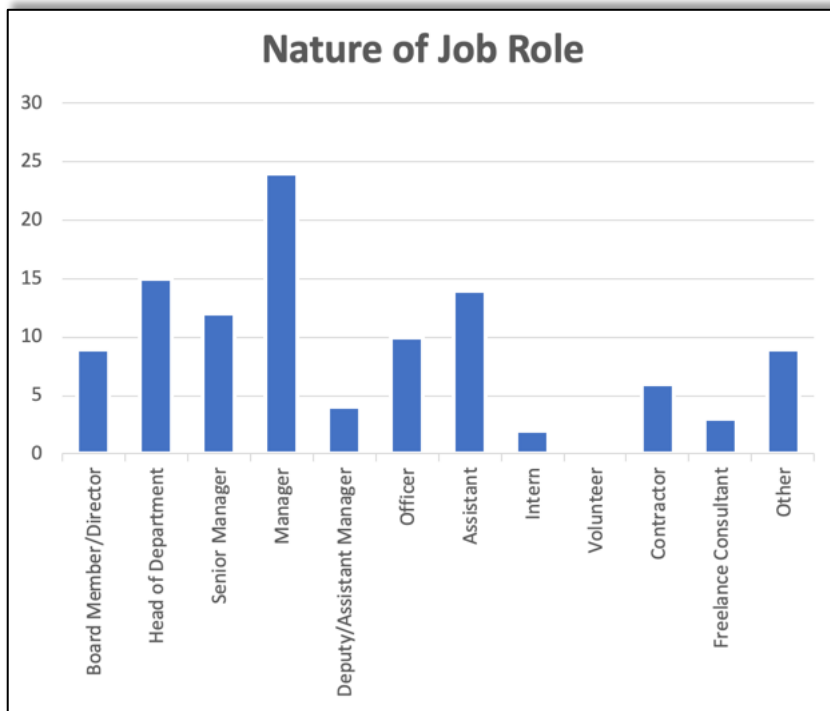
A mixture of LIPs from Assistants through to Board Members/Directors responded to the Questionnaire.

Table 4.3 shows what percentage of LIPs consider themselves to be Change Agents and, of those, what percent engage in the use of prescribed CM practices. Not all categories are listed in Table 4.3 because some of them only contain one response.

Table 4.3 Nature of Job versus Change Agent

Nature of Job Role	# of Responses	Do you consider yourself to be a Change Agent? Answer: 'Yes' %	Do you engage in CM Practices? 'Yes' %	Ratio of Change Agent / Engage in CM Practices %
Board Member/Director	9	100	56	56
Head of Department	15	80	47	59
Senior Manager	12	92	58	63
Manager	24	88	50	57
Deputy/Assistant Manager	4	75	0	0
Officer	10	70	10	14
Contractor	6	100	17	17
Assistant	14	28	0	0

The percentage of Managers, Senior Managers, Head of Departments and Board Members who consider themselves to be Change Agents are in the top quartile. Conversely, the percentage of Assistants who consider themselves to be Change Agents are in the bottom quartile. Senior

Managers have the highest ratio of Change Agents who those who engage in CM practices at 63 percent. Assistants and Deputy/Assistant Managers have the lowest ratio at zero percent.

Question 7) Which of the following activities take up the majority of your time? [tick all that apply]

Figure 4.7 Q7 Activities
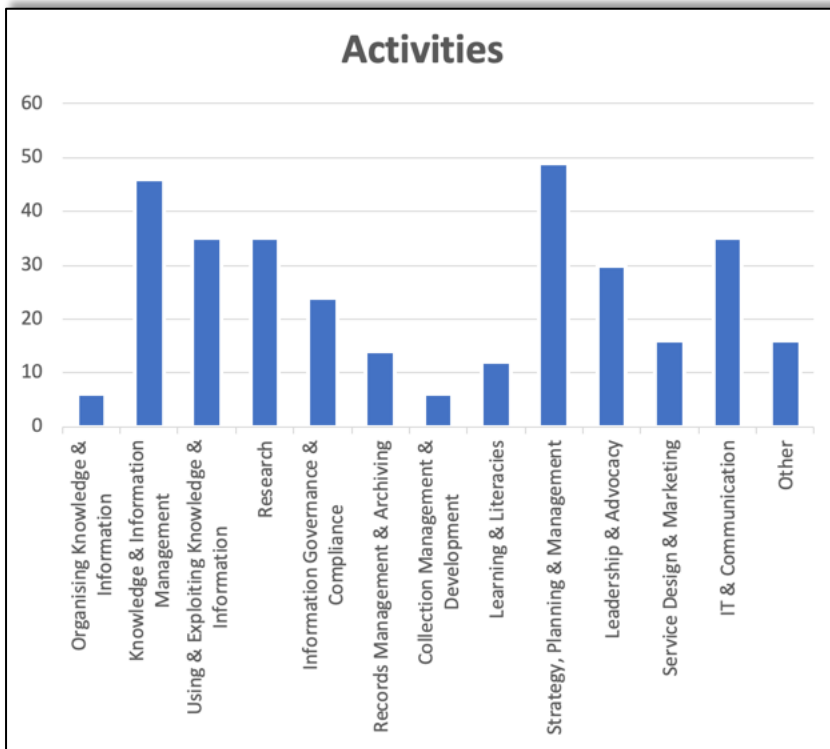
The respondents perform a wide variety of activities. However, there is an insufficient number of replies to represent this data as intended. The aim was to detect if LIPs doing specific activities are more active in managing change than others.

Strategy, Planning and Management is the largest activity, an area that could potentially benefit from CM the most.

Question 8) What type of organisation do you work for?

Figure 4.8 Q8 Type of organisation
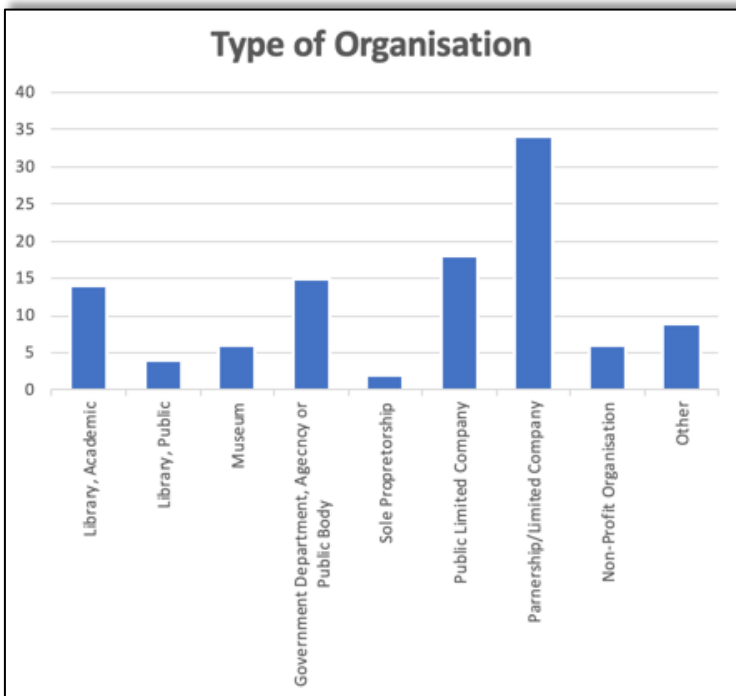
The respondents work for a wide variety of organisation types. However, there is an insufficient number of replies to represent this data as intended. The aim was to detect if LIPs in specific types of organisation are more active in managing change than others.

Question 9) What sector does your organisation belong to?

Figure 4.9 Q9 Sector
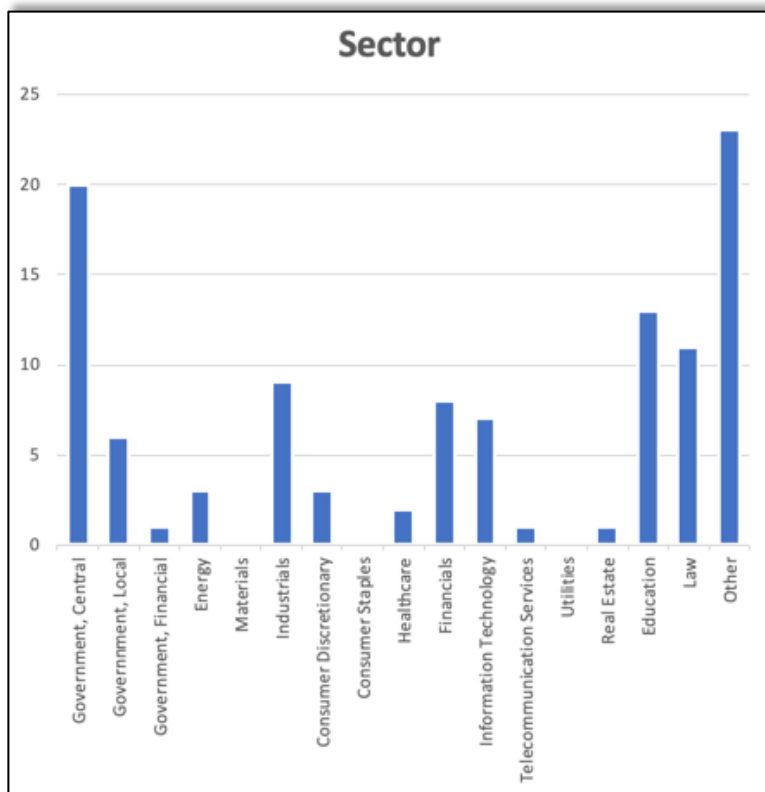
LIPs from a range of sectors responded to the questionnaire. However, there is an insufficient number of replies to represent this data as intended. The aim was to detect if LIPs working for a specific sector are more active in managing change than others.

The list of sectors was intentionally broad otherwise the multiple-choice list would be too long. On reflection, the sector titles were not descriptive enough because several LIPs used the 'Other' category. For example, Legal Services comes under Consumer Discretionary, but many

respondents placed Law in 'Other', so a separate category was created for Law. The issue with this approach is that there could be instances of Law under Consumer Discretionary too.

The 'Other' category includes: information management consultant; museum – independent tertiary sector; information management consultancy; professional services/consulting and heritage (private, charity). A complete list of 'Other' sectors is listed in Appendix 4.

Question 10) Is the strategy of the Library and/or Information service aligned with the overall strategy of the organisation?

Figure 4.10 Q10 Strategy
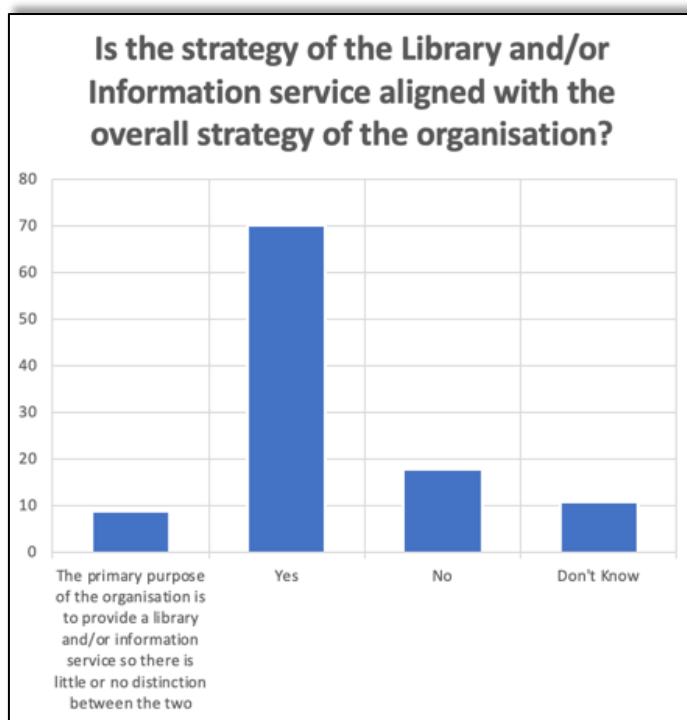
As a reminder of the aim of Q10, Du Plessis and Mabundam's quote is repeated here: "To achieve better results, employees first need to understand the strategic direction of their organisation" (2016, p. 54).

This question is as much about discovering if LIPs have awareness of their alignment to their organisation's strategy, as finding out whether they are aligned or not.

70 percent are aligned and 11 percent do not know whether they are aligned or not.

Question 11) Do you consider yourself to be a Change Agent in your current role?

Figure 4.11 Q11 Change Agent
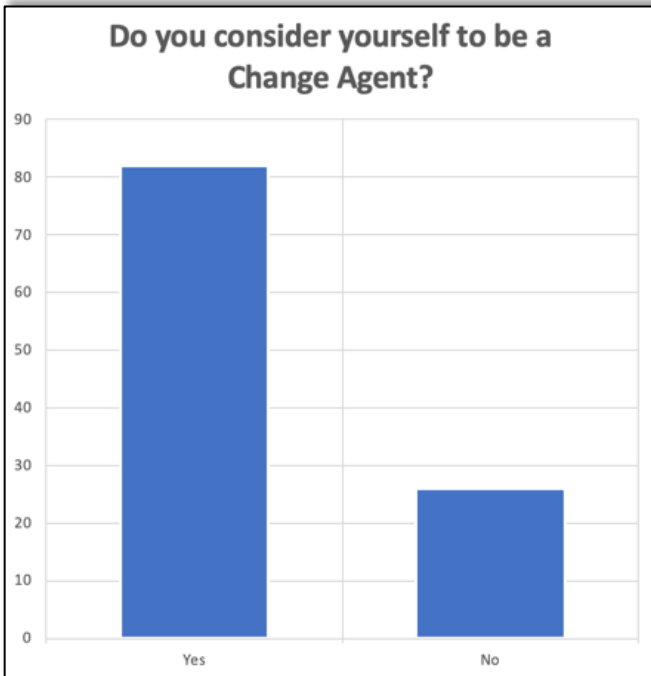
76 percent of LIPs consider themselves to be Change Agents in their current role.

Question 12) Have you ever received CM training?

Figure 4.12 Q12 CM training
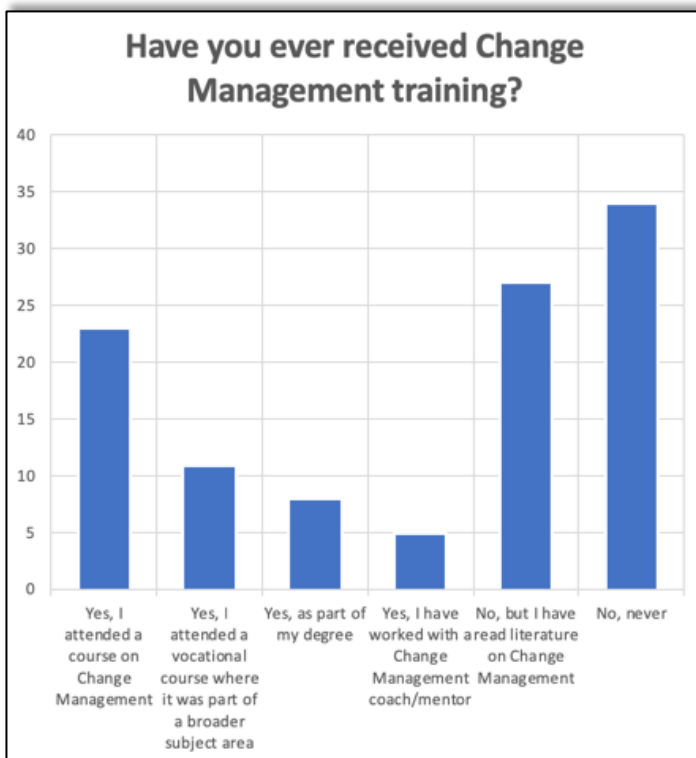
- 31 percent of respondents have never received CM training in any form.

- 39 percent of LIPs have received CM training.

- 25 percent of LIPs have not received CM training but have read CM related literature.

- The remaining 5 percent of LIPs have worked with a CM coach/mentor.

Table 4.4 Change Agents versus CM training

Have you ever received CM Training?	Do you consider yourself to be a Change Agent in your current role?		
	No	**Yes**	**Grand Total**
No, but I have read literature on Change Management	5	22	**27**
No, never	18	16	**34**
Yes, as part of my degree		8	**8**
Yes, I attended a course on Change Management	1	22	**23**
Yes, I attended a vocational course where it was part of a broader subject area (e.g. project management, knowledge management, business analysis)	1	10	**11**
Yes, I have worked with a Change Management Coach/Mentor	1	4	**5**
Grand Total	**26**	**82**	**108**

- 96 percent of participants who have attended a CM course consider themselves to be Change Agents.

- 100 percent of participants who received CM training as part of their degree course consider themselves to be Change Agents.

- 91 percent of participants who received CM training as part of a vocational course consider themselves to be Change Agents.

- 80 percent of participants who have worked with a CM coach or mentor consider themselves to be Change Agents.

- 81 percent of participants who have never received training but have read literature on CM consider themselves to be Change Agents.

- 47 percent of participants who have never had CM training or read CM literature consider themselves to be Change Agents.

The evidence shows that exposure to CM training or literature increases the likelihood of LIPs perceiving themselves as Change Agents. There is a sharp drop to 47 percent for participants who have never received CM training.

Table 4.5 Correlation between level of education and CM training

Have you ever received CM Training?	School Leaver	Certificate, Diploma, HNC, HND, BTEC or equivalent	Under-graduate Degree	Post-graduate Degree	PhD	Grand Total
Yes, I attended a course on Change Management	1	1	7	13	1	**23**
Yes, I attended a vocational course where it was part of a broader subject area (e.g. project management, knowledge management, business analysis)		1	3	7		**11**
Yes, as part of my degree			2	6		**8**
Yes, I have worked with a Change Management Coach/Mentor			1	4		**5**
No, but I have read literature on Change Management	1	1	10	15		**27**
No, never	1	3	13	16	1	**34**
Grand Total	**3**	**6**	**36**	**61**	**2**	**108**

There is no ostensible correlation between participants' level of education and their engagement with CM training. The inflated figures in the 'under-graduate degree' and 'post-graduate degree' columns are in-line with fact that the majority of respondents fall within these two categories. Moreover, there is no significant impact in what form the training takes, for example, attending a vocational course or reading literature on CM. Therefore, it is unlikely that the higher level of education the participant has, the more likely they are to engage in CM training.

Question 13) Have you ever received Leadership training?

Figure 4.13 Q13 Leadership training

54 percent of LIPs who responded to the questionnaire have received Leadership training.

Question 14) Does your organisation provide a CM/Leadership capability framework to help you develop the skills needed to become a proficient Change Agent?

Figure 4.14 Q14 CM/Leadership capability framework
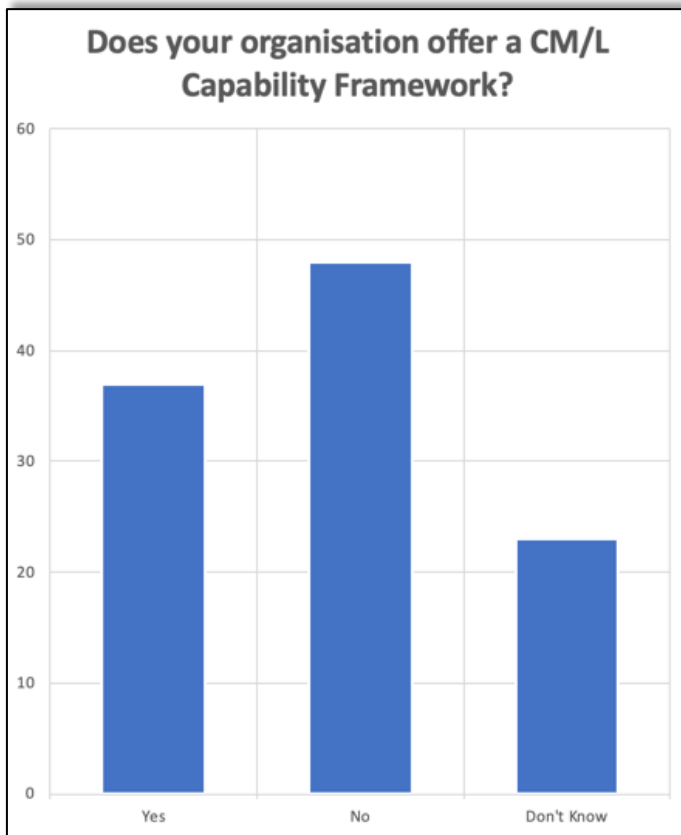
34 percent of the organisations that LIPs work for are known to offer a CM or leadership capability framework.

45 percent of the organisations that LIPs work for do not offer a CM or leadership capability framework.

The remaining 21 percent of LIPs do not know whether their organisation offers a CM or leadership framework.

Question 15) Which transformative change(s) has the Library and/or Information Service been involved with over the past five years (or since you have worked there if it is less than five years)? [please tick all that apply]

Figure 4.15 Q15 Transformative changes over the past 5 years
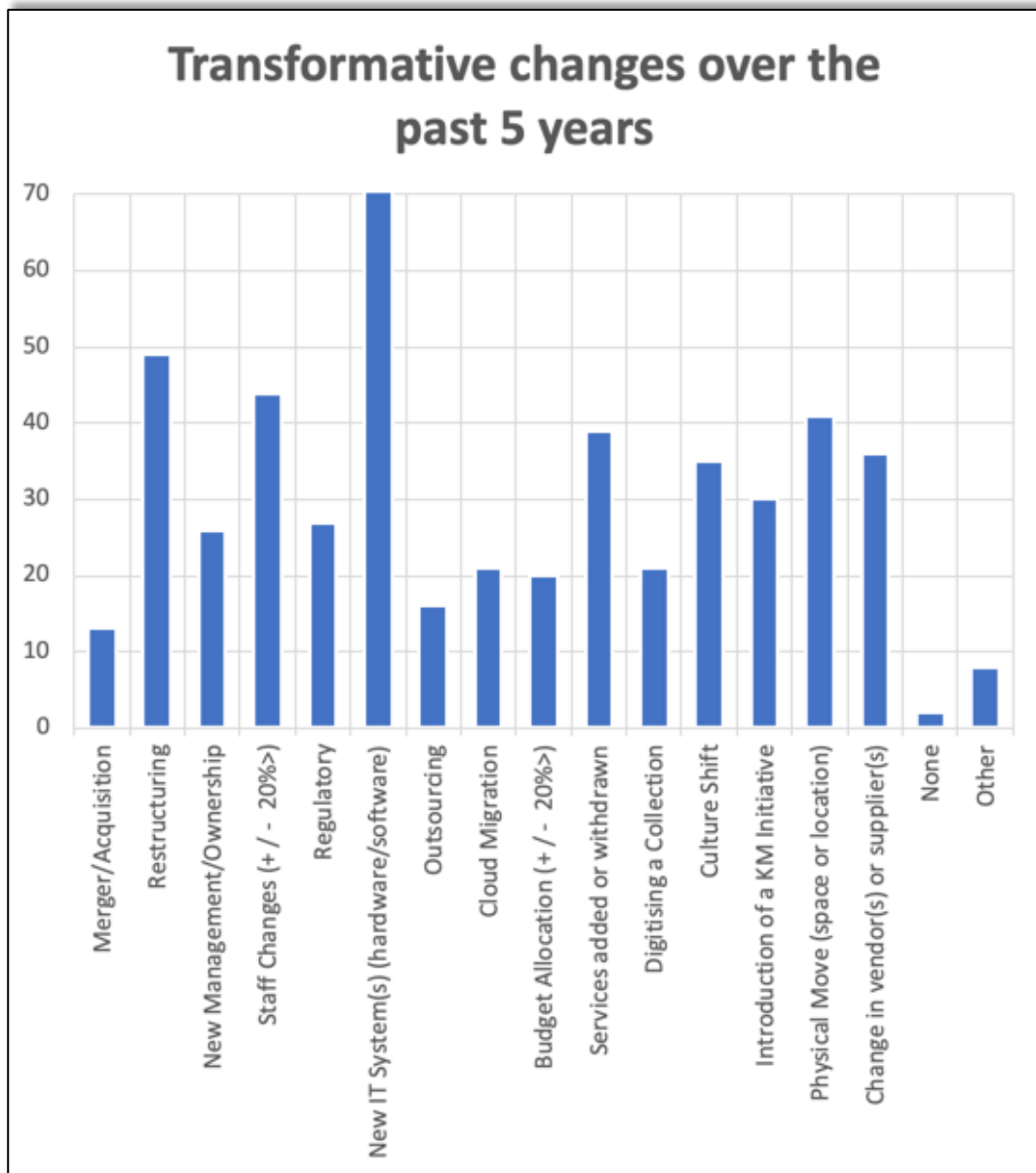
96 percent of LIPs stated that their Library and/or Information Service has been through at least one transformative change over the past five years. New IT System(s) is the leading category with 73 percent, followed by restructuring with 49 percent. 2 percent of LIPs state that their Library and/or Information Service has not been through any transformative changes over the past five years. The 'Other' category includes strategic pivots in data management and new products.

Question 16) If the Library and/or Information Service has been involved in transformative change(s) over the past five years, did the change(s) generate resistance?

Figure 4.16 Q16 Resistance

Did the change(s) generate resistance?
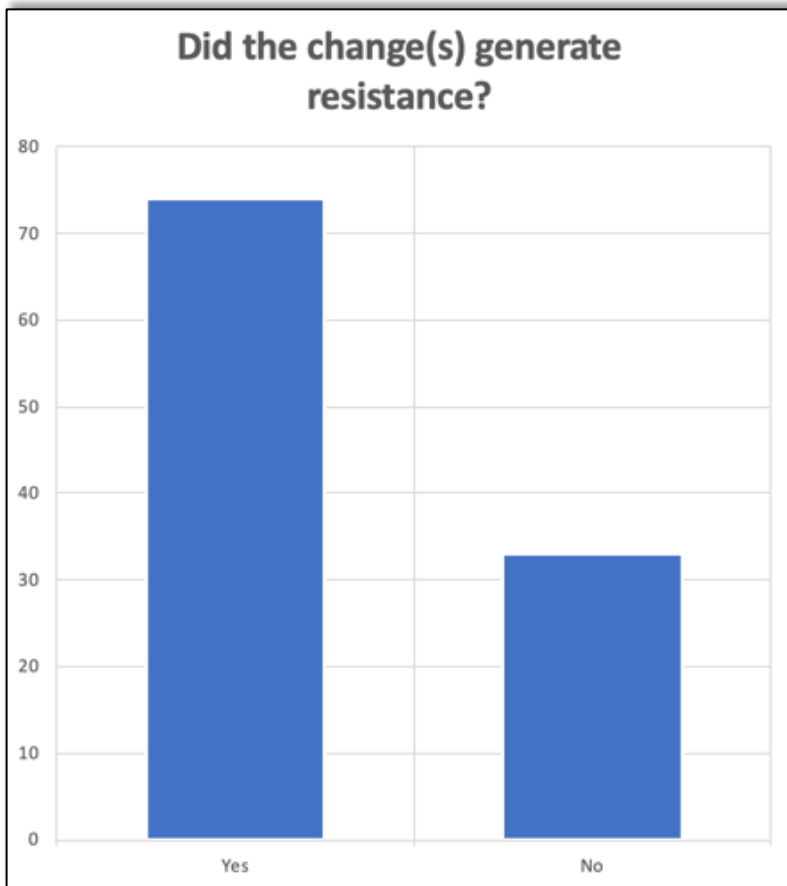
69 percent of the LIPs who stated their Library and/or Information Service has been through at least one transformative change over the past five years, also stated that the change(s) generated resistance.

Question 17) If you answered yes to question 16, who were the most prominent group of resistors?

Figure 4.17 Q17 Most prominent group of resistors
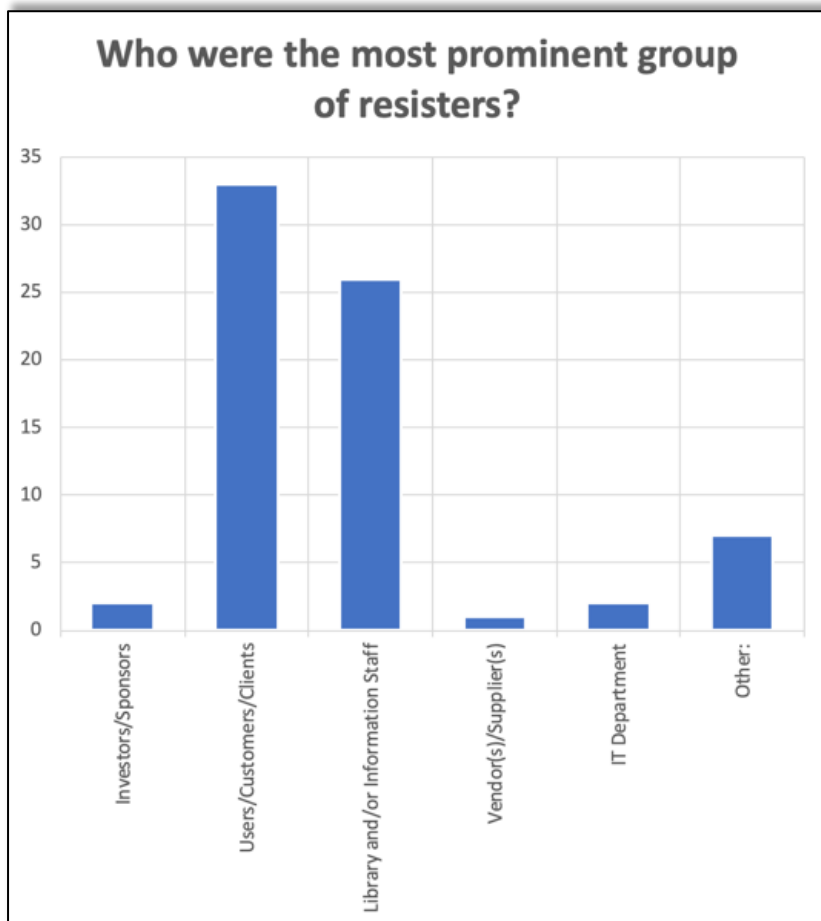
96 percent of the participants who answered 'Yes' to Q16 responded to Q17.

46 percent of resistance came from users, customers or clients.

37 percent emanated from LIS staff. A limitation of this question is that is does not identify if the change originated from within the Library and/or Information Centre, elsewhere in the organisation or from an external source. In any event, a significant number of LIPs generated resistance.

The 'Other' category includes employees, mainly middle management, heads of department, team leads, all of the above and a combination of users and library staff.

Question 18) If you answered 'Yes' to question 16, which of the following approaches were used to combat discord? [please tick all that apply]

Figure 4.18 Q18 Resistance Techniques
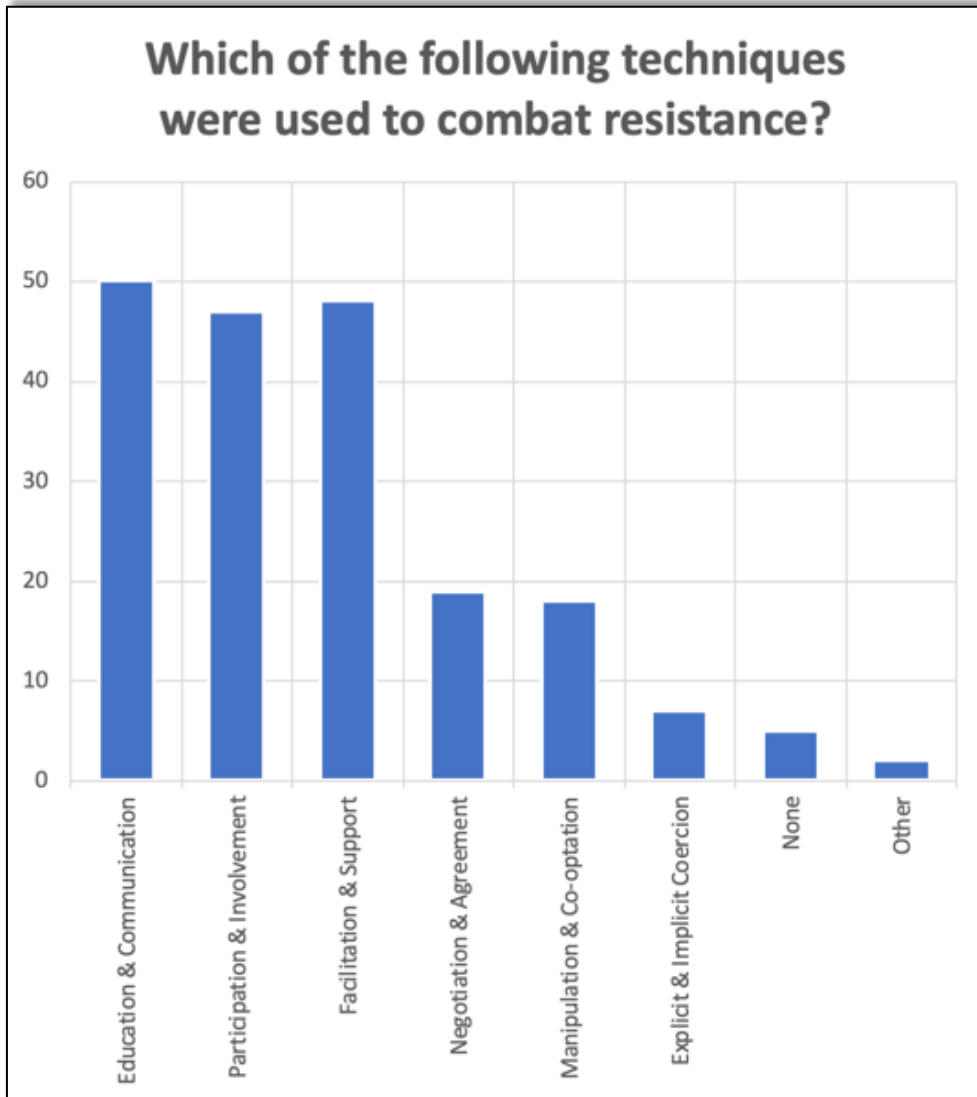
'Education & Communication' and 'Facilitation & Support' are the most commonly used approaches for dealing with resistance.

Q18 does not differentiate between LIPs who utilise resistance approaches and those who are on the receiving end of them. However, the responses indicate whether or not these techniques are employed within their working environments.

30 percent of LIPs state that their involvement with techniques to combat resistance are the *only* mechanisms used to transition through change. A further 28 percent use techniques to combat resistance in conjunction with CM Models and/or Tools.

Question 19) Do you engage in prescribed CM practices (i.e. the use of models/frameworks/methodologies) when involved in transformative change?

Figure 4.19 Q19 Engagement in CM practices

35 percent of LIPs engage in prescribed CM practices.

7 percent of LIPs stated that CM work is outsourced.

58 percent of LIPs do not engage in prescribed CM practices.

Question 20) If you answered yes to question 19, which of the following models, frameworks or methodologies do you use to plan, implement or monitor change? [please tick all that apply]

Figure 4.20 Q20 Models
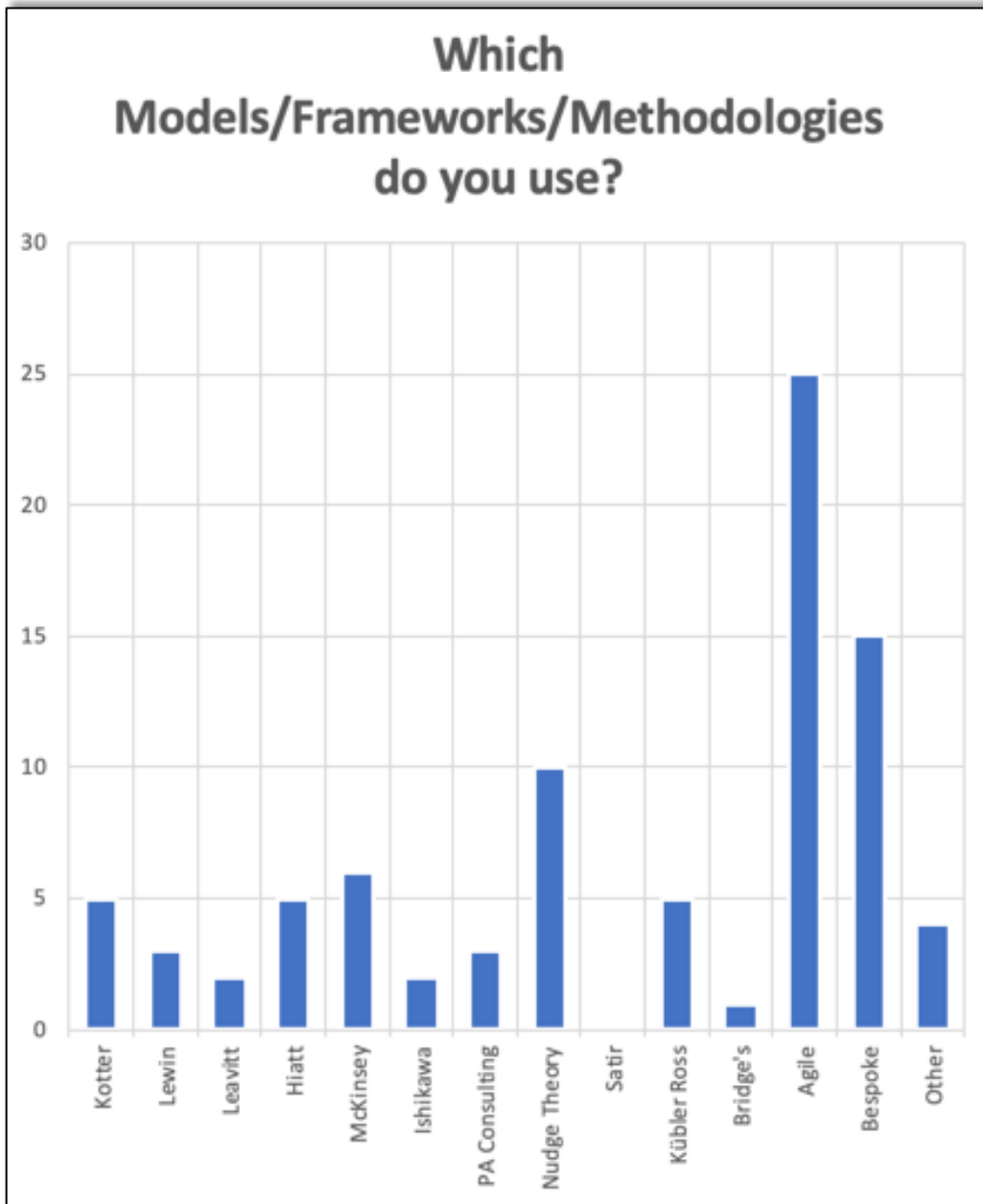
36 percent of LIPs use CM Models. Of those, 38 percent use one Model in isolation, and 62 percent use a combination of Models. 64 percent of LIPs who use CM Models utilise an Agile Framework.

With the exception of the 'Bespoke' and 'Other' categories, LIPs use the majority of the Models that were identified in the literature as being the most popular. 'Other' includes the Gartner Hype Cycle, Lean and Six Sigma.

Question 21) If you answered yes to question 19, which of the following tools or techniques do you use to facilitate change? [please tick all that apply]

Figure 4.21 Q21 Tools
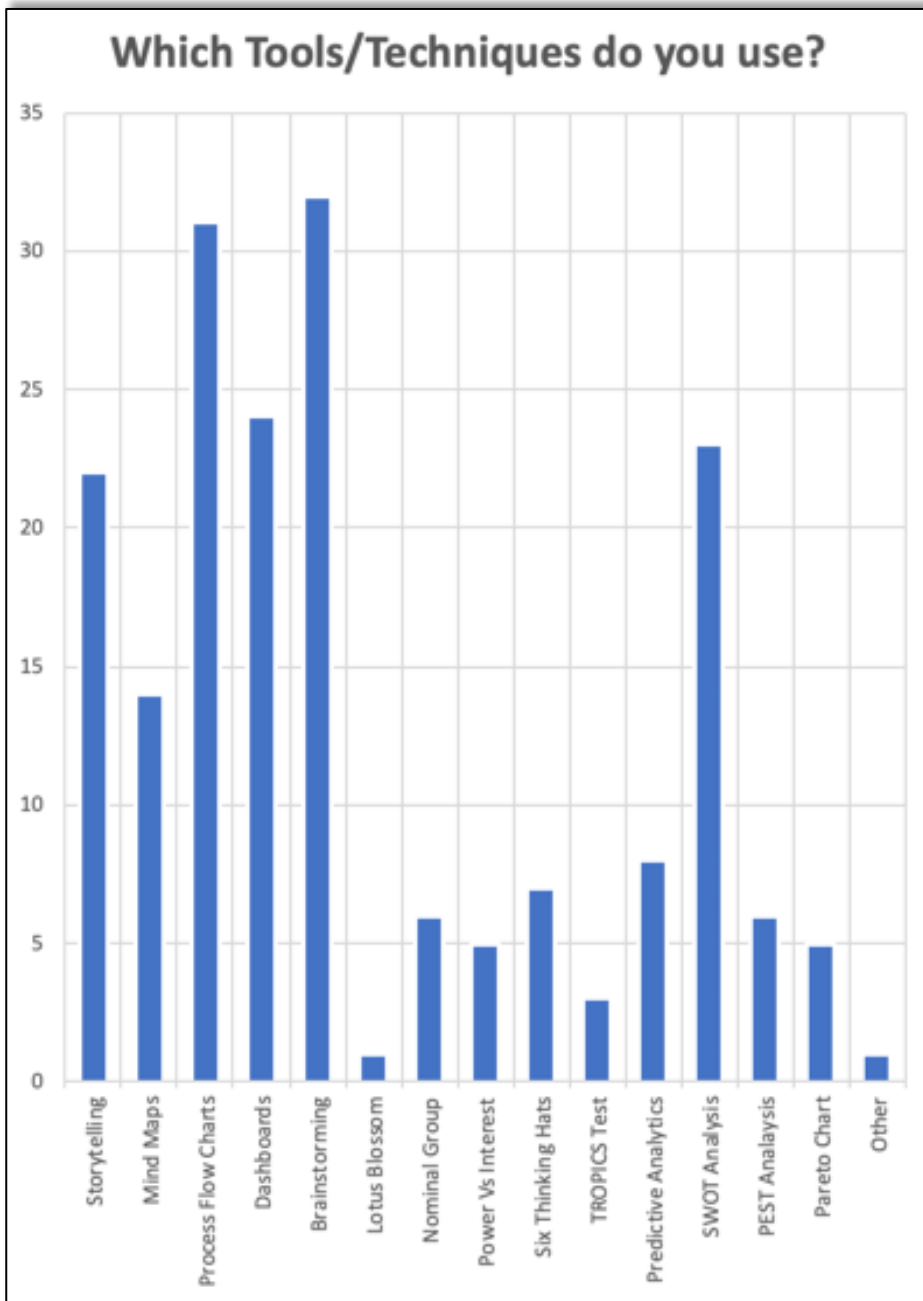
42 percent of LIPs use Tools. Of those, 13 percent use one Tool in isolation, and 87 percent use a combination of Tools. Brainstorming, Process Flow Charts, SWOT Analysis and Storytelling are the most popular Tools.

Question 22) If you do not use prescribed models, tools or techniques to manage transformative change, how do you transition yourself, your team, your department or your organisation through it?

Figure 4.22 Q22 Transitioning through change without Models or Tools
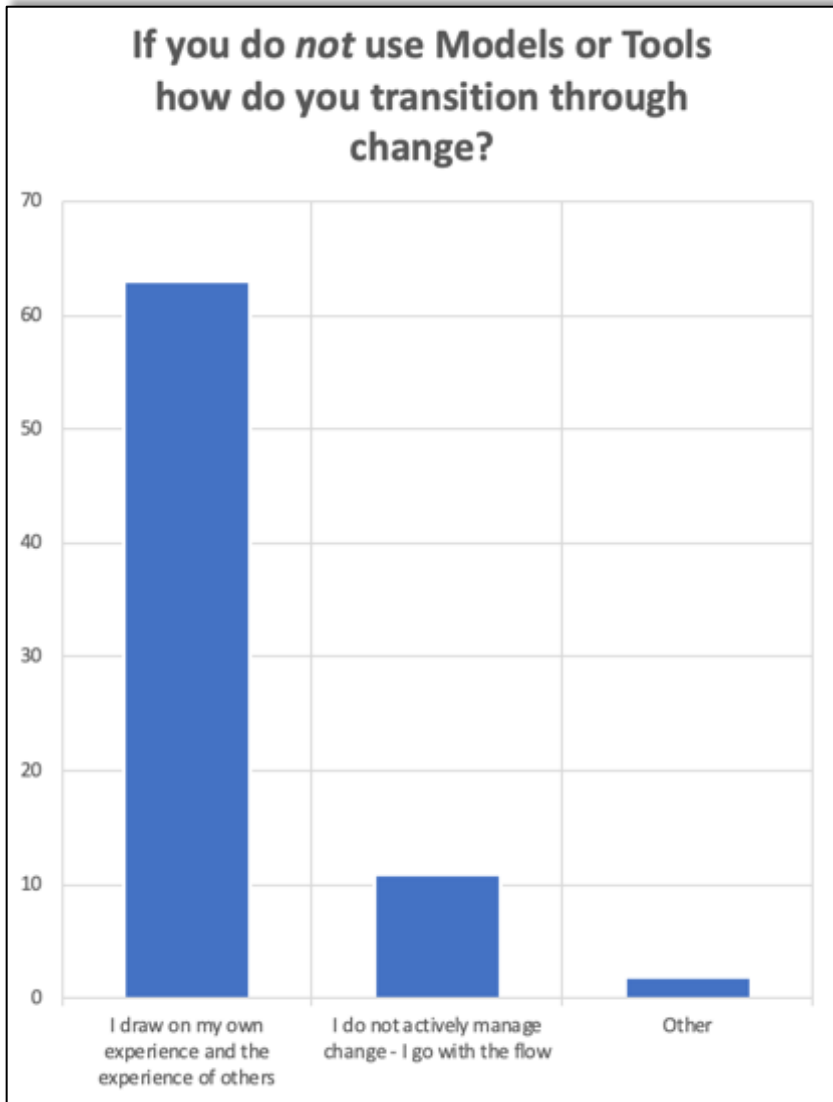
Q22 is designed to identify LIPs who draw on their own experience as opposed to using Models or Tools. However, some LIPs answered Q22 and Q20 if they use a combination of Models and draw on their own experience. 14 percent of LIPs draw on their own experience *only*.

10 percent of LIPs explicitly stated that they do not actively manage change. However, one of the participants also stated that they use Models and Tools.

'Other' Includes 'Engage with users and try to manage their issues' and 'By starting with the techniques that provide the highest impact at the lowest amount of costs and the lowest risks. For example: a single word makes it possible to get rid of most of the unnecessary bureaucracy undermining transitions.'

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Question 23) How important do you think Change Management is in Library and/or Information Science?

Figure 4.23 Q23 Importance of CM in LIS
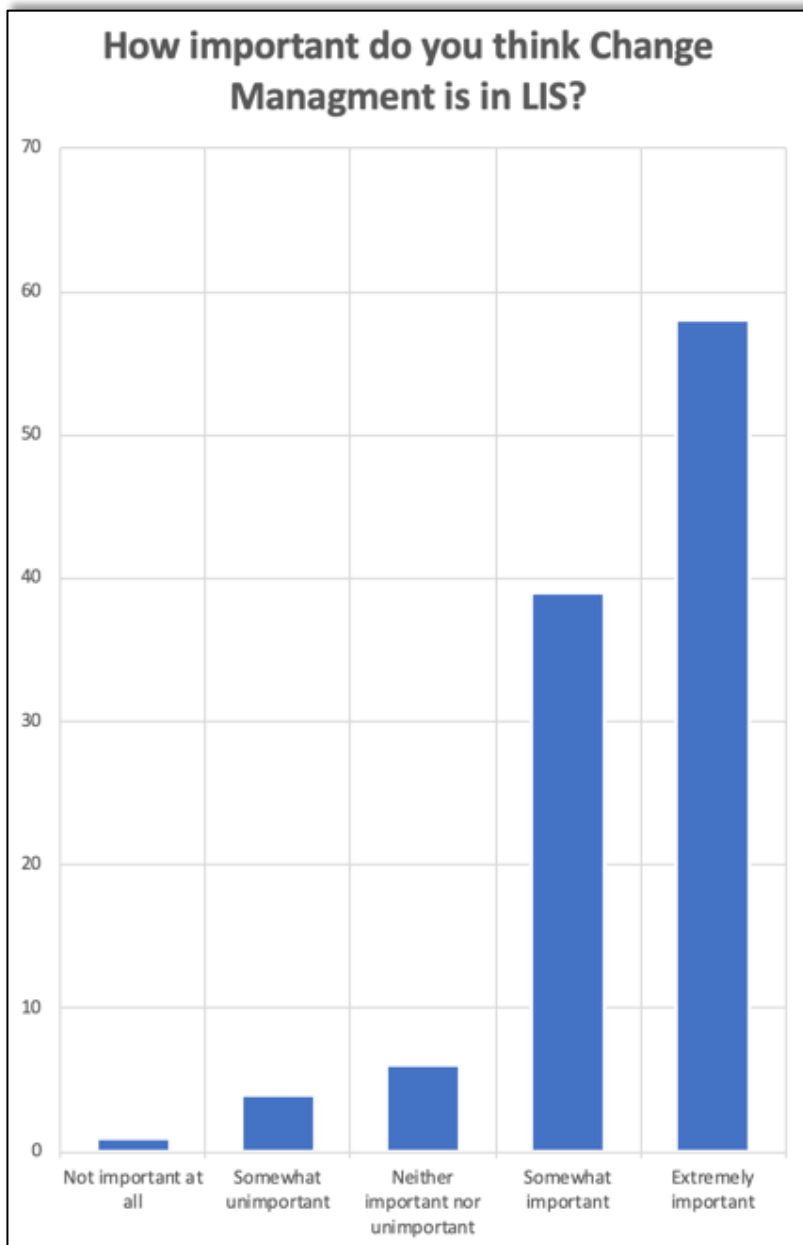
91 percent of LIPs who responded to the survey think that CM in LIS is either somewhat important or extremely important.

Q24 invites LIPs to explain their answer, a summary of the answers is incorporated into the analysis for question 24. The full text of the answers is available in Appendix 4.

One participant expressed that CM is not important at all in LIS. The Head of Department has experienced eleven out of the fifteen transformative changes listed in Q15, with no resistance. The participant has received CM training but does not identify as a Change Agent, although the LIP transitions through change by drawing on past experiences. No e-mail address was provided so it was not possible to follow-up and find out how zero resistance is achieved throughout eleven change initiatives.

One of the four respondents who considers CM to be somewhat unimportant answered Q24, which is optional, and stated that "Library and Information Science is not likely to be an area where there is rapid or constant change; however, there is likely to be evolution over time. Often it is about

changing habits or awareness of users which works better as a gradual but persistent process." The LIP has been through transformative changes where resistance was generated from the users/customers/clients.

Question 24) Please state the reason(s) for your answer to question number 23.

Below is a summary of the answers to Q24. A comprehensive list is available in Appendix 4. Q23 requires LIPs to indicate how important they think CM is in LIS. 78 percent of LIPs provided an explanation to support their answer. The numbers in brackets represent the number of LIPs who responded.

5 - Extremely Important (53)

LIPs who believe that CM is 'extremely important' in LIS stated advancing technology, environmental changes and survival as their primary reasons.

4 - Somewhat Important (25)

The explanations for the 'somewhat important' category include keeping up-to-date with technology, the changing roles of LIPs, enabling KM initiatives and public sector funding issues. In addition, having a level of control over changes, environmental changes, meeting expectations and all librarians encounter change in some form. One respondent wrote "Public sector continually struggle for funding. Corporate sector struggle for relevancy."

3 - Neither Important nor Unimportant (5)

No two answers are the same in this category. The full quotes are set out below.

- "Part of the job description of a Librarian."
- "Make change management important and change management becomes important than the service employees need to do their job."
- "Make change a natural part of library and information services and much happens automatically."

73

- "Often LIS are part of a bigger entity - need to move with it. Not always positive."
- "I do not know it's effectiveness."

2 - Somewhat Unimportant (1)

The sole respondent in this category stated that "Library and Information Science is not likely to be an area where there is rapid or constant change; however, there is likely to be evolution over time. Often it is about changing habits or awareness of users which works."

1 - Not Important at all (0)

The LIP who believes that CM is not important at all did not provide an answer to Q24.

Question 25) Do you think a more proactive approach to Change Management would increase the likelihood of a favourable outcome for future transformative changes?

Figure 4.24 Q25 Proactive approach to CM
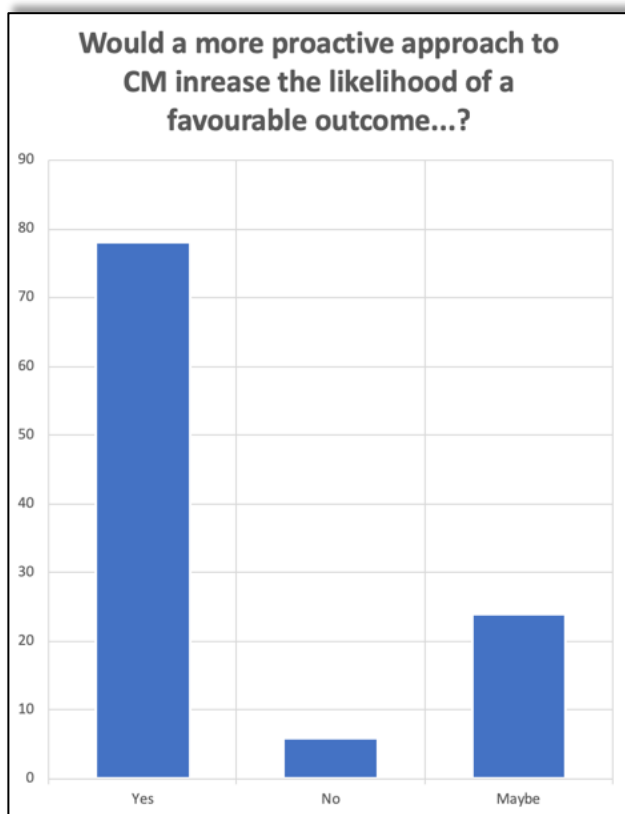
72 percent of LIPs think that a more proactive approach to CM would increase the likelihood of a favourable outcome for future transformative changes

22 percent of LIPs are unsure. The rationale behind responses in the 'Maybe' category is unknown. Perhaps the respondents do not know the answer or it might depend on a set of variable circumstances. A decision was made at the design stage of the questionnaire not to include an additional question asking for their reasons because the questionnaire is already lengthy.

Question 26) Is there anything else you would like to add?

A complete list of answers to question 26 is included in Appendix 4. The responses indicate that LIPs need to be equipped with CM skills to survive, to keep up with changing information and communications technology, and "…to prepare them for organisational politics that they will encounter in their professional endeavors." One respondent commented that, "As a profession we seem to be rather unaware of change management as a tool."

One LIP made the following recommendation, "You can't cram everything into an MSc in LIS and providing management education at what's usually an early stage of one's career can be premature. I think there's a need and a market for an MSc in Information Strategy & Leadership for LIS professionals who have been working at professional level for say 5-10 years. Apart from an MBA or a Master's in Innovation (I've one of the latter, from CIty U), it can be easy for library leaders to feel overwhelmed by the amount of change and the lack of suitable educational developmental opportunities."

Broader observations were made about CM in general. For example, "In my experience, change management projects have limited chance of succeeding unless a more practical approach is taken." 'Practical' does not necessarily mean using a prescribed Model or set of tools as mentioned here, "Nothing beats experience in getting change sold, delivered, and embraced." One LIP pointed out that managing change does not stop when the change has been delivered. Often, it is "…just the beginning of the change journey as cha he beds in, problems surface and more proactive change measures are needed."

The following observation made by one LIP reiterates a point made by other LIPs during the interviews, "In my experience, there really isn't no method to fit all. The respondent concluded with, "Also the amount of effort being put in to supporting any structured change management needs to be balanced against competing needs due to finite resources."

The final notable comment relates specifically to libraries, "I think that libraries are often at the whims of senior figures within the library who are resistant to change or that do not have the correct skill set that would facilitate a smoother transition through change. This causes a trickle-down effect

whereby other staff are often unaware of change until it's too late to act and are often left to make the best of what is available."

Question 27) Please provide your e-mail address if you are happy for me to contact you regarding a follow-up interview (all personal details will be held in strict confidence and will not be revealed in any research or used for any other purpose)

62 out of 108 participants provided their e-mail address.

To what extent do LIPs actively manage change?

Figure 4.25 CM methods used by LIPs (absolute numbers)
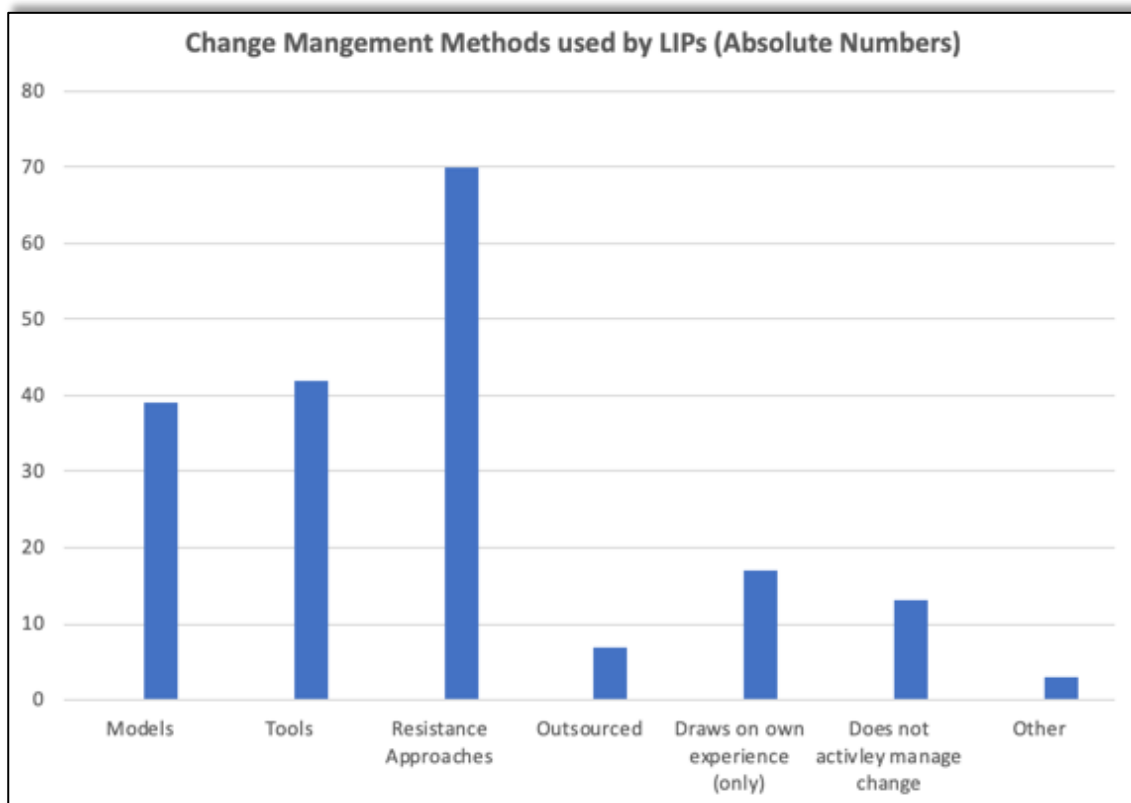
Figure 4.25 shows the change methods used by LIPs in absolute numbers. 25 LIPs use Models, Tools and Resistance Techniques, 7 use Models and Tools and 3 use Tools and Resistance Techniques. No LIPs use only Models. The `Other' category includes "Engage with users and try and manage their issues", "persuasion, through the limited channels available" and "By starting with the techniques that provide the highest impact at the lowest amount of costs and the lowest risks. For example: a single word makes it possible to get rid of most of the unnecessary bureaucracy undermining transitions."

Figure 4.26 Combination of CM methods used by LIPs (percent)
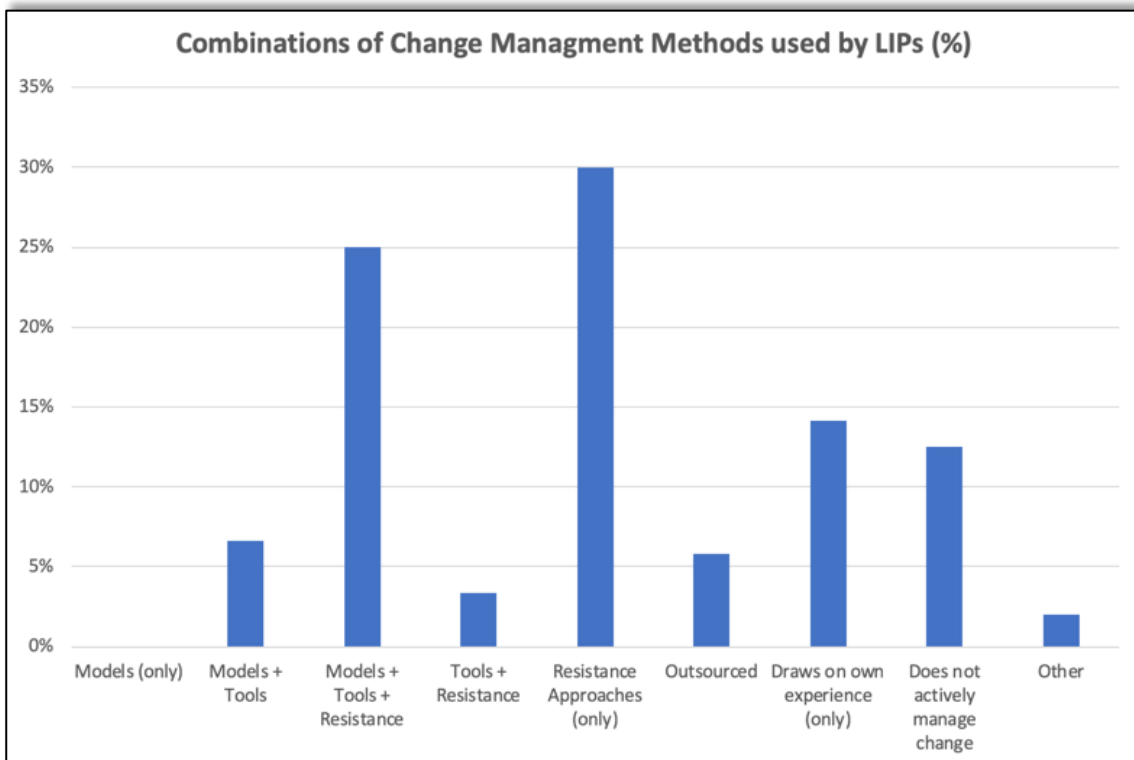
Figure 4.26 reflects the combination of change methods used by LIPs. 32 percent of LIPs use Models and 35 percent use Tools. Every LIP who uses a Model does so in conjunction with either Tools or Resistance Techniques.   30 percent of participants engage in activities to combat resistance; however, they do not use Models, Tools or draw on their own experience. 14 percent of LIPs draw on their own experience *only*, meaning that they do not use Models, Tools or Resistance Techniques; they are guided by their past experiences. 6 percent of CM work is outsourced and 13 percent of LIPs do not actively manage change at all. The remaining 2 percent use alternative methods as mentioned in the accompanying text to Figure 4.25.

4.4　Interview Results

The Interviews partially fulfil research objectives two and three and meet objective four.

Research Objectives	Research Strategy
1. Identify the theories, models, tools and techniques used to manage organisational change.	Desk Research
2. Investigate whether library and information professionals manage change or endure it. If they actively manage change, find out what models, tools and techniques they use. If they endure it, find out why. For example, is it due to a lack of training or awareness around the benefits of Change Management?	Questionnaire and Interviews
3. Explore what Library and Information Professionals' attitudes are towards Change Management.	Questionnaire and Interviews
4. Find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.	Interviews

The purpose of the semi-structured interviews is to gain a deeper understanding of LIPs attitudes towards CM in a setting that affords the researcher an opportunity to analyse the information in real-time and respond with follow-up questions.

Ten LIPs were interviewed from 7 September to 9 November 2018. Five took place in person, four via Skype and one via Google Hangouts[13]. Nine out of the ten interviewees completed a questionnaire prior to the interview. P10 did not complete a questionnaire because of the nature of their job role, which is educating LIPs on CM.

Table 4.7 Interview participants

Interviewee	Position	Type of organisation
P1	Information Business Analyst	Investment Bank
P2	Business Analyst / Information Architect	Automotive Company
P3	Library Advisor	Law Firm
P4	Information Architect	Contractor
P5	Business Analyst	Central Government
P6	Librarian	Public Library
P7	Librarian	Public Library
P8	Consultant (Retired)	Independent Consultancy (and LIS publishing)
P9	Consultant	Information Consultancy
P10	Consultant	Consultancy Firm (specialises in CM and LIS)

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[13] Google Hangouts is a software application, owned by Google LLC, that enables individuals to communicate by making free video calls and exchanging "photos, videos, maps, emoji, stickers, and animated GIFs" (Google, 2018).

Question 1a) To what extent do you agree/disagree with the following statement?

Statement: One either engages in actively managing change or endures it. In other words, if you do not engage in using models/frameworks/methodologies or tools/techniques, change is something that you cope with; grin and bear; put up with; resign oneself to; suffer.

5) Totally Agree
4) Somewhat Agree
3) Neither Agree nor Disagree
2) Somewhat Disagree
1) Totally Disagree

Table 4.8 Summary of participants' responses to interview question 1a

Participant	To what extent do you agree/disagree with the following statement? 'One either engages in actively managing change or endures it'
P1	5) Totally Agree
P1	5) Totally Agree
P3	4) Somewhat Agree
P4	4) Somewhat Agree
P5	1) Totally Disagree
P6	4) Somewhat Agree
P7	4) Somewhat Agree
P8	2) Somewhat Disagree
P9	5) Totally Agree
P10	4) Somewhat Agree

80 percent of interviewees agree to some extent that one either engages in actively managing change or endures it.

Question 1b) What are the reasons for your answer to Question 1[a]

The main thread running through the responses to question 1b, is that the absence of employee involvement, lack of engagement, lack of control, no buy-in and no input into the change, all contribute to people enduring or suffering change. Other factors that influenced interviewees' response to question 1a include being unaware that Models and Tools existed, favouring common-sense over frameworks, adopting a positive attitude towards change despite being powerless over it, and a lack space and time to think. Select portions of the responses to question 1b are grouped according to the answer LIPs gave in 1a.

5) Totally Agree

P1 is a contractor in the financial services sector and shared that, "It is my consistent experience since 2001, since when I first began in change management, that everybody is reluctant to deal with any kind of change to their processes, their procedures, the systems that the use or the data that they process in those systems. And, they need to be actively encouraged and if that fails, depending on the environment, necessarily forced."

P2 works in a public library, "I don't think I have to grin and bear it because I always have input into it." "…I gave them control. They had a buy-in to the result."

P9 is a consultant and has extensive experience working with LIS clients going through change. "…I work as an Information Management Consultant…I want you to understand my context which is I go into an organisation because there is a problem or there's a perceived issue, which means that certainly from my perspective there is always a change element…" "So, there are some people who are in control, if you like, directing this change and being those change agents and then the rest of the staff and it does feel, I mean, you know, I'm coming from a place where there's a lot of change of the moment, my current contract, and I'm at a point where I feel really sorry for the staff because I think the staff are enduring it." "But the how are we going to do it and the pace of change and the activities to do with that are all defined by somebody else and they are 'done to'." "…unless I can take colleagues with me on that journey the change will fail." "And there are usually people who are making those changes and the rest of the colleagues by and large are recipients of those changes and the success or failure comes by how much the change agents engage, if you like, with the front-line staff and take them on the journey or whether it's an imposed something."

4) Somewhat Agree

P3 is a library advisor in a law firm and somewhat agrees that one either engages in actively managing change or endures it, "…we're not averse to change, because not having techniques doesn't mean that we are averse to change, but we can't potentially actively manage it to our full potential if we don't have any change management training or even awareness of tools and techniques. We have to kind of muddle along and fudge it…"

P4 is a contractor and has a wide range of experience in the public sector, "…fundamentally that I've done enough of the enduring change and trying to resist to realise that it's almost futile depending on where you sit in an organisation." "So, I think if you don't actively engage and are not taking part, you have no say in where you're going therefore it is going to be…you're going to end up enduring whatever change comes at you." "…even through situations where I've effectively endured it, there's been a, you know, I still have had to reluctantly change…" "…at the end of the day I think that my own experience is just go and grab it, become an active participant which means you can then challenge…challenging [inaudible] a lot of people don't like doing it but you are actively managing your approach to change, so I think that's really important."

P10 coaches LIPs in CM. The following comments were made in response to question 4, but they are pertinent to question 1, "I think certainly in my interactions, you know, through CILIP and with library and information professionals there's always…there always seems to be so much pain and struggling and anxiety and stress and all of that are signals of people enduring or struggling; coming right back to your thing at the beginning, you know, enduring or struggling. And, it's kind of…it's lack of time and it's firefighting. It's lack of time to be able to just stop and think. Not having the space, so it's not just not having the resources, it's actually not having the space and the time to think. Yeah, yeah."

P6 works in a public library and was recently demoted and underwent a pay cut, "I could say somewhat agree because you are given a chance to have some sort of voice but I just don't think it gets…at the end of the day, if you don't agree with it you won't have a job…" "It doesn't mean that I necessarily disagree with the change and that I don't agree with why it's happening, there might be some things that I disagree with, some things that I agree with, but at the end of the day, there is nothing I can do about it."

P7 also works in a public library, "I think change works best when you actively embrace it, when you are proactive, and when you put forward ideas and you sort of actively put yourself forward to be part of it. So, my experience in local government and in libraries, is you get a much better outcome if you get involved with the change. So, my view on change is that I would [inaudible] rather put forward options and sort of be proactive and do with, rather than be 'done to'.

3) Neither Agree nor Disagree

No interviews selected 'neither agree nor disagree' as their answer.

2) Somewhat Disagree

P8 is a retired consultant who specialises in information organisation, "What I'm disagreeing with is that you have to have prior knowledge of these models. I mean some people are positive about change and some are negative without knowing the models even existed.

1) Totally Disagree

P5 is a business analyst in the public sector, "I'm afraid I don't agree with that because I think in my own life, let's just take a step away from the business, you know, whether you're getting married or you're entering into a new relationship where you're dealing with a sick child or your moving house, they're all changes, yeah? And, I don't think there's necessarily a methodology. I'm going to make an appeal to common-sense. I know there are lots of change frameworks and I...to me, it normally breaks down to there is a driver for something needed to change, either it's too hot, it's too cold, it's too long, it's too big, it's too small, whatever that driver is. And, then there is normally action we take and then we plan to take the action...sorry, plan and then we do it and then we follow up." "...if there's a real need for change then I'm not sure how much value all those frameworks bring and deliver, because I've been on the receiving end of various...I don't remember what they were but consultants doing this, and I'm not sure it would have done a lot better than just a more common-sensical approach." "I think that's too binary for my liking so I'm going to say I totally disagree."

Question 2) Interviewer to select a question from the table below depending on the answer given to Question 1[a] and the participant's questionnaire response.

Question 2 was selected from Table 4.9, depending on the LIPs answer to question 1a and whether or not they used Models.

Table 4.9 Predefined questions for researcher to ask during interview question 2

Response to Question 1a: 'One either engages in actively managing change or endures it'	You DO use models/tools/techniques	You DON'T use models/tools/techniques
5) Totally Agree	You agree and you actively manage change. Does that mean that you do not 'suffer' change because you use Models etc?	You agree but you do not actively manage change. Why? 1) lack of training 2) lack of resources 3) lack of awareness about the benefits of CM 4) other?
4) Somewhat Agree		
3) Neither Agree nor Disagree	How do you decide on whether or not to use models etc?	How do you decide on whether or not to use models etc?
4) Somewhat Disagree	You disagree and you actively manage change. Why do you use models etc. if change can be experienced in a positive way without them?	You disagree and you do not actively manage change. Does this meant that you do not use Models etc. because you embrace change and transition through it with ease without using them?
5) Totally Disagree		

Four interviewees agree that one either engages in actively managing change or endures it and they all engage in actively managing change. P2 does not suffer when transitioning through change as a direct result of using Models. P7 is more comfortable with the word 'hard' than 'suffer' and recognises that change is hard, primarily because of the people side of the change. P1 and P4 simply implied that if one does not use a structured approach then the change process would be more difficult.

Three interviewees agree that one either engages in actively managing change or endures it. However, none of them actively manages change. P3 was not aware that change Models and Tools existed and, even if they were aware, they assume that they would not be given the resources. P6 has not received any form of management training and is not offered any Tools to manage change. P9 is aware of the Models, but prefers to use them less formally and sees them as a useful lens with which to view situations.

P5 and P8 disagree that one either engages in actively managing change or endures it and neither of them actively managing change. P8 believes that the choice between managing change and enduring it is too binary and prefers to take a common-sensical approach. P8 was not aware that formal approaches to CM existed.

Table 4.10 provides a selection of the responses for question 2. The full text of the transcripts is available in Appendix 8.

Table 4.10 Participants' responses to interview question 2

	Interviewer's Question to Participant	Participants' Responses
P1	You agree and you actively manage change. Does that mean that you do not 'suffer' change because you use Models etc?	"Having no framework is like putting a cat among the pigeons, they wouldn't know where to start."
P2	You agree and you actively manage change. Does that mean that you do not 'suffer' change because you use Models etc?	Totally agree, totally agree.
P3	You agree but you do not actively manage change. Why? 1) lack of training 2) lack of resources 3) lack of awareness about the benefits of CM 4) other?	"Awareness. I didn't even know they existed. Maybe if I was in a big firm like [Company A] or [Company B] you might have those sorts of resources, but because we're a small firm I wasn't even aware that these tools and techniques existed." "If they did exist, I would have thought we wouldn't have been given the resources to do it anyway. They would have gone to the people higher up."
P4	You agree and you actively manage change. Does that mean that you do not 'suffer' change because you use Models etc?	"…If you don't have some structure behind the change then yes, I think that can prove…that makes it more difficult."
P5	You disagree and you do not actively manage change. Does this meant that you do not use Models etc. because you embrace change and transition through it with ease without using them?	"I'm not sure that anyone really likes to embrace different and new things. Human nature mitigates against that." "So, I think if when I say, I don't need a framework or…look, I think that that that common-sensical approach which I've just outlined there which I believe is closest to what I would do and have, is the one I probably do in my own personal life, whether it's moving house or moving a school for the children and that seems to apply equally well in the commercial environment. But, I have outlined what is probably a six-step process that you've probably got a name for [laughter]."
P6	You agree but you do not actively manage change. Why? 1) lack of training 2) lack of resources 3) lack of awareness about the benefits of CM 4) other?	"I mean, I know I do manage it to some extent obviously because I was deputy library supervisor here so we had a library supervisor and I was deputy library supervisor. Then, in the last restructure, they got rid of everybody and now we have a group area manager who's in charge of three libraries." "But I'm not given the tools to do that." "I don't get any management training or anything like that."

P7	You agree and you actively manage change. Does that mean that you do not 'suffer' change because you use Models etc?	I don't know if I would use the word suffer, change is hard. I actually find change harder being part of it rather than leading it. So, because...particularly in libraries...I've had quite a clear vision of where I want to take the service and what I want to do. It's been easier in a way for me to move the process through but the hard bit is this is about people ultimately and that's I guess where the suffering comes in because it can get personal, it can get emotional, it [inaudible] really hard as humans being to sort of try and put all that to one side and rise above it to keep your eye on what it is that you're trying to do for the community and to make some really difficult choices. So, I just don't know if I would use the word suffer but change...change is never easy particularly when you've already [loss of signal]...in local government to then keep [loss of signal] you've still got a front-line service to deliver.
P8	You disagree and you do not actively manage change. Does this meant that you do not use Models etc. because you embrace change and transition through it with ease without using them?	"...I didn't know the models existed. That said, one has...somebody like me wasn't born yesterday and we've all been doing it without necessarily calling it change management. You've been a manager." "...one does call on one's own resources and experience in order to carry things through."
P9	You agree but you do not actively manage change. Why? 1) lack of training 2) lack of resources 3) lack of awareness about the benefits of CM 4) other?	"...models are a really great lens but I will be honest that in the real world and, you know, if I'm thinking about here where people are saying, you know, come on deliver, deliver, deliver, you...one doesn't often have time to reflect either in a way that maybe one ought to. So, there's possibly a bit of...if I'm very super honest a bit of laziness, a bit of not so much time, and trusting that maybe I'm already influenced by it because I've learned this and I've, you know, you embed it into the way you operate rather than thinking about it in a formal way. So, the latter is the hopeful one [laughter]." "I think I worry when I see people applying models in a very militant way, you know, it's like this and this is how we see the world and we judge people, because I think that models are absolutely a lens that you would use and typically I think it's worth using a couple and drawing on a couple, because organisations are quite messy, nobody fits, do they?"
P10	P10 did not complete a questionnaire so the question has been adapted. Some people agree with that statement [the statement in question 1a] but they don't use tools and I'm just wondering why. Why do you think that is?	"...I suspect there are more people doing the extremes than doing the middle bit." "One of the things that I talk about in change is Richard McKnight's model. He talks about the Victim, the Survivor and the Navigator. And, so your two extremes are the Victim and the Navigator...and to some extent the Survivor, but what tips the Survivor to the Navigator mode mindset is when they actually start getting the tools and the resources to be able to make the change. So, the statistics, certainly this chap's statistics suggest that the bulk of people sit in that Survivor mode which is kind of enduring."

Question 3) Please indicate (for each type of change mentioned in Q15) how successful you perceive it to be using the scale below.

Scale 1 - 10

Complete
Failure

1	2	3	4	5	6	7	8	9

Complete
Success

Complete Failure:

- Chaotic
- Change initiative abandoned
- Staff demotivated
- Users Leaving
- Reputational Damage
- Withdrawal of funds
- Loss of stakeholder trust

Complete Success:

- No resistance
- Happy staff
- Happy users
- Happy stakeholders
- Transitioned: 'as was' to 'as is'
- On time
- On budget

The purpose of question 3 is to explore whether there is a significant difference in the perception of success between LIPs who engage in prescribed CM practices and those who do not. As discussed in the methodology chapter in section 3.3, measuring change in a structured way is beyond the scope of this research, therefore the responses are subjective and based on the perception and experiences of the interviewees. Table 4.11 summarises the numeric responses to question 3.

Table 4.11 Participants' responses to interview question 3

Interview Question 3) Please indicate for each type of change how successful you perceive it to be using the scale 1-10 (1 = Total Failure; 10 = Complete Success).										
Participant Number	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**	**P10**
Merger/Acquisition	-	-	-	-	-	-	-	-	-	-
Restructuring	-	-	-	6		5.5	7	8	-	-
New Management/Ownership	-	-	-	-	-	6	-	-	-	-
Staff Changes (significant increase or reduction - 20%>)	-	-	-	6	-	7	7	-	-	-
Regulatory	8	-	-	3	-	-	-	-	-	-
New IT System(s) (hardware or software)	5	7	-	-	4.5	-	8	-	-	-
Outsourcing	-	-	-	5	-	-	-	-	-	-
Cloud Migration	-	-	-	-	-	-	-	-	-	-
Budget Allocation (significant increase or reduction - 20%>)	-	-	-	5	-	3.5	-	-	-	-
Services added or withdrawn	-	-	-	8	-	-	-	-	-	-
Digitising a Collection	-	-	-	9	-	-	-	-	-	-
Culture Shift	3	-	-	5	-	-	7	5.5	-	-
Introduction of a Knowledge Management Initiative	-	10	8	4	6.5	-	-	-	-	-
Physical Move (different space or location)	-	-	7	9	-	5	7	9	-	-
Change in vendor(s) or supplier(s)	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
None	-	-	-	-	-	-	-	-	-	-
Do you engage in prescribed Change Management practices?	**Yes**	**Yes**	**No**	**Yes**	**No**	**No**	**Yes**	**No**	**N/A**	**N/A**

Participant 9 (P9) and participant 10 (P10) did not provide numerical responses to question 3. P9 is a LIS consultant whose work spans across a broad client base and P10 is a consultant who runs a CM training course for practitioners, including LIPs.

Table 4.12 Descriptive statistics for perceived success rate of various transformative changes

Interview Question 3) Please indicate for each type of change highlighted how successful you perceive it to be using the scale 1-10. (1 = Total Failure; 10 = Complete Success)	Do you engage in Prescribed Change Management Practices?							
	Yes				No			
	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
Merger/Acquisition	-	-	-	-	-	-	-	-
Restructuring	6.50	6.50	-	0.71	6.75	6.75	-	4.03
New Management/Ownership	-	-	-	-	6.00	6.00	-	3.46
Staff Changes (significant increase or reduction - 20%>)	6.50	6.50	-	0.71	7.00	7.00	-	4.04
Regulatory	5.50	5.50	-	3.54	-	-	-	-
New IT System(s) (hardware or software)	6.67	7.00	-	1.53	4.50	4.50	-	2.60
Outsourcing	5.00	5.00	-	-	-	-	-	-
Cloud Migration	-	-	-	-	-	-	-	-
Budget Allocation (significant increase or reduction - 20%>)	5.00	5.00	-	-	3.50	3.50	-	2.02
Services added or withdrawn	8.00	8.00	-	-	-	-	-	-
Digitising a Collection	9.00	9.00	-	-	-	-	-	-
Culture Shift	5.00	5.00	-	2.00	5.50	5.50	-	3.18
Introduction of a Knowledge Management Initiative	7.00	7.00	-	4.24	7.25	7.25	-	4.23
Physical Move (different space or location)	8.00	8.00	-	1.41	7.00	7.00	-	4.09
Change in vendor(s) or supplier(s)	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
None	-	-	-	-	-	-	-	-

The descriptive statistics in Table 4.12 imply that there is no significant difference between the perceived success of change initiatives that are conducted using prescribed CM practices and those that are not. However, the limited size of the data set should be taken into consideration when reflecting on the results.

Change is complex and there are numerous variables that contribute to the overall scores. The interview transcripts provide insights into some of these factors. The key themes to emerge from the responses to interview question 3 can be broken down into people, processes and approaches. These groupings resemble the popular belief that CM is concerned with people, processes and technology[14] (Alexander, 2017). The triangle, popularised by Schneier (2013) in the 1990's, is believed to have derived from Lewin's four-part diamond shape model (Penn, 2018). Technology and approaches are both enabling tools.

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[14] Popularised in 1999 by Bruce Schneier when he published his triangle of 'People, Process and Technology' (Schneier, 2013). It is believed to have originated from the Leavitts "Diamond model" from 1964: Leavitt, H. J. (1964). Applied Organization Change in Industry: structural, technical and human approaches. In W. Cooper, H. J. Leavitt & M. W. I. Shelly (Eds.), New Perspectives in Organization Research (pp. 55-71). New York: John Wiley.

People

"…we are dealing with people and that is always difficult." (P3)

Teamwork

P1, P2 and P4 identified that effective teamwork is instrumental in the successful implementation of a change program. The way people relate to each other can be attributed to the culture of an organisation.

P1 has experienced change in a positive environment where colleagues' attitude was "What do we need to do together as a team in order to succeed?". In stark contrast, another organisation had a "culture of push back, very negative, nobody wants any kind of change at all. Why? Because it is fear based." Interestingly, the organisation with a positive culture used a Model and the fear-based organisation did not.

P4 made a similar observation, "The more successful one is where you just had more engaged people who are just proactively trying to get the best of the situation, the worst ones being where you let a hundred chickens run off and do what they want to do with no engagement, with no common framework."

In P2's experience, personalities play a significant role in the success of a change effort. The introduction of a knowledge management initiative was assigned the maximum score because "…the 10 on here was everybody just working together."

Culture

The complexity of evaluating organisational culture is emphasised by four interviewees, P1 said that "Culture is very hard to define.", P3 thinks that "Culture change is a difficult one.", P4 points out that "Culture shift is a real tough one because there's elements of [culture shift] in all of [the changes].", and P8 mentioned that "…it's hard to change culture."

Failure to deliver / Expectations

P2 highlights the impact that change failures can have on employees, "…we failed so many times…careers were ruined, there were so many divorces, there were so many affairs, there were so many babies…"

P3 discussed a change initiative where employees were told that they will receive a new know-how system. However, two years after the announcement was made the change had still not been delivered. The result had a negative impact on staff and the result was "…by the time we got to actually starting it, when they said look we are building something, this is what it looks like, everybody was so disillusioned and tired of it."

P5 gave an information technology change initiative score of 4.5, due the fact that "It wasn't the genuine change they had promised…wasn't delivered by the IT and I think the old paradigm still shone through. don't think the organisation wanted to embrace what could have been delivered."

Subjectivity

It is clear that one of the challenges for LIPs when gauging the success of change is subjectivity. P4 said, "That one is a tough one [restructuring] because the business thought that was an outright qualified success. I thought that it was mid-rankings because we didn't do everything that we could have done…". Another example includes "Again, they're highly subjective, I'm going to guess if you spoke to the PM (project manager) of that job who got paid his bonus, he's going to think that was a fantastic job. I just wasn't quite as impressed."

P6 was on the receiving end of a change that resulted in a negative outcome on a personal level, but the delivery of the change was executed successfully, "…they got rid of my job and gave me another job with less money…" "How successful it was, well I suppose I was still…got a job at the end of it. I'd say intermediate."

P5 discussed the difficulty in everyone buying into one vision, "…it's such a big organisation with so many different viewpoints and perspectives that I think trying to get everyone to rally round one vision of this is one of the ways in which we need to change hasn't yet landed."

Resistance

P8 recalled a scenario when a resistor of change reacted undesirably, "We have quite a lot of members in [country A] who mostly didn't realize what was happening. And, then when they did realise what was happening, I got my first piece of hate mail ever." "The [nationality A]'s suddenly felt that they were losing something and, you know, they thought, what have we done to deserve this?" P8 did not use a Model or CM tools to manage the change.

Resilience to Change

P8 is a consultant and has experienced change in several organisations. "So, I have been part of organisations where, you know, somebody's been in the organisation for 20 years doing the same job. Now, you pull the rug out from under them, you know, and so I think that there's a personal resilience with some, you know, if people are used to moving roles, you know, I'm not saying every week or whatever but, you know, every two-three years or so, they move roles or they move companies. I think that they have slightly more resilience in that they don't think things are the end of the world and they know they're employable and they know they can get a job." "And, I think also, you know, there's individual stuff like, you know, some people are comfortable with things changing, you know, they accept that the world is slippery."

Processes

The interviews did not reach the depth of detail where individual processes or workflows were discussed. For example, changing the process of searching a collection of hardcopy material to searching a digitised collection.

The only mention of a process was in relation to the process of managing change. P8 measured the success of an initiative based on the process of implementing the change, "…I

think 80% of the restructuring has already been done…definitely least 80%, so that would be 8 out of 10." No other factors were taken into consideration, such as adherence to budget or stakeholder satisfaction.

Approaches

P2 was asked whether or not the KM initiative would probably have scored 10 if a Model was not used throughout the process. The response was "It wouldn't have been implemented without a model."

P4 was asked a similar question and the response also indicated that without a structured approach the scores would have been lower, "Oh, absolutely. Absolutely, yeah. I mean, you'd see them all…sometimes…I think you'd see them all in the bottom third in this ranking methodology here."

However, P4 went on to say "But, the inverse I don't think is true that there are sometimes they…not all highly structures ones end up in the top third because I think you've more into the culture, personality, individual skills and the resources you've got doing it, the level of engagement those resources have and also really importantly some of these ones that I've got at mid-ranking here are mid-ranking because of the people being asked to do too i.e. they were working on three or four initiatives at one time." P4 then confirmed that the closer to 10 the score gets, the more the number is influenced by people, their behaviour and level of engagement. A change program can be "…well-structured but badly engaged."

P3, who was involved in a change program that did not use a structured approach, considered the impact of using Tools to facilitate the change, "But the initial selling of it, which is why I said my colleague would be good to speak to as well, he found the end users and gatekeepers of the knowledge awful, really painful, because nobody was happy, nobody wanted the change, they wanted a change but they didn't know the change they wanted. They wanted the change but they didn't want the change, they wanted magic. They wanted the impossible, they wanted…I don't know…they didn't know what they wanted. So, if there had been some tool or technique which could have managed that better it would probably have grown from the kind of 4 or 5 up to the 8 a lot quicker."

P7's explained how the Models are used indirectly, "…I think I took the understanding and the learning that I had from all three [Models] and just sort of used them in the most appropriate way. I wasn't being explicit with the staff that I was using a Nudge Theory or Kübler-Ross or anything. It was just that sort of academic understanding that I have from courses and from reading and just knowing when to apply them and sort of always having in the back of my mind the change Curve Model and understanding where staff were on it and even sometimes talking to them about it and sort of saying, "It's okay if you're here and we're over here and it's okay to feel like this. This is natural. This is how we feel going through change." And, then once you explain it and almost give permission for people to feel angry or upset or confused, it's sort of okay."

P10 stated, that "…I think different tools have different levels of impact. And, it also depends on how people are using them."

P2 mentioned leadership as a contributing factor to successful change, "…you need someone that is strong and has the authority and the responsibility, but what the thing is, is that they have to be open to getting everyone's buy-in under a structured method."

Question 4) Who do you believe should be responsible for managing change? All LIS staff or just those at management level and above?

Answers to question 4 span both ends of the spectrum ranging from P4, "Oh, definitely without a doubt everyone has a part to play." to P6, "Well, at the end of the day, it has got to be those higher up because that's their job." P1 and P7 agree that managers are not the best people to deliver change. P3, P5 and P7 believe that it depends on the size of the change and P5 thinks it depends on the severity of the impetus driving the change. P9 points out that while everyone should participate, there needs to be some leaders.

Table 4.13 Participants' responses to interview question 4

	Who do you believe should be responsible for managing change? All LIS staff or just those at management level and above?
P1	"The management level and above will not be able to manage the change. They are too busy talking about it. So, they are too busy managing the business. Change is a very complicated subject and it is different everywhere irrespective of what model you have adopted or not adopted. You need experienced people to implement any kind of a change whether it is cultural, process, procedure or technological. So, the managers are not the best person." "You need experienced change managers to engage the stakeholders who are going to spend the money and the knowledge managers who manage the knowledge."
P2	"Oh, change management has to come from all staff, okay, otherwise you're going to fail. You know, you've got to have everybody involved." "But, you have to have a very strong person running it to give direction and to have the power, to have the responsibility and the authority." "There's nothing worse than giving someone the responsibility but no authority, that just sets you up for failure every time."
P3	"If you are talking managing it, and it depends what you mean by management level, we've got our director of Library & Knowledge services who is also director of other business divisions, and then there is my direct boss who is the head of Library & Information Services, who I would say is manager-level, but she is not really. She is not a director, she's not high up in that. I would say manager-level on the level of Library & Information Service, but I would say for managing it, but then I think I would say, I think, lower down staff should manage parts of it." "But, for big projects, to be perfectly honest, I don't think my level would be paid enough to have the stress to have that responsibility. If you're talking actually about big change, big projects, I think it should be the manager with input from the staff and training for the staff. I mean smaller projects, it just depends how big the project is."
P4	"Oh, definitely without a doubt everyone has a part to play."
P5	"…it depends on the circumstances. If you had a burning platform then I would imagine change belongs to everyone and should be embraced by everyone. If it's not a burning platform, then possibly the change only needs to be led from the top." "It depends on the severity of the impetus driving the change as to whether it should be owned by the people…everyone or just someone."
P6	"Well, at the end of the day, it has got to be those higher up because that's their job."
P7	"Oh, That's interesting. Because change is happening at…almost constantly every day on different levels, I think everyone's got to be responsible for change. So, big strategic change about [loss of signal]." "Big strategic change or buildings, that has to be led by management, but that doesn't mean that front-line staff can't be involved [inaudible] smaller change on a day-to-day basis, you know, [inaudible] the staff at the library here. I'm in [town A] Library. If the staff here want to change a process they do every day or they want to change a book display, that's up to them. I'm not going to get involved in that detail. So, I think it depends on what…how big a change you're looking at, where it fits in the bigger sort of scheme of the organisation, and you're only going to get buy-in from the staff if they're part of the change, they feel empowered and they can help you to shape it because they're the ones who know best how the service runs on a day-to-day basis, not management. Management are often the worst people to deliver a change because they can be so far removed from reality."
P8	"Well, I would say that those at management level are obviously the ones with the prime responsibility for managing change. However, it does help if those to be affected by the change come along with it and

	actively welcome the changes. Ideally, they should play their part, pass on positive vibes, help with communicating and getting involved…allowing themselves to be involved in it, participating."
P9	"Oh, the democratic in me would like to say that I think that everybody should be responsible and participate. I think that the Management Consultant in me says that you absolutely do need some leaders though. You need somebody to set a vision. You need the rest of the team to buy into the vision. You need the rest of the team to know what their role is in achieving that vision. So, I think that it's difficult. And, I think the other side is that you still need people running the day-to-day service while the change is going on. So, typically you will find it's a little group that is responsible and everybody else is 'done to' and there's a practical reason for that. But there's, honestly, I can't see an easy answer."
P10	"Oh, isn't that interesting. That is really interesting. I think everyone should take ownership for their part in the change, so as a responsible member of the workforce." "…at the end of the day, whatever the change is, in order for it to really be put into place you need someone to have accountability, quote someone to be responsible to make it happen."

Interview Transcript Word Cloud

The combined text from the interview transcripts has been converted into a word cloud[15] to accentuate the most prevalent topics. Unsurprisingly 'change' was the most-used word and 'People' featured highly, which is in line with CILIP's definition of Change Management: "A series of practices that focus on the people side of change…" (CILIP, 2018a).

Figure 4.27 Interview transcript Word Cloud

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[15] A word cloud is "an image composed of words used most commonly or prominently in a particular context or field, in which the size of each word indicates its relative frequency or importance." (Oxford English Dictionary, 2018c). This word cloud was created in the software application NVivo for Mac version: 11.4.3 (2084). NVivo is a product of QSR International Pty Ltd.

4.5 Synthesis

There are several theories underpinning the discipline of CM due to the diverse nature of its origins, which can be confusing for academics and practitioners. The LIS literature seldom discusses CM theories, although it does discuss CM Models which are representative of the theories. The literature review and the empirical research imply that innovation and change are essential for survival, and that CM is vital to ensure that change initiatives are effective, but there is a lack of supporting primary research. This could be due to the complexity of measuring the outcome of change initiatives.

The desk research uncovered six main approaches to managing change: Models, Tools, Resistance Techniques, CM coaching/mentoring, outsourcing and relying on one's own experience. The empirical research shows that LIPs use the same six approaches. The Models and Tools selected for the multiple-choice answers in the questionnaire were the most highly cited and widespread in the selection of CM literature. LIPs indicated that they use virtually all of the same Models and Tools, with a few exceptions, even though they were given the opportunity to list additional methods. 32 percent of LIPs use CM Models, in conjunction with other approaches such as Tools and Resistance Techniques, but there is no equivalent study with which to compare these statistics.

The literature highlights that there is no one-size-fits all Model for managing change. This was reflected in the interviews and the questionnaire, v which conveys that 62 percent of LIPs make use of more than one Model.

The literature reveals a paradigm shift which directly impacts the discipline of CM. As organisations become increasingly fast-paced and complex due to globalisation, digitisation, advancing technology and other drivers, continuous change has become the norm. Consequently, contemporary CM approaches are emerging, namely Agile frameworks. The questionnaire shows that the most popular approach adopted by LIPs is the Agile Framework, which demonstrates that LIPs are leaning towards the contemporary end the CM paradigm shift.

An insight from the interviews that is not apparent in the literature are the benefits of not sticking to Models rigidly. One interviewee conveyed that they are useful as a lens with which to view

change initiatives, but being inflexible can have a detrimental effect. Ideally, they should blend in with the change process and not be seen as a separate entity. For example, introducing new vocabulary might seem unappealing, especially if it sounds like 'management speak'.

80 percent of LIPs agreed to some extent with the statement 'One either engages in actively managing change or endures it'. The reasons for their answers include the absence of employee involvement, lack of engagement, lack of control, no buy-in and no input into the change. The literature does not contain comparable statistics but it does address all of these issues when discussing the benefits of CM.

As outlined in the CM definition, the literature often refers to CM as the people side of change. As the interview transcripts demonstrate, and the Word Cloud clarifies, many of the issues around driving and implementing change relate to people. The CM Models, Tools and Resistance Techniques are designed to get people's buy-in and persuade them to embrace the change.

90 percent of LIPs surveyed think that CM is important and 72 percent are convinced that a more proactive approach to CM would increase the likelihood of a favourable outcome for future transformative changes. Similar statistics could not be found in the literature, but authors generally seem to advocate the need for CM. Given the importance placed on CM, nearly a third of respondents have never received CM training in any form. Again, no statistics were found in the literature, but the primary research in this study shows that CM training increases the likelihood of LIPs viewing themselves as Change Agents.

As discussed in section 2.8, change usually evokes resistance which can impair change initiatives. 74 percent of LIPs stated that the transformational changes they experienced did generate resistance, which is in line with the literature.

Pugh (2007) emphasised that poorly managed organisational change can affect the mental health of its staff (p. 22), and yet nearly twenty years on there is evidence that employees' wellbeing is disregarded during change initiatives in LIS. One respondent recalls "Despite management seemingly doing all the right things to manage change some aspects such as staff welfare and mental health impact was overlooked."

This study concludes that LIPs who are exposed to CM training are more likely to view themselves as Change Agents, and therefore feel empowered to take responsibility for their part in change, as opposed to feeling powerless and 'done to'. The evidence in this research suggests that an organisation's culture has a significant impact on the way employees view change, so the issues run deeper than training, resources and the pressure to deliver. Two participants indicated that LIPs are not empowered to be innovative or influence change initiatives in public sector environments. At the time of writing, one of those participants is currently at risk because their LIS service is due to close.

The interviews indicate that some LIPs are unaware that the discipline of CM exists and yet they are responsible for implementing change as part of their role. Interviewees cited lack of awareness and training as key barriers to managing change effectively. As discussed previously, Penfold (1999) highlighted that LIPs were dissatisfied with the level of management training that they received. The desk research shows that half of institutions offering LIS courses do not include an element of CM or leadership training. One participant noted that "You can't cram everything into an MSc in LIS and providing management ed at what's usually an early stage of one's career can be premature." An introduction to the concept of CM and leadership would be beneficial, given that only 34 percent of participants' corporations offer a CM or leadership capability framework.

4.6   Recommendations and Further Research

1.   **CM and Leadership training should be included as part of the core modules for LIS related courses in the United Kingdom.**

The literature conveys that the development of leadership skills and Change Agent qualities are essential for the successful management of change. The questionnaire results reveal that participants who are exposed to CM training are more likely to consider themselves to be Change Agents. The questionnaire also shows that only 34 percent of respondents' organisations offer a CM/leadership capability framework. The interviews indicate that LIS practitioners who have been exposed to CM training believe that their change initiatives would be less successful if they did not use a planned approach to manage them. Therefore, it is necessary to include an introduction to CM and Leadership on LIS related courses to raise awareness of the discipline of CM.

2.   **The formation of a CM forum for LIPs**

This research demonstrates that there is a broad spectrum of awareness and CM capabilities among LIPs. The formation of a forum, preferably supported by a professional organisation such as CILIP, would provide an opportunity for *all* LIPs to share their experience, not just those employed at management level and above. The forum would provide a platform to develop LIPs' existing body of knowledge and raise awareness of the discipline of CM.

3.   **Further research needs to be conducted to establish whether there is a correlation between the success or failure of a change initiative and the use of prescribed CM approaches in LIS.**

The literature emphasises the need for LIPs to proactively managing change, despite a lack of empirical evidence to support or oppose this belief. The results of interview question four are inconclusive, although participants who proactively manage change stated that their

initiatives would be less successful without CM. Objective research using metrics and a substantial sample size is needed to establish the validity of CM in LIS.

5. Conclusion

The overall research aim was to investigate the extent to which LIPs in London and surrounding areas actively managing change. The specific research objectives were, within the context of LIS, to explore what approaches are used to manage change, which of these approaches LIPs utilise and what LIPs attitudes are towards change CM.

Objective 1 - Identify the theories, models, tools and techniques used to manage organisational change.

The literature revealed that CM approaches broadly fall into the following categories: Models, Tools, Resistance Techniques, outsourcing, engaging with a change coach/mentor and relying on one's past experience. Models are frameworks designed to help individuals, teams and organisations transition through change initiatives successfully, and ensure that the change sticks. They help Change Agents determine what elements of a change initiative will be taken into consideration, when and in what order. The Models are underpinned by a wide variety of theories that can be confusing for academics and practitioners. The Tools and Resistance Techniques are used to address specific elements of a change programme, and are often used in conjunction with Models.

The information gleaned from the desk research and literature review was instrumental in informing the content and structure of the surveys. The desk research captured all of the approaches and most of the Models, Tools and Resistance Techniques that the participants use, which aided the data collection.

Objective 2 - Investigate whether Library and Information Professionals manage change or endure it. If they actively manage change, find out what models, tools and techniques they use. If they endure it, find out why. For example, is it due to a lack of training or awareness around the benefits of Change Management?

80 percent of interviewees state that they agree with the phrase 'One either actively manages change or endures it' to some extent. However, not all of them actively manage change. The

reasons include, lack of awareness that CM exists, lack of time, lack of resources and the pressure to deliver. Two interviewees disagree with the statement, one of them prefers to take a common-sense approach and the other one gave the same reason as above, lack of awareness that CM exists. The statement was perceived to be too binary for some participants and the word endure was too strong. One participant described change as hard because it involves people. Interviewees who agree with the statement and actively manage change are convinced that change programmes would be more difficult without CM.

LIPs have expressed a wide range of opinions regarding the validity of CM approaches and they have given various reasons why they do or do not actively manage change. In conclusion, not everyone would necessarily embrace CM even if they had the awareness, time, resources and capability. Nevertheless, raising awareness is crucial because LIPs that are not aware that the discipline exists do not have a choice of whether to use CM approaches.

Objective 3 - Explore what Library and Information Professionals' attitudes are towards Change Management.

90 percent of LIPs surveyed think that CM is important and 72 percent are convinced that a more proactive approach to CM would increase the likelihood of a favourable outcome for future transformative changes. Although several LIPs believe that structured CM approaches are valuable, in reality they seem to be used casually and sometimes forgotten about when deadlines need to be met. Some interviewees did, however, say that they remember the key takeaways and instinctively incorporate them into their planning, decision making and change related behaviours.

Again, the evidence suggests that awareness is important, even if the CM approaches are not used in a formal way. The information can be absorbed and combined with existing or new knowledge to create a more effective agent of change. Sharing experiences, case studies and lessons learned with other LIPs would be an effective way to learn about CM approaches because sharing would demonstrate the practical application of them.

Objective 4 - Find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.

The results of interview question 4 are inconclusive because the perceived success rates are highly subjective, and there is no conclusive evidence that a proactive approach to change will improve the outcome of a change programme. Participants who use CM approaches did, however, convey that their change initiatives would have been less effective, or not achieved at all, without CM.

Therefore, more research is needed of a quantitative nature to measure the success or failure of a change initiative.

Reflection

Working through this research project has been fascinating and informative. The inspiration for choosing the topic of CM within LIS came from three directions. Firstly, my own experience of managing change as an Information Manager for a financial firm. I had no CM or Leadership training, no guidance and limited experience of driving change in a work environment. During that time, I was unaware that CM existed and had value in other organisations. I floundered my way through the changes and, in hindsight, made numerous mistakes along the way. Despite the eventual success of the project, it was a confusing time and caused unnecessary stress that could have been circumvented.

Secondly, I was working in a corporate library a time when the role of LIPs was changing due to the introduction of the Internet. As users began to gain access to the information they required on their desktop computers, LIPs were transforming from being the intermediary between information sources and end-users, to acting as trainers within their organisations and negotiators with online hosts. As our roles transmuted, we were required to find new ways of adding value or risk becoming irrelevant. With the imminent arrival of AI and ML, combined with the use of big data sets, LIPs are facing disruption on a major scale. Without the tools, awareness and skills to adapt to these changes we could become extraneous.

Thirdly, I attended a week-long course at the Knowledge Management Institute (KMI) to obtain my Knowledge Management (KM) certification. The key message throughout the training was that if you do not make CM a priority, your KM initiatives will fail. In stark contrast, a couple of years later I was talking to a LIP who asked me, "What has CM got to do with knowledge organisation?" I was struck that at one end of the scale CM was considered to be vital and at the other end the concept caused puzzlement. I wondered how other LIPs coped with change and whether or not they actively managed it.

Initially, I was a bit overwhelmed at the prospect of completing a Masters dissertation. I learned that approaching it one task at a time helped to keep everything in perspective. As for choosing a topic, my dissertation supervisor suggested going with something that I was interested in. That was a sound piece of advice which I would recommend.

While I was writing the dissertation proposal I started a research diary which I intended to maintain throughout the dissertation. Although I found it extremely useful, I got behind with it early on and then struggled to find enough time to go back and fill it in. If I went through this process again I would continue to write down what I was doing at that time and be accepting of the gaps. That way, I would have a partial diary as opposed to virtually no diary.

When I began the dissertation, my knowledge of CM was minimal. I knew of one CM model, Kotter's 8-Steps, and I had never heard the term Change Agent. I knew that I wanted to find out how engaged LIPs were in actively managing change, but I did not know what that truly meant. I needed to expand my knowledge to the point where I could devise a meaningful questionnaire and converse intelligently on the subject for the interviews.

The literature review and desk research were expansive but I eventually reached the point of saturation. Mostly, the same authors, Models and Tools were resurfacing. At that point I realised how much I had learnt and my enthusiasm for the topic grew. The sheer volume of literature on CM is colossal. There are some interesting topics which I had to gloss over because there simply was not enough time or word count capacity to investigate further. For example, measuring the success of change, and attributes of an effective Change Agent. The immense amount of material available meant that I had to prioritise what to include and what to leave out. In order to do that it was important not to go off on a tangent and stay focused on the research question.

I would like to be able to say that I stuck closely to the timeline set out in the proposal document but I did not. I underestimated how long certain tasks would take. For example, reaching out to universities and professional organisations often took several attempts before I reached the relevant person. At one point, I had a technical issue with NVivo which took a few days to resolve, so that delayed a task. Creating a timescale was a useful exercise though, because running through the whole process in a linear fashion beforehand helped me to plan the workload.

I realise now that I was over ambitious in my expectations of what I hoped to achieve with the surveys. For example, I wanted to show which sectors LIPs are most active in when it comes to managing change. With more responses it might have been possible to form conclusive patterns. That said, the number of responses that I did receive is fantastic and I am extremely grateful.

Overall, the information gathered from the LIS community for this project has provided a unique set of insights that will enhance the existing body of knowledge on this important topic. On a personal level, the awareness that I have gained will undoubtedly be beneficial in my future LIS career.

Throughout this research process, especially during the interviews, I was struck by how enthusiastic LIPs were to discuss CM. Several of the interviewees said that they enjoyed the interview and they liked that fact that it made them think about the topic. I hope that the insights contained in this dissertation are of use to other LIPs and that they form the basis of many more discussions in the future.

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Appendices

Appendix 1 - Dissertation Proposal

Dissertation Proposal
INM367 2018/19

Student Name: Sharon Stewart
Student Number: 150047390
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Course: MSc Information Science
Supervisor: David Bawden

Working Title

To what extent do Library and Information Professionals actively manage organisational change? An investigation into London based institutions.

Introduction

Change is inevitable, but the way library and information science (LIS) professionals respond to it is a choice. Changes come in many forms, whether they are driven by internal forces such as a shift in corporate strategy or the roll-out of a new I.T. system, or external like a downturn in the economy, the infiltration of the digital age or Brexit. This investigation seeks to find out how LIS professionals manage change and how proactive they are in their approach to it.

The ability to adapt and change is crucial for survival. Change is not new to LIS professionals, but they are under increasing pressure from several directions including the impact of information and communications technology (ICT), digitisation, regulatory changes, an explosion in the volume of information, globalisation, increasing stakeholder expectations and the emergence of artificial intelligence.

Change itself can be disruptive so it needs to be managed. The Knowledge Manage Institute (KMI) acknowledges that without managing organisational change, knowledge management initiatives have a limited chance of success (KM Institute, 2018). Can the same be said for introducing an enterprise taxonomy, digitising a collection or streamlining a process? The way change is managed can make the difference between a project failing to meet its objectives and having a favourable outcome. Are library and information professionals sufficiently equipped to deal with major changes on a personal, team and organisational level or does more need to be done in terms of training and raising awareness of the benefits of change management?

The study will commence with an exploration of the literature to find out about the tools and techniques change agents use to manage change. The desk research will provide the context needed to understand and appreciate the behaviour of LIS professionals. A questionnaire will be used to collect data from employees in London based institutions. The data set will be analysed using quantitate measures which will reveal how prevalent change management is among the participants. A small-scale qualitative study will add a deeper layer of understanding by drawing on the experience of interviewees and providing insights into their successes, failures, barriers, triumphs and ideas for the future.

Aims and objectives

Aim

The aim of the research is to investigate how LIS professionals in London (and possibly surrounding areas) deal with change.

Objectives

- To gain an understanding of the theories, models, tools and techniques used to manage organisational change.

- To investigate whether library and information professionals manage change or endure it. If they actively manage change find out what theories, models, tools and techniques they use. If they endure it find out why, for example, is it due to a lack of training or awareness around the benefits of change management?

- To discover what LIS professional's attitudes are towards change management.

- To find out if there is a correlation between a systematic approach to dealing with change and the perceived success of a transition.

Scope and definition

Scope

The scope of this research is to investigate to what extent library and information professionals in London (and possibly surrounding areas) engage in systematic approaches to organisational change. The purpose is not to evaluate or analyse their methods but to find out which ones they use, if any.

Definitions

"Change Management"

There is no universally agreed definition of Change Management but the descriptions below are useful.

- "Change management is a systematic approach to dealing with the transition or transformation of an organization's goals, processes or technologies. The purpose of change management is to implement strategies for effecting change, controlling change and helping people to adapt to change" (https://searchcio.techtarget.com/definition/change-management).

- "Change management is a structured approach to moving an organisation from the current state to the desired future state" (https://www.apm.org.uk/body-of-knowledge/delivery/scope-management/changemanagement/).

- "Change management is a collective term for all approaches to prepare and support individuals, teams, and organizations in making organizational change" (https://en.wikipedia.org/wiki/Change_management).

- "The coordination of a structured period of transition from situation A to situation B in order to achieve lasting change within an organization." (https://www.change-management-coach.com/definition-of-change-management.html).

"Library and Information Professionals"

For the purposes of this research it refers to employees working in the realm of the Information Communication Chain (Robinson, 2009). In other words, the creation, organisation, dissemination, discovery, management, preservation, analysis, use and understanding of information.

Typical environments include:

- Libraries
- Museums
- Archives
- Corporate Libraries
- Corporate Information Centres
- Corporate Knowledge Management Functions
- Information Management Consultants

"Change Agent"

"A change agent is a person from inside or outside the organization who helps an organization transform itself by focusing on such matters as organizational effectiveness, improvement, and development. A change agent usually focuses his efforts on the effect of changing technologies, structures, and tasks on interpersonal and group relationships in the organization. The focus is on the people in the organization and their interactions" (https://study.com/academy/lesson/change-agent-definition-role-quiz.html).

Research context/literature review

There is a mass of literature on change management. For example:

Books:	Cameron, E. and Green, M. (2015) *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. (4th edn.) London: Kogan Page. Hayes, J. (1943) *The theory and practice of change management*. (3rd edn.). Basingstoke: Palgrave Macmillan. McCalman, J., Paton, R. and Siebert, S. (2016) *Change management: a guide to effective implementation* (4th edn.). Los Angeles: Sage.
Journals:	Taylor and Francis Online, Journal of Change Management, Online Print ISSN: 1469-7017 Online ISSN: 1479-1811 Emerald Publishing, Journal of Organizational Change Management, ISSN: 0953-4814
Websites:	Project Management Institute (2018) *Managing Change in Organisations*. Available at: https://www.pmi.org/learning/library/managing-change-organizations-5872 (Accessed: 21 May 2018) Change Management Institute (2018) *London Chapter*. Available at https://www.change-management-institute.com/london (Accessed: 21 May 2018).

These sources tend to be aimed at audiences with a general interest in change management without focusing on specific industries or sectors. While they are useful for understanding the theories, methods and tools that have been developed, they tell us little about LIS.

It is difficult to find dedicated books or journal titles for change management in LIS, but there is a wealth of knowledge in the form of journal articles and the occasional webpage within the LIS literature. For example:

- Pateman, J. and Pateman, J. (2017) 'Managing Cultural Change in Public Libraries', *Public Library Quarterly*, 36(3) pp. 2013-227.

- Knight, J. A. (2017) 'Academic Librarians as change champions: a framework for managing change', *Library Management*, 38)6/7), pp. 294-301.

- Emerald Publishing (2018) *The accidental library manager – Managing Change.* Available at: http://www.emeraldgrouppublishing.com/librarians/management/accidental/accidental_3.htm (Accessed: 21 May 2018).

- Chen, X. (2017) 'Managing Changes in Collection development', *Journal of East Asian Libraries*, October 2017(165), pp. 45-56.

- Piroska, S. (2017) 'What we do every day is impossible: managing change by developing a knotworking culture in an academic library', *Library Review*, 27(3), pp. 505-521.

- Pors, O. N. (2003) 'Perspectives on Managing Change in Danish Libraries', *Journal of Academic Librarianship*, November 2003(29), pp. 411-415.

The majority of LIS articles relate to specific case studies and most of those focus on libraries. There is little evidence of change management activity in corporate information or knowledge centres, especially in London.

Adeyoyin, Iman and Bello (2012) discuss the management of change in 21st century libraries and information centres. However, the changes that they refer to are limited to digitisation and the changing role of LIS workers in the electronic age. Their research is based on general change management literature and does not draw on any primary LIS research or specify any geographic regions.

A quantitate study was conducted recently by Dukić, Dukić and Kozina (2017) on change management in information institutions. The researchers surveyed over two hundred LIS professionals using an online questionnaire to establish their attitudes towards changes that occurred in their institutions. The research analysed the factors behind their decisions but did not touch on the methods that LIS professionals used to manage change. The questionnaires were only sent to employees in libraries, museums and archives in Croatia.

There is no explicit research demonstrating a link between how LIS professionals manage change and the outcome of their transformative endeavors. Furthermore, no such research has been published on London based institutions. This research will provide the LIS community with insights into the change management practices of LIS professionals. It may encourage practitioners to share their experience and support each other through times of rapid change and mounting pressures. Or, it might inspire reluctant change agents to be proactive and broaden their managerial skill set. Either way, it will be interesting to see how LIS professionals manage change in a bid for survival.

Methodology

The research will be conducted using a mixed-method approach. Desk research will be carried out to find out more about change management and the theories, methods, models, tools and techniques that have been developed. This will provide the necessary information needed to refine the design of quantitative and qualitative parts of the study.

A questionnaire will be sent to LIS professionals in London based institutions. Details regarding the sampling are yet to be decided. The data collected will be analysed using descriptive statistics. Again, specific details of the statistics to be used are yet to be decided. Using a questionnaire will allow data to be collected from a large number of participants in a structured way. The set framework will allow variables to be examined and correlations to be formulated. For example, LIS professionals are more likely to engage in formal change management initiatives if they have

received some form of change management training. Or, transitions are more likely to have a favourable outcome when underpinned by a change management strategy.

The questionnaire needs to be well thought out and clearly written to ensure that the data extracted is useful enough to answer the research question. With the researcher having no prior experience of writing questionnaires there is a risk that the quality of the dataset will not be sufficient to carry out the analysis. Further reading and guidance from the researcher's supervisor should provide adequate support. In addition, it would be sensible to test a handful of questionnaires on willing participants before the main batch are sent out. Another risk attached to using questionnaires is the lack of control over how many completed forms will be returned. Too few responses will result in a substandard data set and the objectives of the research will not be met.

The topic of change management can be complex as it involves individuals with a unique set of values, beliefs, fears, opinions, preferences, behaviours and agendas. The project will likely benefit from an interpretivist approach due to the subjective nature of humans. For this reason, the quantitative research will be augmented by small number of semi-structured face-to-face interviews. The aim is to draw out unstructured qualitative data to highlight themes and issues not evident in the data set. For example, an information management consultant who has worked with dozens of clients will be able to share personal experiences on change management during an interview.   The risk with conducting interviews on top of desk research and processing questionnaires is the limited timeframe. Although it would add value to the research it might be too ambitious to expect to be able to complete everything within the allocated timeframe.

Both the questionnaires and interview notes will be treated as confidential. Names and other personal data will be replaced with a numbering system for the purposes of processing and storage. The data will be held securely on the researcher's personal computer and backed up using an encrypted external hard drive. The data will be destroyed one year after the dissertation has been marked.

Dissemination

On successful completion, the dissertation will be upload to the CityLIS section of the Humanities Commons website: https://hcommons.org/groups/citylis/deposits/.   In addition, a blog summarising the scope of the project and the findings will be written and published on the WordPress website: https://infosciencestudentblog.wordpress.com. The blog post will be shared with committee members from the UK chapter of the International Society for Knowledge Organisation (ISKO). If the committee concludes that the content of the blog is of interest to its members, permission will be granted by the author to publish it on the USKO UK website: http://iskouk.blogspot.co.uk.

Work Plan

In addition to the Gantt Chart below, a personal research diary will be maintained documenting ideas, actions to be taken, conversation logs and contact details. The diary will act as an aide-memoir for the 'reflection' section of the final document (Bell, 2004, p. 40) and a reminder to follow-up on specific activities.

Research Diary:

Date	Item	Details	Action	Completed
17 May	**TFPL**	Find out more about TFPL's training Course "Managing Change" + gain perspective of a recruitment consultant in the LIS arena. Is CM a skill that is in demand? Is it increasing/declining?	Telephone conversation with Lee Seymour, Senior Client Service Consultant (17 May 2018). Telephone Number: +44(0) 20 7378 7068.	TFPL are not currently running the standard course due to lack of demand. Bespoke courses only.
17 May	Book due to be published on 23 May "**Storytelling in organisations**: A Narrative Approach to Change, Brand, Project and Knowledge Management" by Karin Thier"	Contacted (by e-mail) Lyn Robinson & Verena Price. Verena has ordered a hardcopy and electronic version of the book for the library.	Borrow the book from the library when it becomes available.	
18 May	Article: "**Change management in information institutions**" by Dukic, Dukic and Kozina.	What is the scope of this research? What methodology was used?	Read article and document observations for the literature review.	

Timetable

Dissertation Timeline (2018 - 2019)

	17-May	31-May	14-Jun	28-Jun	12-Jul	26-Jul	09-Aug	23-Aug	06-Sep	20-Sep	04-Oct	18-Oct	01-Nov	15-Nov	29-Nov	13-Dec	27-Dec
Literature Review: Complete																	
Questionnaire: Complete Design																	
Questionnaire: Identify Distribution Channel(s)																	
Interviews: 3 Test Interviews																	
Interviews: Design Interview structure																	
Quesionnaires: Send Out																	
Questionnaires: Chase outstanding																	
Questionnaire: Response Deadline																	
Questionnaires: Analyse																	
Questionnaires: Write-up Analysis																	
Interviews: 8 Main Interviews																	
Interviews: Transcribe Interviews																	
Interviews: Draw out themes																	
Analysis: Make Notes																	
Analysis: Write-up																	
Conclusion: Make Notes																	
Conclusion: Write-up																	
Recommendations																	
References: Complete																	
Introduction: Write-up																	
Methodology: Write-up																	
Acknowlegements																	
Title Page																	
Abstract																	
First Draft Amendments																	
Second Draft Amendments																	
Third Draft Amendments																	
Submission																	
Final Deadline																	

Resources

Category	Resource	Cost
Equipment:	• Laptop • Mobile Phone • iPad	No additional cost. Equipment already in place.
Special Hardware	• Recording Device • Broadband Connection	Existing iPhone SE will serve as a recording device. Broadband Connection already in place.
Special Software	• NVivo for Mac operating system	Available via the City, University of London I.T. department at no additional cost to students.
Travel Costs	• Travel Card for 8 Interviews	£18 per day. 8 x £18 = £144.
Food & Beverage	• For 8 Interviews	£10 per interview. Estimate of £80.
Data Collection	• No additional resources needed	N/A
Processing Costs	• No additional resources needed	N/A

Ethics

This study will be designed in accordance with the principles set-out in the City, University of London Ethics Checklist: https://moodle.city.ac.uk/course/view.php?id=26141. None of the elements of the research need approval from an external ethics committee. There will be no interaction with vulnerable adults, children under the age of eighteen, people with learning disabilities or participants with known mental health problems. All questions will be handling with sensitivity and if a question about a participant's behaviour, opinions or activities causes any level of discomfort the researcher will be fully prepared to stop the questioning (Pickard, 2013, p. 93).

Confidentiality

No personal data will be recorded and each participant will be protected by a layer of confidentiality. This means that any data that has the potential to identify them including name, organisation and location will be omitted from the study. Questionnaires will be anonymous and confidential. Interviewee names and the names of their organisations will be replaced with a numeric system for the purposes of data capture, storage and processing.

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Appendix 2 - List of Change Management Models

1. Adcroft, Willis and Hurst's Change Model (The Holistic View) (2008)

2. Anderson & Anderson's Change Model (2001)

3. Awakishi Solution-and-Effect Diagram (Reversal of Ishikawa's Fishbone) (Unknown)

4. Bain and Company's PLOT Framework (2008)

5. Baumgartner and Jone's Punctuated Equilibrium Model (1993)

6. Beckhard and Harris' 5-Step Change Model (1987)

7. Beer's 6-Step Change Management Model (1990)

8. Bertalanffy's Open Systems Theory (1968)

9. Bridges' Transition Model (1991)

10. Bullock and Batten's Four-Phase Model (Integrative Planning Model) (1985)

11. Burke and Litwin's Causal Model of Organizational Performance and Change (1992)

12. Carnall´s Change Management Model (1990)

13. Congruence Model for Organization Analysis (1977)

14. Cooperrider and Srivastva's Appreciative Inquiry Model (2001)

15. Covey's Seven Habits Model (1989)

16. Cummings and Worley's General Model of Planned Change (2001)

17. Curzon's The Cycle of Change Model (2005)

18. Diagnosing Individual and Group Behaviour (1987)

19. Dunphy and Stace's Contingency Model of Change Management (1988)

20. Falletta's Organizational Intelligence Model (2008)

21. Greiner's Growth Model (1972)

22. Grundy's Three Varieties of Change (1993)

23. Grundy's Three Varieties of Change (1993)

24. Hardy's Three-Stage Process (1994)

25. Hiatt's ADKAR Model (2006)

26. High-Performance Programming (1984)

27. Hinings and Greenwood's Model of Change Dynamics (1988)

28. Hughes' Exit-Transition-Entry Model (1991)

29. Ishikawa's Cause-and-Effect Diagram (Fishbone) (1990)

30. Judson's Five-Step Change Model (1991)

31. Kanter, Stein, and Jick's Ten Commandments (1992)

32. Kotter's Eight-Step Change Model (Kotter, 1998)

33. Kübler-Ross' 5 Stages of Grief Model (1969)

34. Kuo and Hsieh's Integrated Model for IT-Enabled Organizational Change (2001)

35. Leavitt's Model of Change (1965)

36. Lewin's Action Research Model (1947)

37. Lewin's Force Field Analysis (1951)

38. Lewin's Three-Phase Process Model (1947)

39. Likert System Analysis (1967)

40. Lippitt, Watson and Westley's 7-Step Planning Model (1958)

41. McKinsey's 7-S Framework (1981-82)

42. McKnight's Victim, Survivor, Navigator Model (1990)

43. Mintzberg and Quinn's Model of Change (1991)

44. Nadler and Tushman's Congruence Model (1980)

45. Orlikowski's Situated Change Perspective (2001)

46. Penfold's Change Management Framework for Information Services (1999)

47. Pettigrew and Whipp's Pettigrew Model (1991)

48. Porras and Silvers' Planned Process Model of Organisational Change (1991)

49. Rockart and Morton's A Conceptual Model of Technology Impact (1984)

50. Roger's Diffusion of Innovation (1962)

51. Roger's Technology Adoption Curve (1995)

52. Satir's Change Management Model (1988)

53. Schön's Reflection-in-Action/Reflection-on-Action Model (1991)

54. Scott and Jaffe Change Model (1988)

55. Senge's 5 Disciplines of learning organizations (1990)

56. Senior and Fleming's Hard/Soft Systems Model of Change (2006)

57. Simon's Rational decision-making model (Linear Model) (1979)

58. Singh and Shoura's Change Model (2006)

59. Situated Change Perspective (Orlikowski, 2001)

60. Smith's Six Sigma (1986)

61. Stacey, Griffin and Shaw's Complex Responsive Processes Model (2000)

62. Stein and Lega's Impact Model for Planning Change (1977)

63. Stewart's Demands, Constraints and Choices Model (1976)

64. Takeuchi and Nonaka's Scrum Agile Model (1993)

65. Thaler and Sunstein's Nudge Theory (2008)

66. Tichy's Technical Political Cultural (TPC) Framework (1983)

67. Vollmann's Model for Integrated Strategic Transformation (1996)

68. Ward and Elvin's Framework for Managing IT-Enabled Business Change (1999)

69. Weisbord's Six-Box Model (1976)

Appendix 3 - Questionnaire

MSc survey for Library & Information Professionals on Change Management

Dear Library and/or Information Professional,

I am a postgraduate student studying for an MSc in Information Science at City, University of London. As part of my degree I am conducting research which will form the basis of my dissertation.

The purpose of this questionnaire is to gain an understanding of how Library and Information Professionals manage change, and to what extent they use prescribed Change Management models, tools and techniques. The literature reveals that fewer than 40% of organizational change initiatives are successful. The aim of this research is to find how Library and Information Services equip themselves to deal with transformative change.

I would be grateful if you could complete the survey which should take no longer than 15 minutes. All of your answers will be kept strictly confidential and never associated with your name or organisation.

If you have any queries or would like any additional information about the research project, please do not hesitate to contact me: sharon.stewart@city.ac.uk.

Thank you.
Kind regards,
Sharon Stewart

* Required

About You

1) What is your age range?
Mark only one oval.
- o 18-24
- o 25-39
- o 40-54
- o 55+
- o Prefer not to say

2) What is your gender?
Mark only one oval.
- o Female
- o Male
- o Prefer not to say
- o Other:

3) What is your level of education *
Mark only one oval.
- o School Leaver
- o Certificate/Diploma/HNC/HND/BTEC or equivalent
- o Undergraduate Degree
- o Postgraduate Degree
- o PhD

4) Where are you located? *

Mark only one oval.
- o United Kingdom
- o Europe (excluding the United Kingdom)
- o Americas
- o Asia
- o Africa
- o Australia & Oceania

5) Which job role most closely matches yours? *

Mark only one oval.
- o Archivist
- o Business Analyst
- o Cataloguer
- o Consultant (Library and/or Information)
- o Information Analyst
- o Information Architect
- o Information Assistant
- o Information Assurance Professional
- o Information Governance Professional
- o Information Manager
- o Information Officer
- o Information Procurement Professional
- o Information Risk Professional
- o Information Security Professional
- o Knowledge Manager
- o Librarian, Academic (e.g. school, university, research organisation)
- o Librarian, Corporate (e.g. law, accountancy, medical, energy, construction)
- o Librarian, Government (e.g. government department, prison)
- o Librarian, Public
- o Records Manager
- o Researcher
- o Taxonomist
- o Other:

6) What is the nature of your role *

Mark only one oval.
- o Board Member/Director
- o Head of Department
- o Senior Manager
- o Manager
- o Deputy/Assistant Manager
- o Officer
- o Assistant
- o Intern
- o Volunteer
- o Contractor
- o Freelance Consultant
- o Other:

7) Which of the following activities take up the majority of your time? [please tick all that apply] *

Check all that apply.
- o Organising Knowledge and Information
- o Knowledge and Information Management
- o Using and Exploiting Knowledge and Information
- o Research

- o   Information Governance and Compliance
- o   Records Management and Archiving
- o   Collection Management and Development
- o   Learning and Literacies
- o   Strategy, Planning and Management
- o   Leadership and Advocacy
- o   Service Design and Marketing
- o   IT and Communication
- o   Other:

About your organization

8) What type of organisation do you work for? *

Mark only one oval.
- o   Library, Academic (e.g. Bodleian Library, Senate House Library)
- o   Library, Public (e.g. Canada Water Library, Westminster Reference Library)
- o   Museum (e.g. The British Museum, The Victoria and Albert Museum)
- o   Government Department, Agency or Public Body (e.g. The National Archives, Office
- o   for National Statistics)
- o   Sole Proprietorship (e.g. Contractor, Consultant)
- o   Public Limited Company (e.g. BAE Systems, GlaxoSmithKline)
- o   Partnership/Limited Company (e.g. Accountancy or Law firm)
- o   Non-Profit Organisation (e.g. Charity, Association)
- o   Other:

9) What sector does your organisation belong to? *

Mark only one oval.
- o   Government, Central (e.g. British Library; NHS; BBC World Service)
- o   Government, Local (e.g. local government information unit; London Borough of Barnet,
- o   police forces)
- o   Government, Financial (e.g. Bank of England; Financial Conduct Authority)
- o   Energy
- o   Materials
- o   Industrials (capital goods; commercial & professional services; transportation)
- o   Consumer Discretionary (automobiles and components; consumer durables & apparel;
- o   consumer services; media; retailing)
- o   Consumer Staples (food & staples retailing; food, beverage & tobacco; household &
- o   personal products)
- o   Healthcare (healthcare equipment & services; pharmaceuticals, biotechnology & life
- o   sciences)
- o   Financials (banks; diversified financials; insurance)
- o   Information Technology (software & services; technology hardware & equipment;
- o   semiconductors & semiconductor equipment)
- o   Telecommunication Services
- o   Utilities
- o   Real Estate
- o   Other:

10) Is the strategy of the Library and/or Information service aligned with the overall strategy of the organisation? *

Mark only one oval.
The primary purpose of the organisation is to provide a library and/or Information
Service so there is little or no distinction between the two
- o   Yes
- o   No

o   Don't Know

About Change Management

For the purpose of this research, Change Management is defined as "The discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes.".

11) Do you consider yourself to be a Change Agent in your current role? (A Change Agent is a person who helps an organisation transform itself by focusing on such matters as organisational effectiveness, improvement, and development) *
Mark only one oval.
        o   Yes
        o   No

12) Have you ever received Change Management training? *
Mark only one oval.
        o   Yes, I attended a course on Change Management
        o   Yes, I attended a vocational course where it was part of a broader subject area (e.g.
        o   project management, knowledge management, business analysis)
        o   Yes, as part of my degree
        o   Yes, I have worked with a Change Management Coach/Mentor
        o   No, but I have read literature on Change Management
        o   No, never

13) Have you ever received Leadership training? *
Mark only one oval.
        o   Yes
        o   No

14) Does your organisation provide a Change Management/Leadership capability framework to help you develop the skills needed to become a proficient Change Agent? *
Mark only one oval.
        o   Yes
        o   No
        o   Don't Know

15) Which transformative change(s) has the Library and/or Information Service been involved with over the past five years (or since you have worked there if it is less than five years)? [please tick all that apply] *
Check all that apply.
        o   Merger/Acquisition
        o   Restructuring
        o   New Management/Ownership
        o   Staff Changes (significant increase or reduction - 20%>)
        o   Regulatory
        o   New IT System(s) (hardware or software)
        o   Outsourcing
        o   Cloud Migration
        o   Budget Allocation (significant increase or reduction - 20%>)
        o   Services added or withdrawn
        o   Digitising a Collection
        o   Culture Shift
        o   Introduction of a Knowledge Management Initiative
        o   Physical Move (different space or location)
        o   Change in vendor(s) or supplier(s)

- o None - the Library and/or Information Service has not been engaged in any
- o transformational changes during the past five years
- o Other:

16) If the Library and/or Information Service has been involved in transformative change(s) over the past five years, did the change(s) generate resistance?

Mark only one oval.

- o Yes
- o No

17) If you answered yes to question 16, who were the most prominent group of resistors?

Mark only one oval.

- o Investors/Sponsors
- o Users/Customers/Clients
- o Library and/or Information Staff
- o Vendor(s)/Supplier(s)
- o IT Department
- o Other:

18) If you answered yes to question 16, which of the following approaches were used to combat discord? [please tick all that apply]

Check all that apply.

- o Education & Communication (education prior to the change)
- o Participation & Involvement (include resistors in the design & implementation)
- o Facilitation & Support (provide training in new skills; listen & provide emotional support)
- o Negotiation & Agreement (offer incentives to active or potential resistors)
- o Manipulation & Co-optation (selective use of information and conscious structuring of
- o events)
- o Explicit & Implicit Coercion (threat of loss)
- o None
- o Other:

19) Do you engage in prescribed Change Management practices (i.e. the use of models/frameworks/methodologies) when involved in transformative change? *

Mark only one oval.

- o Yes
- o Change Management work is outsourced (e.g. consultancy firm such as McKinsey, PA
- o Consulting, The Berkeley Partnership, Tactix)
- o No

20) If you answered yes to question 19, which of the following models, frameworks or methodologies do you use to plan, implement or monitor change? [please tick all that apply]

Check all that apply.

- o Kotter's Eight-Step Model [create, build, form, enlist, enable, generate, sustain, institute]. 8 success factors for change - widely known as "create a sense of urgency" through to "make it stick".
- o Lewin's Three Stage Model [unfreeze; change; refreeze]. Requires prior learning to be rejected and replaced.
- o Leavitt's Model of Change [structure, technology, people, task]. AKA Leavitt's Diamond - 4 interconnecting elements - changing 1 sets off a chain reaction.
- o Hiatt's ADKAR Model [awareness; desire; knowledge; ability; reinforcement]. 5 outcomes an individual must achieve for change to be successful.
- o McKinsey's 7-S Framework [style, skills, systems, structure, staff, strategy, shared values]. 7 interdependent factors.
- o Ishikawa's Cause and Effect [cause & effect diagram]. AKA Fishbone Model – identifies possible causes for an effect or problem.

- o PA Consulting's 5 Core Principles [define, create, respond, empower, embed]. 5 principles to guide a successful transformation.
- o Nudge Theory [nudging people in the direction of a favourable decision by altering the environment]. Awarded the Nobel economics prize.
- o The Satir Change Management Model [late status quo, foreign element, chaos, transforming idea, integration and practice, new status quo]. Model of how individuals experience change.
- o Kübler Ross Model [shock, denial, frustration, depression, experiment, decision, integration]. AKA Cycle of Grief.
- o Bridges' Three-Phase Transition Model [endings, neutral zone, new beginnings]. How people feel as you guide them through change.
- o Agile [user stories, daily meeting, incremental development, iterative development, team, milestone, retrospective, personas]. Ability to create and respond to change in order to succeed in an uncertain and turbulent environment.
- o A bespoke model created/adapted for the Library and/or Information Service (e.g. created in-house or by an external consultant).
- o Other:

21) If you answered yes to question 19, which of the following tools or techniques do you use to facilitate change? [please tick all that apply]
Check all that apply.
- o Storytelling (telling stories in a deliberate and purposeful way).
- o Mind Maps (diagrams used to visually organise information and encourage the generation of new ideas).
- o Process Flow Charts (visual representation of the sequence of steps and decisions needed to perform a process).
- o Dashboards (visually tracks, analyses and displays key performance indicators (KPIs)).
- o Brainstorming (group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group).
- o The Lotus Blossom Technique (more powerful way of brainstorming using eight 3°—3 squares, known as blossoms, arranged around a centre blossom).
- o Nominal Group Technique (structured variation of a small-group discussion to reach consensus).
- o Power Versus Interest Map (visual representation of stakeholder's influence).
- o Six Thinking Hats [white:data, red:emotions, blue:control, green:creativity, yellow:positive, black:negative] (looking at a decision from all points of view).
- o TROPICS Test [timescale, resources, objectives, perception, interest, control, source] (determines whether the TROPICS elements are 'hard' or 'soft').
- o Predictive Analytics (use of analytics e.g. data mining, machine learning & artificial intelligence to analyse current data and make predictions about the future).
- o SWOT Analysis (capitalising strengths, overcoming weaknesses, exploiting opportunities, and countering threats).
- o PEST Analysis (technique to analyse the political, economic, socio-cultural, and technological changes in a business environment).
- o Pareto Chart (way of representing multiple causes of a problem).
- o Other:

22) If you do not use prescribed models, tools or techniques to manage transformative change, how do you transition yourself, your team, your department or your organisation through it?
Mark only one oval.
- o I draw on my own experience and the experience of others (e.g. talking to experts and
- o practitioners).
- o I do not actively manage change - I go with the flow
- o Other:

23) How important do you think Change Management is in Library and/or Information Science? *
Mark only one oval.

    o   1 - Not important at all
    o   2 - Somewhat unimportant
    o   3 - Neither important nor unimportant
    o   4 - Somewhat important
    o   5 - Extremely important

24) Please state the reason(s) for your answer to question number 23

25) Do you think a more proactive approach to Change Management would increase the likelihood of a favourable outcome for future transformative changes? *
Mark only one oval.
    o   Yes
    o   No
    o   Maybe

26) Is there anything else you would like to add?

27) Please provide your e-mail address if you are happy for me to contact you regarding a follow-up interview (all personal details will be held in strict confidence and will not be revealed in any research or used for any other purpose)

Appendix 4 - Summary of 108 Questionnaire Responses

	Question 1) What is your age range?
3	18-24
32	25-39
51	40-54
22	55+
0	Prefer not to say
108	**TOTAL**
	Question 2) What is your gender?
57	Female
50	Male
0	Prefer not to say
1	non-binary
108	**TOTAL**
	Question 3) What is your level of education?
3	School Leaver
6	Certificate/Diploma/HNC/HND/BTEC or equivalent
36	Undergraduate Degree
61	Postgraduate Degree
2	PhD
108	**TOTAL**
	Question 4) Where are you located?
90	United Kingdom
4	Europe (excluding the United Kingdom)
4	Americas
1	Asia
7	Africa
2	Australia & Oceana
108	**TOTAL**
	Question 5) Which job role most closely matches yours?
2	Archivist
5	Business Analyst
2	Cataloguer
3	Consultant (library and/or information)
1	Information Analyst
6	Information Architect
3	Information Assistant
3	Information Governance Professional
17	Information Manager
6	Information Officer
3	Information Procurement Professional
0	Information Risk Professional
2	Information Security Professional
15	Knowledge Manager
16	Librarian, Academic
7	Librarian, Corporate
0	Librarian, Government

4	Librarian, Public
0	Records Manager
0	Researcher
3	Taxonomist
10	Other
108	**TOTAL**
	Other includes:
1	Research Director
1	Concern Controller
1	Chief Information Officer
1	Curator
1	Librarian, Clinical/Medical
1	Retired Pro Vice Chancellor and Library and Learning Consultant
1	Director, Knowledge Management
1	Metadata specialist, taxonomist, knowledge manager, researcher
1	IT Technician
1	Retired
	Question 6) What is the nature of your role?
9	Board Member/Director
15	Head of Department
12	Senior Manager
24	Manager
4	Deputy/Assistant Manager
10	Officer
14	Assistant
2	Intern
0	Volunteer
6	Contractor
3	Freelance Consultant
9	Other
108	**TOTAL**
	Other includes:
1	Entry Level
1	Consultant/Business Support
1	Consulting taxonomist (internal subject matter expert)
1	I run an information architecture/management company
1	Principal Executive Officer
1	Retired
1	Senior Digital Governance Consultant
1	Contributor
1	Internal Consultant
	Question 7) Which of the following activities take up the majority of your time? [please tick all that apply]
6	Organising Knowledge & Information
46	Knowledge & Information Management
35	Using & Exploiting Knowledge & Information
35	Research
24	Information Governance & Compliance
14	Records Management & Archiving
6	Collection Management & Development

12	Learning & Literacies
49	Strategy, Planning & Management
30	Leadership & Advocacy
16	Service Design & Marketing
35	IT & Communication
16	Other
N/A	**TOTAL**
	Other includes:
1	Current Awareness
1	Information Services Procurement
1	Data Analysis
1	Taxonomies
1	Community Building, connections etc
1	Supplier Relationship Management
1	Database Development
1	Customer Services, Literature Searching
1	Root cause analysis of why changes/projects fail
2	Supporting search and relevance as part of online product development
1	Writing
1	Procurement
1	Digital Strategy
1	Gardening
1	Volunteer management and customer service
	Question 8) What type of organisation do you work for?
14	Library, Academic
4	Library, Public
6	Museum
15	Government Department, Agency or Public Body
2	Sole Proprietorship
18	Public Limited Company
34	Partnership/Limited Company
6	Non-Profit Organisation
9	Other
108	**TOTAL**
	Other includes:
1	International Financial Institution
1	University Research Centre
2	University
1	Hospital
1	NHS (Health Library)
1	Online database host - part of a large international public company
1	Own Consulting organisation
1	Voluntary - a professional organisation
	Question 9) What sector does your organisation belong to?
20	Government, Central
6	Government, Local
1	Government, Financial
3	Energy
0	Materials
9	Industrials

3	Consumer Discretionary
0	Consumer Staples
2	Healthcare
8	Financials
7	Information Technology
1	Telecommunication Services
0	Utilities
1	Real Estate
13	Education *
11	Law *
23	Other
108	**TOTAL**
	Other includes:
4	Professional Services/Consulting
2	Business Information Industry
1	Information Consultancy
1	Directory Advertising
1	No
2	Legal Publishing/Know-How
1	Application/Implementation of Knowledge Management principles and practices
1	Legal and news and business online database host
1	Information Management Consultancy
2	Heritage (private, charity)
1	Research Market Intelligence
1	Multi Service
1	Technology, Energy, Financial Services
1	Small Consulting firm
1	Knowledge Society
1	Market Research
1	Museums - independent tertiary sector
	*Note: Law and Education populated the majority of the 'Other' section so a separate group was formed for each of them.
	Question 10) Is the strategy of the Library and/or Information service aligned with the overall strategy of the organisation?
9	The primary purpose of the organisation is to provide a library and/or information service so there is little or no distinction between the two
70	Yes
18	No
11	Don't Know
108	**TOTAL**
	Question 11) Do you consider yourself to be a Change Agent?
82	Yes
26	No
108	**TOTAL**
	Question 12) Have you ever received Change Management training?
23	Yes, I attended a course on Change Management
11	Yes, I attended a vocational course where it was part of a broader subject area
8	Yes, as part of my degree
5	Yes, I have worked with a Change Management coach/mentor
27	No, but I have read literature on Change Management

34	No, never
108	**TOTAL**
	Question 13) Have you ever received Leadership training?
58	Yes
50	No
108	**TOTAL**
	Question 14) Does your organisation provide a Change Management/Leadership capability framework to help you develop the skills needed to become a proficient Change Agent?
37	Yes
48	No
23	Don't Know
108	**TOTAL**
	Question 15) Which transformative change(s) has the Library and/or Information Service been involved with over the past five years (or since you have worked there if it is less than five years)?
13	Merger/Acquisition
49	Restructuring
26	New Management/Ownership
44	Staff Changes (significant increase or reduction 20%>
27	Regulatory
73	New IT System(s) (hardware or software)
16	Outsourcing
21	Cloud Migration
20	Budget Allocation (significant increase or reduction 20%>
39	Services added or withdrawn
21	Digitising a Collection
35	Culture Shift
30	Introduction of a Knowledge Management Initiative
41	Physical Move (different space or location)
36	Change in vendor(s) or supplier(s)
2	None - the Library and/or Information Service has not been engaged in any transformational changes during the past five years
8	Other
N/A	**TOTAL**
	Other includes:
1	Changing processes
1	The big issue in Universities is how the overall information service landscape should be configured
1	Strategic pivots in data management
1	New Products
2	Not applicable
1	I am not in a library/information service but a taxonomies and semantic enrichment team
1	Large redevelopment
	Question 16) If the Library and/or Information Service has been involved in transformative change(s) over the past five years, did the change(s) generate resistance?
74	Yes
33	No
107	**TOTAL (1 not answered because no changes took place)**
	Question 17) If you answered yes to question 16, who were the most prominent group of resistors?
2	Investors/Sponsors
33	Users/Customers/Clients

26	Library and or Information Staff
1	Vendor(s)/Supplier(s)
2	IT Department
7	Other:
N/A	**TOTAL**
	Other includes:
1	Employees
1	Mainly middle management, heads of department, team leads
1	All of the above
1	A combo of users and library staff
1	Nobody in charge feeling responsible!!!!!! Etc
1	Whole organisation in transition to agile working from waterfall - most difficult transition for non-IT staff
1	None
	Question 18) If you answered yes to question 16, which of the following approaches were used to combat discord? [please tick all that apply].
50	Education & Communication
47	Participation & Involvement
48	Facilitation & Support
19	Negotiation & Agreement
18	Manipulation & Coordination
7	Explicit & Implicit Coercion
5	None
2	Other
N/A	**TOTAL**
	Other:
1	running interference/scrum master
1	Nobody in charge feeling responsible!!!!!! Etc
	Question 19) Do you engage in prescribed Change Management practices (i.e. the use of models/frameworks/methodologies) when involved in transformative change?
38	Yes
7	Change Management work is outsourced
62	No
108	**TOTAL**
	Question 20) If you answered yes to question 19, which of the following models, frameworks or methodologies do you use to plan, implement or monitor change? [please tick all that apply].
5	Kotter
3	Lewin
2	Leavitt
5	Hiatt
6	McKinsey
2	Ishikawa
3	PA Consulting
10	Nudge Theory
0	Satir
5	Kübler Ross
1	Bridge's
25	Agile
15	Bespoke
4	Other

N/A	**TOTAL**
	Other includes:
1	Gartner Hype Cycle
1	Lean
1	Six Sigma
1	Most are too theoretical. I seek the few elements of such models that provide 80% of the value at 20% of the costs, seek the changeable problems situations hiding behind the surface, fill the gaps and create executable solution frameworks.
	Question 21) If you answered yes to question 19), which of the following tools or techniques do you use to facilitate change? [please tick all that apply].
22	Storytelling
14	Mind Maps
31	Process Flow Charts
24	Dashboards
32	Brainstorming
1	Lotus Blossom
6	Nominal Group
5	Power Vs Interest
7	Six Thinking Hats
3	TROPICS Test
8	Predictive Analytics
23	SWOT Analysis
6	PEST Analysis
5	Pareto Chart
1	Other
N/A	**TOTAL**
	Other includes:
1	Listening!!! What delivers the highest impact at a fraction of the popular approaches (quite often, parts of the above are used)
	Question 22) If you do not use prescribed models, tools or techniques to manage transformative change, how do you transition yourself, your team, your department or your organisation through it?
63	I draw on my own experience and the experience of others
11	I do not actively manage change - I go with the flow
2	Other
N/A	**TOTAL**
	Other includes:
1	Engage with users and try to manage their issues
1	By starting with the techniques that provide the highest impact at the lowest amount of costs and the lowest risks. For example: a single word makes it possible to get rid of most of the unnecessary bureaucracy undermining transitions.
	Question 23) How important do you think Change Management is in Library and/or Information Science?
58	Extremely important
39	Somewhat important
6	Neither important nor unimportant
4	Somewhat unimportant
1	Not important at all
108	**TOTAL**
	Question 24) Please state the reason(s) for your answer to question number 23 [83 out 108 respondents answered question 24]

5 - Extremely important	All organisations need to re-think and change their approach to exploiting information, or get left behind
5 - Extremely important	All organizations go through change that needs managing
5 - Extremely important	Any big shift in operating practice requires a considered approach, such as a change mangement model, to keep the team/department functioning well.
5 - Extremely important	As a changing discipline the management of change to ensure bad habits are not developed is vital. It is all too easy to believe that the mere introduction of a new IT system will be a magic bullet to success. It is more often the case that the introduction of IT is the tip of the iceberg and users need to be suitably educated to ensure they use the new IT effectively.
5 - Extremely important	As society innovates, adapts and adopts new ways of creating and consuming information , it's vital that organisations charged with curating , managing and disseminating this information are able to react quickly to these changes by providing appropriate polices, processes, human factors and technologies to support the entire life of information assets. This ensures the integrity of the information is maintained, and it's value can be exploited within the operating and legal frameworks relevant to that organisation. This beneficial reaction to change cannot be a achieved if the organisation does not value Change Management. Without it, the organisation will only ever be reactive and cannot expect optimum outcomes.
5 - Extremely important	As tools and echnology change fast, LIS professionals need to adapt quickly as users look to them to be current and innovative
5 - Extremely important	Change is a constant in business, an information management professional should be equipped to deal with it effectively.
5 - Extremely important	Change is essential to the operation of a business, particularly so with an IT focussed business. Ensuring the effective management of change is critical to achieving business goals and ultimately success.
5 - Extremely important	Change management is essential to the successful implementation of information governance and initiatives, my experience in the field has taught me that information compliance initiatives are usually resisted by most organisations and top management.
5 - Extremely important	Change management is important to the library and information sector because the sector is experiencing rapid change with more material becoming available online and moving away from traditional physical spaces. Change management is important in any sector because if change is managed correctly, people in the organisation will generally be happier and therefore more productive.
5 - Extremely important	Change management is very important in library because we live in a computer age where our information society driven by change. Technology keep improving and to be in the trend and become useful we need change regularly as well as managing change.
5 - Extremely important	Change must be managed or there will be chaos, e.g. include/engage with key stakeholders, ensure requirements known and understood
5 - Extremely important	Change not significant enough to just justify formal approach
5 - Extremely important	Did you mean Q23? I'm assuming you did as Q22 was N/A. LIS changes constantly. It's never as fast as people think it will be (I did my DipLIS in 1989 and we were told then that paper books would be gone in 5 years!) but it's constant. However - and it's a big however - change tends to happen in bursts. Nothing major may change for 2-3 years and then suddenly there's a push on to change things a lot. Incremental change is easy enough; it's the big change, like outsourcing or getting rid of all the hardcopy because the space is needed for something else or a 20% budget cut, that needs real management and in such circumstances, there's often not enough time to make the changes in a phased way. The army phrase "Hurry up and wait" applies a lot. So change management skills matter. You never know when you'll need them next.

5 - Extremely important	Effective change management eases the transition for users and staff
5 - Extremely important	Evolve or die.
5 - Extremely important	For creativity
5 - Extremely important	Having gone through 3 major restructures at a previous employer. The final one was particularly distressing for many staff as it involved some major changes to job titles and hours. There was a lot of uncertainty and anxiety for many. Despite management seemingly doing all the right things to manage change some aspects such as staff welfare and mental health impact was overlooked.
5 - Extremely important	You can release any amount of systems and procedures which ultimately improve users' work experience or productivity or make changes to existing systems to make the best of whatever you have. However, if you don't get co-operation from your users, you may as well not bother. The demands on lawyers and support is intense and they will stick to what they know how to do as they don't have much time for anything else. This means it is crucial to involve users at an early stage, whether it's a new system or a change to an existing one. You have to show that the change is for their benefit and demonstrate that, not just tell them about it. We involve users in all projects, both lawyers and support staff. We also have a project management office and have to show that there is a business need for what we're proposing, as well as clear plan of how it will be organised and who will be involved at each level. Change management is increasingly more important in this process.
5 - Extremely important	I think it's important in any organisation, to get the best from the staff and create the best working environment. The lack of engagement in changes imposed in my workplace resulted in high levels of disaffection and confusion, and staff turnover.
5 - Extremely important	I think that libraries and information services are under threat so need to adapt to survive. I am in not in a library and information service but a product development team and any team needs to be innovative and able to adapt to survive.
5 - Extremely important	Information and knowledge grows. How they are handled, moved, stored and managed is becoming digitised. Unless Information professionals keep up to date with technology, processes and procedures, then the individuals will stagnate, while the technology moves forward.
5 - Extremely important	Information is a fast and constantly moving field - without change skills the profession simply can't remain effective or credible.
5 - Extremely important	Information Science is critical element to an organisation's operations and during the change management process needs to incorporate re-alignment of the information architecture, taxonomy etc in line with the restructure.
5 - Extremely important	It changes, regulatory context, regular changes that affect applications, processes and the people that use them and that are governed by the regulations.
5 - Extremely important	It is a changing and growing environment, everyone has to innovate to stay top of their field - no matter which industry you are in.
5 - Extremely important	It's true
5 - Extremely important	It's important in the private sector where being agile is key - a steady state no longer exists in most organisations.
5 - Extremely important	It's not just about technology. Nor is it about business benefit. It's actually the people that need to change - especially if the threat facing the business is existential.
5 - Extremely important	Just like any other discipline, Library and /or Information Science is not static. There is great influence from the environment and for its sustainability, change management in inevitable otherwise it will loose the value currently assigned.

5 - Extremely important	Knowledge/information is constantly changing and evolving, as is the technology we use to create, store and share it. We need to be change agents in order to get buy-in from the businesses we support and ensure that these changes are successful.
5 - Extremely important	Libraries have changed, and will continue to do so - it is vital that we are able to manage the change in a way that benefits both staff and users.
5 - Extremely important	Libraries need to change effectively, or they will become redundant.
5 - Extremely important	Library Services have to change all the time to respond to their users and environment.
5 - Extremely important	Minimises risks, maximises value and solves problems.
5 - Extremely important	Our organisations are always changing so our services need to as well or our services will become irrelevant and our organisations less effective.
5 - Extremely important	Our world is changing so fast, any aspect can benefit from knowing about change management tools.
5 - Extremely important	rapid changes in technology are the most significant change agents
5 - Extremely important	Research and Information areas need to grow to the same rithem that the technology grow. These areas know what the users need but the have to learn new ways to provide, diseminate and share information. The consume of information is changing and consumer need to access, create or share knowledge in other way.
5 - Extremely important	The environment and IT posibilities are costantly changing. The people are the most valuable factors and should change accordingly in line with the external changes.
5 - Extremely important	The fast changes in society in all sectors make it essential that library services can adapt to survive. In my experience few people in any sector know about change management or can implement change successfully, so it's good to have those skills
5 - Extremely important	The information landscape is in flux both in terms of professional possibility and user expectation
5 - Extremely important	The information/ library environment needs to be flexible to keep with current technological advancements and remain relevant.
5 - Extremely important	the way we manage information is changing massively, and should continue to do so - this is even more true for practitioners than for end users of our services
5 - Extremely important	The world of information (how we create, use, share and manage) is rapidly changing, and therefore this affects how organisations and individuals need to interact with their information assets. Any consultancy piece of work invariably means change for the client organisation.
5 - Extremely important	To have successful change people need to be fully informed during the process. I have seen this not happen with expected poor change management
5 - Extremely important	We are living in an ever changing information and a change in accessibility
5 - Extremely important	We are often the instigators of change (for example moving to online collections) and also the receivers of it if there are policy changes such as budget reductions
5 - Extremely important	We need to have the correct processes and procedures in place to support changes in the organisation.
5 - Extremely important	We work in constant change

5 - Extremely important	With the pace of technological advance requiring LIS services to adapt in order to maintain relevance it is important that change is effective, timely and successful. Ineffective strategies or good strategies poorly executed undermine confidence in the process. This increases resistance to the next time change is needed and runs the risk of creating a stagnating information service that fails to support the needs of its users.
5 - Extremely important	Without change management success is highly unlikely.
5 - Extremely important	Without good change management structures and comminication an organization can't cohesivly move forward to complete any project to produce a good result for all stakeholders. This easting time, good will and money.
4 - Somewhat important	All business areas and functions need to adapt to ever-changing environment
4 - Somewhat important	I think it's good to recognise change and be able to follow certain processes in order to cope and move an organisation/department and its people through it.
4 - Somewhat important	Academic sector going through changes in student experience emphasis, funding is, as always, an issue, librarian's role changing
4 - Somewhat important	All libraries will encounter change in some form. Even if this 'change' is to simply find ways to keep itself open, i.e. methods to weather cuts, mandatory upgrades of IT solutions...
4 - Somewhat important	Although I've used formal techniques, these are part of a wider organisation restructuring/ changes which I've had less input into so there is always an element of going with the flow / rolling with the punches
4 - Somewhat important	Change management is prominent in any organisation and will always affect most departments at one time or another, so it is important to be aware of it and know how to manage it effectively to better-equip and prepare staff.
4 - Somewhat important	Do you mean question 23? Change management is important, and librarians tend to develop their own 'best practice' models. In fact Nudge Theory is a very common best practice in libraries, as in any redesign a good library manager would consider how to use the environment to subtly influence the learning and educational space. A quiet reading room with ominous signage, decrying any noise as completely forbidden can lend itself to confrontational interactions with users, however it is a better and more 'user positive' tactic to create a quiet atmosphere via soft carpeting, sound barriers and the creation of 'phone zones' in corridors.
4 - Somewhat important	Employees must adapt and update their skills as the workforce is changing at a rapid pace. It is important that employees are supported in these areas and that their opinions and ideas are taken into consideration. Change is often feared but it must be embraced to ensure our profession is not displaced by the coming technological changes.
4 - Somewhat important	I am lucky enough to have had several successful Knowledge system implementation over the last 6 years. Therefore I draw on my own experience and common sense. I do sometimes look at Knowledge Theory when working on strategy but it is very light touch and I rarely get those opportunities due to time constraints.
4 - Somewhat important	I think that it's important to involve myself in the process of significant change as it allows me to stay on top of how the library operates and also makes any criticism or feedback I have more valid if there are opportunities to make further changes later.
4 - Somewhat important	I think we all draw on our own experiences when faced with change, whether we are aware of it or not.
4 - Somewhat important	I use a mixture and parts of formal techniques but mostly use team discussion
4 - Somewhat important	If you don't manage the change in one form or another it will more than likely fail or fall short of expectations.

4 - Somewhat important	Library and information service requirements and tools are evolving all the time, so it's important that staff are able to keep up.
4 - Somewhat important	Many of my roles are part of a wider change management strategy in one form or another; mainly technology and process changes. Right now, we're moving towards a digital first strategy, where the old silo and ego based thinking is being replaced with data driven decision making. It's a difficult process for employees who have been with the company a long time and only know one way of working. I draw on my own knowledge and experience to help my team and wider stakeholders manage these changes.
4 - Somewhat important	No time to consider
4 - Somewhat important	Particularly relating to knowledge management - many companies know they should do KM but don't know how and are stuck in their ways. Persuading senior leaders why KM should be done / why things need to change for KM to be successful is difficult and important and forms a large part of the job as initiating KM in a firm requires a great deal of change in processes, people and technology.
4 - Somewhat important	Public sector services continually struggle for funding; corporate sector struggle for relevancy
4 - Somewhat important	Simply, it is important to have a level of control over major changes
4 - Somewhat important	Speaking with others helps with all the changes.
4 - Somewhat important	The environment (societal, cultural, financial, and every other sort) is changing dramatically; we all have to adapt
4 - Somewhat important	The nature of my role as an Assistant Librarian.
4 - Somewhat important	To ensure the overall health of the information estate in an organisation, and its compliant use and retention, Library/Information Science professionals must engage in change management. Most projects and programmes, big and small, will entail change management and it is unlikely that information is completely separate to these. Therefore to make sure the information/knowledge is retained and protected during a project/programme (and change management) and/or is being used most effectively to successfully help the project, Library/Information Science professionals must have an understanding and be engaged in change management.
4 - Somewhat important	To keep up with latest trends and technologies
3 - Neither important nor unimportant	Done it several times during career, probably use a mixture of models plus what from previous experience works best with staff involved
3 - Neither important nor unimportant	I do not know it's effectiveness
3 - Neither important nor unimportant	Make change management important and change management becomes important than the service employees need to do their job. Make change a natural part of library and information services and much happens automatically.
3 - Neither important nor unimportant	Often information services are part of a bigger entity and need to move with it. This is not always a positive change for the service.

3 - Neither important nor unimportant	Part of the job description of a Librarian
2 - Somewhat unimportant	Library and Information Science is not likely to be an area where there is rapid or constant change; however, there is likely to be evolution over time. Often it is about changing habits or awareness of users which works better as a gradual but persistent process.
	Question 25) Do you think a more proactive approach to Change Management would increase the likelihood of a favourable outcome for future transformative changes?
78	Yes
6	No
24	Maybe
108	**TOTAL**
	Question 26) Is there anything else you would like to add?
	As a profession we seem to be rather unaware of change management as a tool
	As the ICTs change we should also change ways to be able to keep up for future
	Best wishes for your dissertation
	Change management must become BAU for every company, if it's to survive. Companies and organizations must embrace change but how they engage with their employees can vary greatly. Some companies may adopt a consultancy approach, others a gradual shift - maybe an organizational change, aligning teams together, or adopting new technology to manage information/data and BI tools; others try organizational training, workshops, away days etc. And some, of course produce all the 'change' material but fail to bring the employees along with them, so the messages, the vision etc. becomes meaningless.
	Change Management training is particularly important for those working as Knowledge Managers embedded within a business unit. Change is often imposed on us from above, and we are then required to be the agents for this change onto the parts of the business that we serve. As KMs we therefore need to ensure that 1) we are receptive to and comfortable with change ourselves, and then that 2) we are equipped with the tools and techniques necessary to push change to those in the business that might be resistant to it.
	Good luck with your studies
	Happy to have a conversation on change
	Hello, can you send me a copy of the questions, and choice of answers, for my own records? Thanks.
	Hi. Id be interested in your literature review. There's a lot of useful sounding stuff in there I am not aware of.
	I have found using dedicated networks or change agents very effective, really investing time in organisational modelling, and trying to be positive about change from the top (ie if managers are resistant to change then their staff will be too). I also know from experience how important it is to keep investing in change after others think the change has been completed - it hasn't, the close of a change programme is often just the beginning of the change journey as cha he beds in, problems surface and more proactive change measures are needed.
	I think it is imperative to have Change Management professional in large organisation. Especially when mobilising contracts.
	I think that libraries are often at the whims of senior figures within the library who are resistant to change or that do not have the correct skill set that would facilitate a smoother transition through change. This causes a trickle down effect whereby other staff are often unaware of change until it's too late to act and are often left to make the best of what is available.
	In my experience, change management projects have limited chance of succeeding unless a more practical approach is taken. Strategy needs to incorporate all aspects of the operations including business processes, technology, information management.

	In my experience, there really isn't no method to fit all. Also the amount of effort being put in to supporting any structured change management needs to ve balanced against competing needs due to finite resources.
	Information services/management/governance/design etc is part of a business and cannot exist as a separate entity. It must an enabling function essential to the success of the organisation.
	Mental Health and wellbeing for staff directly affected by potential change and potential job loss in my experience is often overlooked and can effect members of staffs morale and self confidence in their abilities and worth at the institution.
	More and more communication with a personal approach with a more structural approach
	My library is part of a larger organisation and my answers apply to the museum as a whole, of which we are a small department
	No. But best of luck!
	not sure how useful this response is. But I tried to think of my recent project of reviewing [name of organisation]'s governance structure and relocating from [Country A] to [Country B].
	Nothing beats experience in getting change sold, delivered, and embraced.
	Really not sure how useful my participation in your survey is as I am an information professional working in product development. I do not work in a library and information department.
	The changes we are going through are billed as positive after a time of lack of investment. Communicating changes in this context as a real improvement in both staff and student experience has not been significantly problematic at this stage. I had not heard of some of these models you refer to. Would be useful to explore further. Thanks for the survey.
	There is need to cultivate and bolster the skill of change management in Library/ Information management practitioners so as to prepare them for organisational politics that they will encounter in their professional endeavors.
	Tip: What would Einstein have done? He told us through one of his famous quotes: Let go of the thinking that created the problem situation. Apply a different thinking.
	Would request to know the study results or report of this important study.
	You can't cram everything into an MSc in LIS and providing management ed at what's usually an early stage of one's career can be premature. I think there's a need and a market for an MSc in Information Strategy & Leadership for LIS professionals who have been working at professional level for say 5-10 years. Apart from an MBA or a Master's in Innovation (I've one of the latter, from CIty U), it can be easy for library leaders to feel overwhelmed by the amount of change and the lack of suitable educational developmental opportunities.
	Question 27) Please provide your e-mail address if you are happy for me to contact you regarding a follow-up interview (all personal details will be held in strict confidence and will not be revealed in any research or used for any other purpose)
	63 out of 108 respondents provided their e-mail address

Appendix 5 - Post-questionnaire follow-up e-mail template for arranging interviews

Dear <Participant Name>

I am writing to you because you kindly completed a questionnaire entitled 'MSc survey for Library & Information Professionals on Change Management' on <Date>. Thank you for taking the time to complete the survey.

I would like to invite you to participate in a follow-up interview. I estimate that it will take approximately 30 minutes. Please read the attached Participation Sheet and if you are happy with the content sign the Consent Form and return it to me.

If you are based in London I can meet you near your place of work at a convenient location. Alternatively, we can arrange a Skype session.

Thank you.

Kind regards,
Sharon

Appendix 6 - Participation Sheet

PARTICIPANT INFORMATION SHEET

Title of study

To what extent do Library and Information Professionals actively engage in managing change? An investigation into organisations based in London and surrounding areas.

Name of principal investigator

Sharon Stewart (Supervisor: David Bawden)

_____

We would like to invite you to take part in a research study. Before you decide whether you would like to take part it is important that you understand why the research is being done and what it would involve for you. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

I am carrying out research for my dissertation project as part of my MSc Information Science course at City, University of London. I am investigating how engaged Library & Information Professionals are in actively managing change, what models, tools and techniques they use, and whether or not they have received Change Management or Leadership training.

Why have I been invited?

I have asked you to participate for one of the following reasons:

- You provided your e-mail address in response to my survey question, "Please provide your e-mail address if you are happy for me to contact you regarding a follow-up interview (all personal details will be held in strict confidence and will not be revealed in any research or used for any other purpose)".

- You have been contacted by me via e-mail or telephone and invited to participate because of your experience as a Library and/or Information professional.

I will be conducting interviews with up to seven other people.

Do I have to take part?

Participation in the project is voluntary, and you can choose not to participate in part or all of the project. You can withdraw at any state of the project without being penalized or disadvantaged in any way.

It is up to you to decide whether or not to take part. If you do decide to take part you will be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. Once the data has been anonymised/published you will no longer be able to withdraw your data.

What will happen if I take part?

Your participation should be limited to one interview, either face-to-face or via Skype if that is more convenient for you. Face-to-face interviews will take place either in a public place or at your place of work, whichever is the most suitable for you.

I anticipate the duration of the interview to be between thirty minutes and one hour. I will be carrying out the research between August and December and the interviews will take place throughout August, September and October 2018.

I will be carrying out the research by means of a semi-structured interview – there are questions I will be asking every participant, but if there are unanticipated lines of enquiry that arise, I may explore these in more detail.

With your permission, I would like to audio record any interviews conducted face-to-face or over Skype to ensure that the notes taken by the researcher are accurate.

What do I have to do?

I will ask you about the processes you go through when involved in change, whether you are on the receiving end of it or driving it within your working environment.

What are the possible disadvantages and risks of taking part?

I do not anticipate that there are any disadvantages or risks in taking part.

What are the possible benefits of taking part?

I do not anticipate that you will benefit directly from this research. However, so far there has been little research into this particular aspect of change management within Library and Information Science, and I hope that the findings will be useful in the future for others who wish to investigate it.

What will happen when the research study stops?

After I have completed the research and handed the dissertation in for marking, any data I have collected will be destroyed. The completed dissertation will be available to staff and students of City, University of London.

Will my taking part in the study be kept confidential?

Your information will be anonymized. No personal details will be included in the dissertation. I will store any recordings of interviews on my home computer, which only I have access to. The recordings will be deleted after the research project is completed.

What should I do if I want to take part?

If you would like to participate in this research, after reading this information sheet, please complete the consent form and add your name and date. I will then add my name and e-mail you back in the completed form for your records. I will then contact you to arrange the method and time for the interview.

What will happen to results of the research study?

I would be happy to provide you with a copy of the final dissertation, via e-mail, should you wish to see it. It will be made available to the university staff and students. It will also be deposited on the Humanities Commons website.

What will happen if I do not want to carry on with the study?

You are free to withdraw from the study without an explanation or penalty at any time.

Who has reviewed the study?

This study has been reviewed and approved by David Bawden, my dissertation supervisor, at City, University of London.

Further information and contact details

Researcher: Sharon Stewart (e-mail: sharon.stewart@city.ac.uk)
Supervisor: David Bawden (e-mail: d.bawden@city.ac.uk)

Data Protection Privacy Notice: What are my rights under the data protection legislation?

City, University of London is the data controller for the personal data collected for this research project. Your personal data will be processed for the purposes outlined in this notice. The legal basis for processing your personal data will be that this research is a task in the public interest, that is City, University of London considers the lawful basis for processing personal data to fall under Article 6(1)(e) of GDPR (public task) as the processing of research participant data is necessary for learning and teaching purposes and all research with human participants by staff and students has to be scrutinised and approved by one of City's Research Ethics Committees.

The rights you have under the data protection legislation are listed below, but not all of the rights will be apply to the personal data collected in each research project.

- right to be informed
- right of access
- right to rectification
- right to erasure
- right to restrict processing

- right to object to data processing
- right to data portability
- right to object
- rights in relation to automated decision making and profiling

For more information, please visit www.city.ac.uk/about/city-information/legal

What if I have concerns about how my personal data will be used after I have participated in the research?

In the first instance you should raise any concerns with the research team, but if you are dissatisfied with the response, you may contact the Information Compliance Team at dataprotection@city.ac.uk or phone 0207 040 4000, who will liaise with City's Data Protection Officer Dr William Jordan to answer your query.

If you are dissatisfied with City's response you may also complain to the Information Commissioner's Office at www.ico.org.uk

What if there is a problem?

If you have any problems, concerns or questions about this study, you should ask to speak to a member of the research team. If you remain unhappy and wish to complain formally, you can do this through City's complaints procedure. To complain about the study, you need to phone 020 7040 3040. You can then ask to speak to the Secretary to Senate Research Ethics Committee and inform them that the name of the project is: To what extent do Library and Information Professionals actively engage in managing change? An investigation into organisations based in London and surrounding areas.

You could also write to the Secretary at:
Anna Ramberg
Research Governance & Integrity Manager
Research & Enterprise
City, University of London
Northampton Square
London
EC1V 0HB
Email: Anna.Ramberg.1@city.ac.uk

City holds insurance policies which apply to this study. If you feel you have been harmed or injured by taking part in this study you may be eligible to claim compensation. This does not affect your legal rights to seek compensation. If you are harmed due to someone's negligence, then you may have grounds for legal action.

Thank you for taking the time to read this information sheet.

16 August 2018
Version 1.0

Appendix 7 - Consent Form

CONSENT FORM

Title of Study: To what extent do Library and Information Professionals actively engage in managing change? An investigation into organisations based in London and surrounding areas.

Please initial box

I agree to take part in this study.	
I understand that taking part in the study will involve being interviewed by the researcher.	
I confirm that I have had the project explained to me, and I have read the participant information sheet, which I may keep for my records. I have been given the opportunity to ask questions and have had them answered to my satisfaction.	
I give consent for the interview to be audiotaped.	
I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.	
I agree to City, University of London recording and processing this information about me. I understand that this information will be used only for the purpose(s) set out in this statement and my consent is conditional on City, University of London complying with its duties and obligations under the General Data Protection Regulation (GDPR).	
I confirm that I understand how my data will be handled and what it will be used for.	
I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party. No identifiable personal data will be published. The identifiable data will not be shared with any other organisation.	
I agree to the use of anonymised quotes in publication.	

_____   _____   _____
Name of Participant   Signature   Date

_____ _____ _____
Name of Researcher   Signature   Date

When completed, 1 copy for participant; 1 copy for researcher file.

Appendix 8 - Interview Transcripts

Participant 1 [Pilot 1 of 2]

Date:	7 September 2018
Time:	12:30
Duration:	20 minutes, 53 seconds
Interview Type:	Face-to-Face
Attendees:	Interviewer (SS)
	Participant 1 (P1) [Information Business Analyst, Investment Bank]

___

Introduction

SS   Thank you for taking the time to participate in this Interview.

I will outline the format of the Interview and give you the opportunity to ask any questions you may have before we begin.

I estimate that the Interview will last for 30-45 minutes.

This is a semi-structured Interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

I have prepared four pre-defined questions based on your responses to the questionnaire.

Do you have any questions?

P1   No.

SS   OK.

Question 1

SS   The first question is based around a statement that I have used in the aim and objectives part of my research. So, what I am going to ask you to do is to say to what extent you agree or disagree with this statement. 5 means that you totally agree and 1 you totally disagree.

P1   OK, may I have a look.

SS   There you go.

P1   That's a 5.

SS   OK, thank you. Could you just tell me roughly what your reasons are for the answer to that question?

P1   It is my consistent experience since 2001, since when I first began in change management, that everybody is reluctant to deal with any kind of change to their processes, their procedures, the systems that the use or the data that they process in those systems. And, they need to be actively encouraged and if that fails, depending on the environment, necessarily forced. For example, in the case of regulatory change, if you are faced against operational, objections, resistance, technical objections and resistance, but the change still has to go through. So, we'll engage in…we need to more or less get this change in by any means necessary.   We'll start off nice, normally that doesn't work, and we end up mandating people to adopt the change.

Question 2

SS   Thank you, that is really interesting. Onto question number 2. What I have done is used the scale that we've just looked at, so you will be on this line here where you totally agree and you do use a model, namely an Agile based bespoke model. You agree and you actively manage change, does that mean that you do not suffer change because you use a model?

P1   I'm an advocate of the Agile framework, in my experience of implementing change it's the most effective. Why is that? Because people don't know what they want, they only know what they don't want, and in order to eliminate the things that they don't want you need to present them regularly with the results of your work. Then, they'll tell you what they don't like about it and then you can tick those off your list. Eventually, after so many iterations, for example two iterations, you get closer to what it is that they actually want. The point being, you engage the user community or the operational community and they feel involved in the change so if they feel involved in the change and you're getting your approval all the time, the you're getting closer to what it is that they actually want and they feel like they are a part of it and that reduces the impact of the change. I'm not sure if that's answered your question.

SS   So, essentially you think that using a model, or some people might call it a framework or a methodology, then that enhances the experience that you have with the change? So, if you didn't use those models or that framework, it would be a more difficult and maybe negative experience?

P1   I think, if you were to put a bunch of people…if you had a firm and you required them to implement some kind of change, and they didn't have any kind of model or framework, then it's like a cat among the pigeons, they wouldn't know where to start. With any kind of change, whether it be process, procedures, operational, data, you have to know where you are at that very moment and you need to know what it is you want and where you

want to be in the future, so that you can map out how to get from where you are to where you want to be. But, unless you know that in advance, you are going to be running around like a headless chicken. You've got loads of people with different ideas about how to proceed, arguing about it. Normally, projects or any kind of change involves a budget and the more time you spend on the project the less budget you have. So, there's always an impetus to get the job done quickly, so if you have a load of people with no idea of where to start, or different ideas about where to start, and they are arguing about which is the right one, then you are wasting time and money. So, it is necessary to immediately go in with some kind of framework or model. How's that?

Question 3

SS   That's great, thank you. In fact, that nicely leads us on to the next question. In your questionnaire you've mentioned three types of changes, Regulatory, IT and a culture shift. For each one of these I am going to ask you to plot your perception of their success or failure on scale from 1 to 10. 1 equates to a 'complete failure', for example, change initiative abandoned; staff demotivated; users leaving; reputational damage. And, for 'complete success' there was no resistance; there were happy staff, users and stakeholders; it transitioned from 'as was' to 'as is'; on budget; on time.

P1   It is a variety. I have experienced different degrees of success for the different firms that I have worked for, bearing in mind that I am a contractor.

SS   So your survey results do not just reflect the company that you're in at the moment?

P1   I do all of those at the same time.

SS   That's OK, we can look at them individually just to break them down.

P1   OK, so I'll give you positive and negative examples, because you can have a positive culture that embraces change. For example, when I worked for [Company A] that involved operational change, process/procedure change, technological change, and regulatory change. The culture there was very much if...you know...what do we need to do together as a team in order to succeed and that translated into all of those boxes that you were looking to tick. So, in [Company A] it was a very positive experience where people wanted to adopt a change, most people not all people, like 99% of people wanted to adopt the change and they wanted to be involved in it and they wanted to work out what needed to be done. So, in that environment, a positive environment, when people understand that if you are going to work hard and do what is required then you are going to do well, then that is accepted positively, be it regulatory, IT or culture. Primarily, the culture was a positive culture so we did everything logically there and we engaged the business community and together we worked out what their procedures...how did they need to change, what we need to do technologically, what could we do to facilitate this change and make it a good one? We worked together as a team which involved in one particular change of 200 people to make sure that everybody was involved and they had a voice. That was received well, all the changes are implemented very well. That ticks us regulatory, IT and Culture.

Next example [Company B]. So, [Company B] were getting fined hundreds of millions of pounds because they were not ticking regulatory boxes. So, this particular project was not necessarily IT change it was operational, it was resistance all of the way. First of all, they didn't want anybody looking at...they understood that they were getting fined because of what they were doing and how they were doing it, and they didn't want anybody looking at how they were doing it because that is going to highlight where they are failing. So that was a culture of push back, push back, push back. So, the operation people didn't want change and the IT people didn't want change. The compliance people whose job it was to make sure that people were compliant certainly didn't want us looking at what was going on. So, it was a very negative culture. So, the point I am making is that in contrast to the positive [Company A] culture [Company B] had a very negative culture where nobody wants any kind of change at all. Why? Because it is fear based.

So, in [Company A] very positive, we know that if we work hard we are going to do well, and we will do well because everyone is out to support each other. In [Company B] everybody is scared for their jobs, they don't want people eagle-eyeing what they are doing and how they are doing it, they don't want to know that their processes and their procedures need to be changed. They don't want technological change because they feel like they're going to lose their job. Generally, changes suggest somebody is going to lose their job, so there is a large cultural of fear.

SS   Did either of those companies use change management models or tools or techniques?

P1   So, [Company A] used a model and we did the change as well, but it was a horrendous onslaught of work. That means if you don't know finding out what your requirements are way in advance going off and making the changes and then testing them all in one go at the end that doesn't work very well it is very very difficult. It is better to implement change gradually. [Company B]…there was in fact…that is a good point there was no model. Probably an observer would have suggested that it would have defaulted to waterfall, where everybody works out a project plan and you imagine dates by when you were going to complete these tasks, although you don't know what they involve. You try to stick to the dates - fail - miss the dates. So, it wasn't an official model but it was Waterfall based. They did bring in other…you could say it was bespoke…bespoke because they brought in terminology from other models, random models like RAID so, it was an unhappy mixture in a fear-based environment.

SS   That is really interesting, thank you. If it is ok with you, I'm just going to come back to this question. So, if you can think about the organisation that you're in at the moment and a project you are working on, or if you are not far down the line enough to know whether it is looking successful or not, perhaps maybe think back to the project before. I am assuming that you have the same changes which were regulatory, IT and culture for that project as well?

P1   OK, so in the context of did we get fined because we didn't implement this regulatory change? No, we did not get fined because we implemented the regulatory change. From an IT perspective how did the implementation go? IT is a constantly changing environment with constantly changing people, the IT story never ends, it is constantly evolving so you never get to an end point.

SS   For that particular project that you worked on, the last one, were there any major IT disasters?

P1   Every day.

SS   But, ultimately, for the whole project at the end...

P1   At the end for the last project, the [Project Name] project, we did an Agile retrospective and identified those items or processes that we liked and should keep doing, and identified all those items that we didn't like and didn't want to do any more. So, because you're talking about hundreds of people, some adopted it and went ahead with the plan, others said they were going to adopt it and didn't go ahead with the plan, and others said that they weren't going to adopt it and didn't go ahead with the plan. So, I would say from an IT perspective it is a 5.

SS   OK, yes that's great.

P1   Regulatory 10. In terms of IT culture shift that's probably a 3.

SS   Just the culture shift?

P1   The IT side culture shift is 3. The business culture shift..

SS   Oh, two separate culture shifts?

P1   Yes.

SS   And the business?

P1   The people that implement the change don't want to change.   The business has to adopt the change because is regulatory so I could take them off because they didn't want to do the change, but they had to adopt the change so instead of 10 I'll give that 8.

SS   So, just to distinguish between IT and IT culture shift, do you mean...

P1   IT meaning technological change.

Question 4

SS   And just one final question, who do you believe should be responsible for managing change? I have said all library and information staff here, but that includes Information Business Analysts and other roles within the realm of information. So, all the staff or just those at management level and above?

P1   The management level and above will not be able to manage change. They are too busy talking about it. So, they are too busy managing the business. Change is a very complicated subject and it is different everywhere irrespective of what model you have adopted or not

adopted. You need experienced people to implement any kind of a change whether it is cultural, process, procedure or technological. So, the managers are not the best person. They are the best people to come up with the money to fund the change, so as stakeholders...you know...they are the among the managers...you will find Ideal stakeholders.

SS   So, who would you say is responsible everybody working or...

P1   No, you need experienced change managers to engage the stakeholders who were going to spend the money and the knowledge managers who managed the knowledge. So, you need to engage subject matter experts, and these will be the knowledge managers, and engage the stakeholders who are spending the money. find out where you are, find out where you need to be, and then hack out a path of how to get from in between the two.

SS   Perfect. Thank you. Is there anything else you would like to add that you think might be a value to this research?

P1   Not right now but if you have any more questions feel free to contact me.

SS   That is really kind of you. Thank you so much for your time, I really appreciate it.

Time Stamp: [00:20:52]

Participant 2 [Pilot 2 of 2]

Date: 8 September 2018
Time: 14:00
Duration: 43 minutes 58 seconds
Interview Type: Face-to-Face
Attendees: Interviewer (SS)
                    Participant 2 (P2) [Business Analyst/Information Architect, Automotive
                    Organisation]

Introduction

SS   Thank you for taking the time to participate in this interview.

        I will outline the format of the interview and give you the opportunity to ask any questions
        you may have before we begin.

        I estimate that the Interview will last for 30-45 minutes.

        This is a semi-structured interview, which means that we will use a combination of pre-
        defined questions and unstructured conversation.

        I have prepared four pre-defined questions based on your responses to the questionnaire.

        Do you have any questions before we begin?

P2   No.

SS   OK.

Question 1

SS   One of the aims of my research is to find out if people actively manage change or endure
        it. And that is implying that you either do one or the other. So, for my first question I want
        to challenge that.

        Using a scale of 1-5, where 1=Totally Disagree and 5=Totally Agree, to what extent do you
        agree/disagree with the following statement?

'One either engages in actively managing change or endures it'. In other words, if you do not engage in using change management models/frameworks/methodologies or tools/techniques, change is something that you cope with; grin and bear; put up with; resign oneself to or even suffer.

So, to what extent do you agree or disagree? You can use this scale [hands scale over to participant].

P2   I would say somewhat disagree, number 2.

SS   OK. There is a part b), tell me about the reasons for your answer.

P2   OK. The first thing is I think there are two types of changes according to this thing. And, that is actively engage and then there are some changes that just happen by default. So, I think you have input into both types of changes that happen. So, what it is, is I don't think I ever have to grin and bear it because I always have input into it.

And, it is a group decision. And, typically what I did is when I managed my changes with people and all that kind of stuff, is I had a framework that we dealt, I had the…the first thing was to document what needed changing and all the impact of that, and all the benefits and all that kind of stuff. So, once I did that, then what I did is I had multiple options that we could do, A B C and D, and then had a criteria list that said is it, say, security? Is it costly? Is it safe? Is it secure? You know, a whole list of that. And then what we did is we scaled it and we said for this option this was a 10, for that one it is a 2, and then I would do an initial one and then I would send it out to every interested party.

SS   Like stakeholders?

P2   Yes, all the stakeholders, and everybody would have their input, because I did work with the US and I did work with Spain, Germany, England, you know, pretty much everywhere. Well, everywhere that [organisation A] was at. I gave them a week to answer, and then what we did is we had a meeting and everybody had their say and why they did X, Y and Z, and all that. We totalled up the numbers at the bottom and so there are some clear winners and clear losers, and that kind of thing, and then when that happened what we did is said, okay these two are really close let's talk it out. And we always talked it out and had no issues because everybody had their buy-in. Nobody took egos, all that went out the window because it was fact based. I said to everybody, this is just a draught, if you want to add more criteria, if you want to change the premise, that's fine. All that kind of stuff.

SS   The key thing is you've invited them for their input so they feel included...

P2   Not only invited them for their input - I gave them control. They had a buy-in to the result.

SS   So, if you didn't do that, so if you had no model or tool or framework, how different do you think that would be? Because, I'm now curious...

P2   Oh, yes. If we didn't have that framework…because I was dealing with so many chimneys, I mean everybody had their vested interest. The other thing I always did is I said right at the very beginning, because you have kick-off meetings and all that, I said that we are going

to do is we are going to do what's good for the company, not what is good for our careers. Because by definition, we are going...if we do well we will then...our careers will move. I had one incident where we had a telephone meeting with the US and us and we got off the phone and one of my people just said, "Oh, those bloody Americans...blah blah blah blah blah" and I had most of the guys in there and I just said, "look [colleague A], either we succeed as a team or we fail as a team." And this is right at the very beginning and I never had any trouble going forward, none at all. So, by doing that...I forgot the question. Sorry.

SS   I was trying to understand why you use models and tools and techniques if you think that not using them won't be a problem.

P2   I thought that using them, erm...if we didn't use them it would be a huge problem.

SS   Ah, so maybe we need to look at this again.

P2   OK, what I interpreted this is is that did I have to grin and bear it when change came along?

SS   Without a model. Because I am saying...I am trying to find out if you don't use models and frameworks, does change become something quite difficult that we endure rather than embrace?

P2   OK, what I am thinking is that, if you don't use a framework, depending on what the change is and how you handle it, makes all the difference.

SS   Yes.

P2   Because I was always open, if I thought that we needed to change something and it didn't need to have a framework around it then I would just talk to the players and say, "Okay, what do we want to do?"

SS   Like if it was something small?

P2   Yes, exactly.

SS   These are the big transformational changes like mergers & acquisitions, restructuring, the big things that are…

P2   Oh, the big things I think you absolutely have to have a framework. I totally agree then.

SS   Yes, that's making sense.

P2   If I didn't have the framework and I was dealing with so many different cultures and with so many different...it's so funny...in Spain, everything was yes, yes, yes [name of participant], whether they did it or not. In Germany it was no, no, no [name of participant] [laughter]. And, in England it was, let's play it out. So, what I had to do with the team is, we had to change our communication techniques because they all shared responsibility between the three countries. And, so what happened was is everything fell apart once. I mean just literally; the teams were just like this [punches hand] blaming each other and all that kind of stuff. So, I called them all together and what we did is...and this is not within

a framework, this is just the usual...and what I did is, every single person...I had one German that was very vocal...so I said, "[colleague B], we are going start with you". Tell me everything that you want about this team and what we need and he just went on a rampage. I went all around the table, there was about eight of us...Spain was on the phone, I had him come over...and what they did is they just really ripped up each other and all that kind of stuff. So, at the end...and I took all the notes, I took copious notes and all that kind of stuff...and really engaged. So, then I just went to the team and I said, "Do we do anything right?" And they all laughed, and they all said "Yes [name of participant], yes [name of participant]". And I said OK, basically what we've got is a communication breakdown. I said, "What we're going to do is, is if you have more than two phone calls you put it in an email. What do you is if there are any decisions made you put it in the email and let the other person respond", and that kind of thing. And, then I said, "OK Germany, we're going to meet up with you guys", because [organisation B] had a plane and we could bring them back and forth. "And so, we are going to go over there and you are going to come over here and we are going to have monthly meetings, quarterly meetings, that kind of thing where we actually have you on sight." "Spain, sorry but you'll have to be by phone", because I had three guys in Spain. And then what happened is as I said, "We're going to meet weekly", and all I did is I made it issues, action, responsibility and secondary, and everybody went fine. After that, I had no trouble at all.

SS   I find that if people know what is expected of the them and someone says, "We need this, this and this" they're like, "OK". It is when there is no leadership...

P2   Where there is no canned way of doing it.

SS   Yes.

P2   When people make up their own, and with this case because there were three totally different cultures it would never have worked. And I didn't know that, I was new to England and I didn't realise. I was like, countries? [laughter].

SS   So, this framework that were talking about is the Sigma one?

P2   Yes, Six Sigma. Yes, it is what we used is and that's another scenario that I used Six Sigma really big. You know, that kind of thing. Where I did this thing with the country...it was for a warehouse. I put in a warehouse and that's why I had all these...and the Americans did some work and [organisation B] did some work, we did work with everybody and [organisation C], everybody in business objects, you know, and so I actually made up the way that we did these things and what I found early on is, the first thing was is, we didn't want to go to the US, we wanted to keep it in Europe and for the databases and stuff. And, so the US had already done a data warehouse. So, they said, "Just use ours", and I said, "It won't apply blah blah blah" and the reasons why. And, I actually went to the States and met with the team and all that kind of stuff and I think that's so important when you have a new big project is everybody meets face to face once, and then you know the personalities, you know what it's like and all that kind of stuff.

SS   Definitely, and build that rapport which you just can't get..

P2   ...exactly, you can't get over a phone or any of that. So, what happened is, is that they wrote a paper saying why we should use the US at least their teradata machine and all that,

and that's when I came up with the algorithm for, you know, all the different scenarios, all the different criterias, and all that kind of stuff, because it takes all the emotion out. It was wonderful, and so I use that every single time that was a major decision to be done. Servers, they wanted to, you know, just all kinds of things and it just worked so well. And, we did...kept reminding them that we're doing what's good for the company.

SS   Shared mission...

P2   Yes, exactly. And so that worked out really well.

SS   That's perfect. Thank you. I think that's answered question one pretty thoroughly.

P2   Good.

Question 2

SS   Question two. So, you totally agree and you do use models...

P2   Yes.

SS   So we...

P2   I do both because I use the...if you want to think of models as store-bought, I use that for some and then I made up some...

SS   Like bespoke?

P2   Yes, bespoke. That worked really well.

SS   Yes, bespoke is in here too.

P2   OK, that's fine. I always use tools and techniques.

SS   Yes, as opposed to the people that like, for instance, I had a change early on in my career with literally no training. I didn't know what change management was and I had to learn by trial and error with no awareness, no skills, no direction, it was really challenging and I think that it's more that. Whereas, I think many people...or even if they take a model and just adapt it, that...

P2   That's right.

SS   All of those types of things are under here.

P2   Okay, that's fine.

SS   Because they are very different scenarios if you do agree and you don't use them...

P2   Yep.

SS   But, here and you agree and you actively manage change. Does that mean that you don't suffer change because you use the models?

P2   Totally agree, totally agree.

Question 3

SS   OK. Thank you so on to question three. I know that to measure change is quite a complex thing and that it can be a snapshot in time. So, the measurement today can be quite different to, say, three months-time. This is purely for me to understand your perception, that's all, at this stage. So, we've talked about the firm's new IT system and the Knowledge Management (KM) initiative. So, on this scale of 1-10 complete failure would mean the project was such a failure or the change didn't even go through, there was discord, the worst scenario you can imagine, there was reputational damage, everyone fell out, people might have been sacked…

P2   I was on a project once where they actually had a lady who was doing her PhD and change, and the impact of major projects. And this was in the 1980s. OK, and so what happened is, is that we failed so many times that they brought in this PhD and put us in a hotel and she documented our entire flow and what went wrong and you know, all that kind of stuff and yes, careers were ruined, there were so many divorces, there were so many affairs, there were so many babies...

SS   So, it went into their personal lives?

P2   Oh, everything was just really...it was...

SS   The knock on effect?

P2   Yeah, the knock-on effect of this project, the stress was humongous. This is before people understood how long it takes to do a project. You know, it was amazing.

SS   Yes. So, you appreciate how horrendous it can be?

P2   Absolutely, I've been in some of the worst projects that have been. And the problem is, is that, in fact, it was really good because the one project, you know, I had all that experience and, you know, all...and then what happened in the project that...another project that I was on...they gave me a deadline of May and I said, "I can't do it". And, I'd been on the project for three years or so and, you know, and we were just, you know, it had failed and failed and failed, and then they brought more people in, and all that kind of stuff. So, they said [name of participant] you go along to me. I looked at my boss and I said...and I was far down in my career I was fine...I said, "Take me off the project. I'm not going to put my people through that kind of time pressure when we I know we can't meet it". And, what I did is I had already had my project plan and I showed him the project plan and...because I

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had to go to other teams to do work and all that...I said, "This is what they can do" and then I said, "Now to mitigate the risk…", because there was a really big thing that we had that was risky, "…is I'm going to kludge the data. I'm actually going to…", you can zap the data, you know, you can override it, "…I'm going to override the data here to make sure the calculations are proper down here during this phase, so that if there are any changes then when they're coding it they can figure it out", that kind of thing, and he took a look at that.

And, he had to go back to the director and say, "We have to launch in December" [laughter]. But, because I had all the facts, because I had done risk mitigation, and because I refused to do it, he...I would have been happy to go off the project, it was so stressful [laughter].

SS   Yeah, but he appreciated...

P2   Yeah, exactly. Yeah, I did what it took to do that.

SS   And, if you weren't actively managing it, you just simply wouldn't have been in that position to know.

P2   No, I wouldn't have known.

SS   You wouldn't have known.

P2   Yes, exactly, but my job was to manage those kind of changes going through.

SS   Yeah. And, I'm thinking...because what we are going to do in a second for these two is just roughly plot where you think they should be on this scale. At this end, complete success means everyone is happy, stakeholders are happy, users are happy, it is on budget, it is on time...

P2   The warehouse I put in was a 10.

SS   Wow. So, are these two on the same project?

P2   No, different projects...hardware/software, this one I haven't even talked about yet.

SS   Okay.

P2   This was the Knowledge Management initiative, so I was putting in the data warehouse.

SS   Okay. So, this is the one we're talking about. So, this one was a 10?

P2   Yeah.

SS   You see, this is this is really interesting because you've used a model when you're at ten.

P2   Yeah

SS   So, I'm thinking…because I will also be talking to people that don't use models. Are they somewhere...

P2   Yep.

SS   Because I spoke to somebody yesterday and they weren't even aware that change management was a thing. They've never heard of it...

P2   Wow.

SS   And, they started...they were at a 4 and it's taken them two years to get up to a 7.

P2   Wow.

SS   Because, they just had to bumble along and...this is what I'm finding really interesting to put into the research.

P2   Well what it is, is that [organisation B] had actually bought into Six Sigma as so because they did that everybody...we have the black belts, but every single employee was trained in green belt and you had to do a green belt project. So, when you did that, it kind of gave us that impetus and that's what I used on here. The next was the IT one.

         The one down here, the Knowledge Management, didn't have any formal training or anything like that. It was just a matter of different techniques that we used and all that, and just communication. But, what happened is we did a one-year proof of concept. The original thing...we do an original initiative on the project that says this is what we're going to do, these are the risks, this is how much money it's going to cost us and this is what we're going to get done. Thirteen million, we're going to have all 26 countries on in three years and we're going to do, I don't know, 200/300 pieces of data. Okay, so I said, "wow, that's pretty good" and I said, "can we do a proof of concept? I'll involve Spain and we'll do...UK will have certain work and Spain will have certain work. So, we actually did the proof of concept and I documented every...I had...no 12/15 people and every single hour I made them say what they were working on if it was data review, if it was process review, if it was, you know, conversion...because we had to do the coding, we had to do the software, all that. So, every single person documented every hour and I said, "Guys, it's just for the year, I need to have the numbers." And, when I came out, I said to the guy...it was brilliant, it was the best project I ever did, it was the most important one I did for the company. And, what happened is, is when I came out of that I said, okay, it's going to take 13 years, 23 million, and we're only going to do three countries and 100 pieces of data.

         And, they...no, actually the 13 years was all 26 countries, but it's only 100 pieces of data. We identified the...I had a terrific business people that really were active, really active, and I said, "This is what we've got". And, I went to the director and I said that, you know, of the business...and I went to my director and he just laughed and I said...and his boss, you know, my boss and then the director and they all just laughed at me. And, I said "I've got the proof of concept, I've got the numbers, I can take it back through every number." So, everything I did was, if I could get it fact base, nobody could argue about it. So, then the business director, they had the board meeting, and to allocate that much money for only 100 pieces of data and 13 years for that amount of and [colleague C] said, he goes "We might get better as we go along but, for right now, this is the cost of doing

this project". And, they started laughing at him and all the directors and all that, and [colleague C] said, so what I did is I just told them, I said, "Either we want it or we don't. It's not mine." And, [name of CEO] who was the CEO, he knew the benefits of having that because what it was is being able to make decisions based on data.

SS   Of course.

P2   Clean proper data. So, he did that and [name of CEO] just said that...looked at all the guys and he said, "We're doing it".

SS   If you think of the benefits long-term...

P2   Absolutely, because what happened each country was doing their own little things and some were making good decisions, some weren't, and all that kind of stuff. So, [name of CEO] was behind us and [colleague C] came out of the thing and he says, "We've been approved."

SS   And, you can learn from each other if you're all on the same page...

P2   Absolutely. Well, what happened is, is [organisation A] was growing fast and all that, there were people only two or three people that knew the in-depth what debt was what, you know, the risks were and all that. Everybody else was just making decisions. And, so when we actually implemented the system, because we were able to do it, and I had to involve a lot of different vendors and a lot of new software, but everything just came together, just came together perfectly and the right team was in place. I had three team leaders that were all outstanding, you know, I just couldn't believe it. It worked out so well. But, the end result was is when we went to France first, first we went to the UK...we did the UK first...and then we did France, and we went to France, and just something called an active account because [organisation B] credit is when you have a lease on car, you pay for the car, so they said, "We've got 58 thousand accounts." And, so we said, "Okay, well these other rules for an active account." They had a concert were 12 years old.

SS   With no activity?

P2   No activity at all. And, so they gotten hammered because [name of CEO] just said, "Look guys…". And, the new used you think, you know, you would have a definite definition all through the countries of new and used, no. If I'm a demo, I could be almost new, you know, that kind of thing. And, so I was like, okay, so we'll add a demo code we'll add the new and we have the used and then you tell us what it is. And, so France got to hammered in terms of okay, they really only had like 12,000 active accounts. And, so and that's then the other accounts could be sold off to a debt collection people and that kind of thing, so we can make some money and all that. So, then we said okay Spain were coming to you next.

"[Name of participant, name of participant] give us a month, give us a month" [laughter]. Because, [name of CEO] wouldn't let them...because what France did...and this was brilliant too upfront, France said, "Well, for us we do it this way." And, I said, "That's fine, but no longer." And, I had [name of CEO] backing. I had the and CEOs backing. He met me in the elevator and I just said, I said, "Well thanks [name of CEO] so much for backing us and he goes, "[name of participant], you've absolutely got to have this." And, so we went to Spain and all of a sudden Spain had like 30,000/40,000 accounts and that was it. And,

they had cleaned up all their data, and all that kind of stuff. So, then word got out that don't mess with her [laughter] you guys are getting this and that's it. And, the beauty of it was, is I don't know if you remember years ago the Government came through and said risk analysis, because they had...some industry had...all their ducks in one, like agricultural or something. So, what we had to do is...because we had different things on the books besides cars and all that kind of stuff, is you had to analyse your risk. Well, they went to the database, the warehouse, and they were able to implement it within like, I don't know, two to six months, something like that because we had all the data there and it was clean.

SS   Yeah.

P2   And, it reported it identical to all of the countries. So, the people at central office could make decisions that were proper. And, like I say, I've worked on a lot of different projects, but that was the most key one to the business that I could have ever done.

SS   And, the benefits, as I said, will go on for years and years.

P2   Oh, they already are. Well, the thing is, is that I see I'm a data person anyways, so I was really clear on what was needed and how it would be used. In fact, when we did finish it we had demos that we were doing for the US and all that. Well, the guy in charge of [organisation A] for all international and everything, he saw it, and he goes, "Oh, this is really good." So, he went up to the [organisation B] IT top man and he came in and saw it, and the US had their warehouse, and all that, and they go, "We can't compete [laughter], we can't compete." And, so they were taking our work and putting it over there.

SS   Yeah, you can't get much better than that so I can see why you'd say…

P2   Yeah. Yeah. It was the best project I've ever worked on and have fun. Oh God. We had so much fun. We go bowling, tenpin bowling and we had the girls against the boys. We'd have the business against the system's people we just had so much fun.

SS   So, just imagine with no models, tools or techniques...

P2   It wouldn't have been implemented.

SS   So, literally it makes the difference between...

P2   It would never have been implemented because I wouldn't have been able to justify...I had everything...everything was structured because we were using models. You know, it was structured it was facts so that people couldn't, you know, argue with it. Everyone had input. The tools that we bought like we bought some called Avelino that would...what you did is you took all the old data and you ran it through this algorithm that...their software...and it came out with what exactly was in each field. And, so I mean, I mean there's an asterisk or, you know, the business is really creative in terms of how they use some of these fields and all that. So, when we wrote the conversion rules to put it into the warehouse, they...it was it was a hundred percent accurate.

SS   Wow.

P2   It didn't have any rework, except there was one calculation that we had put in and the business changed their algorithm up front. So, we had to go through and change it. But, that was only on one calculation. I had a brilliant business team and my IT team would absolutely terrific.

And, so because we had all these quality and controls and also we have never done a warehouse. So I had [organisation C] and two weeks one guy that actually helped us through the architecture because we went from a...we went from a XP machine all the way to a teradata machine and you had, you know, the mainframes in there you had all the different ones. So, he helped us architect the whole thing teradata stars all this kind of stuff, business objects did all the reporting and it was brand new software that they were just trying to implement. So, I said, "I'll be Beta." And, so because you get all the support you need, all that kind of stuff, was called Arizona at the time, now it is some number whatever, and so they gave us one thousand percent support and then I had [organisation C] extract transform and load ETL it's called and I had one guy for one week that showed us how to do that.

So, I got all the experts in and all the people that needed to be trained up in it, whereas there and all that kind of stuff and I didn't overdo it. I used it as needed, you know, that kind of...I had...I didn't...couldn't get in the programmers to program it. So, we got all the requirements done and gave it to [organisation D] to actually do the coding, but I took my team leader from...that would be responsible for the coding…and he went and sat with them and worked with them on it. And, at the very end it was...I'm so embarrassed...at the very end we had one week left. I had already...monies were allocated and all that kind of stuff...and I had to change the primary key and I went, "Oh God, I got to change a primary key". So, I talked to [colleague D], he was the manager over there and I said to him, I said, "I can't believe it", I said, and he goes, [name of participant], we only got one week to go, I'm going to need some more money." And, what I did is I had weekly meetings with him. I would go over to their site and meet with him and so him and I had a really good report. And, I said, [colleague D], I'm sorry, I can't get you any more money, you know, it would take too long number one, but number two, we just don't have it.

Leave it with me, and they did, they have done and they did the change and all that kind of stuff. So, I always said coffee was my best tool because I would just have meetings with people one-on-one the managers and all that. I work from home on Fridays, the US Manager on another project, we were able to talk open and freely, and all that kind of stuff, because I was at home. I wasn't in my cube, that kind of thing.

SS   Thank you so much. We need to do the IT one.

P2   Oh, the IT was a nightmare. Okay. So ,what happened is I was working at [organisation A]. I did applications, I did, you know, mostly certain new software being installed, all that kind of stuff. But then, at the end of that I had a year where I was called the Architecture Manager and we in [organisation A] would design things and pass it over to [organisation B] to implement. But, we had no consistency, we had no, you know, process around it or anything. So, I had a new team AIP (architecture implementation and planning) and so we did a process where we met weekly with the [organisation A] teams and then they would architect something and then I had [organisation D] once a week meet the architects that were doing their project and they would meet once a week and we would have an agenda,

and all that kind of stuff, minutes, all that kind of stuff, and we would say this is what needs to get done. What can you do?

Okay, so my job was a liaison between [organisation D's] infrastructure team and [organisation A's] infrastructure team. Okay. So, we take too long, and all that kind of stuff, it took three months to build a single server and like a project could have nine servers, and I just took it when I was in [organisation A] I just said, they said, three months [name of participant], that's it. I just said, okay and so I told everybody built three months in your plan for [organisation D]. I went to [organisation B] and I actually had responsibility for that group, that I was the project manager, and I had project managers working for me and we had to deal with the server build people and with the Telecommunications people and with all the different people, database people, and the US people, you know, they're just all over the place. And, so I came in and the first thing I did is I interviewed every single manager of those different departments to find out what they did for a living, because I didn't have a clue how everything was integrated or any of that, so I bought him a coffee and I had a, you know, sat down for an hour and we said I said, "What do you do for a living?" And, each one gave me their take on it.

Okay fine. Then I went to my team and I said, "Okay guys, what do you guys do?" You know, and they said, "We build servers." You know, and I said, "Okay great". So, it was just before Christmas, I went there like the beginning of December and I sat down with the one of my team and I said, "Show me what we do." And, she started taking me through every single thing they had to do and so I did a project plan, actually one of my people to the project plan because I didn't know project, but I faked it well and did the project and it came out three months. And I just, I was gobsmacked and I said 1) at [organisation A] if I knew this is how much work it was to build a server I would have been able to...because we always thought they were dimwits, you know, they can't get a server three-months blah blah, you know, but then when I saw all the workload that was involved I was gobsmacked, absolutely gobsmacked. And, I said, "So why don't we come back in January?" What I did is, I met and I said, "Okay guys, what we're going to do is, I can't believe this takes 3 months." So, what I did is I put everybody, I put telecoms, I put the database, I put the server builds, you know, that actually do this infrastructure. I put everybody in a room and we sat down and I said, "As I understand it, this is a flow we do."

And, then I gave them stickies and I said, "Yellow is for neutral, red is for a bad, green is for good." And, I said, "Okay you guys, you've got 20 minutes, write down everything that works really well and everything that's really screwed up" and they did. And, then what I did is I just picked up...and it took a day...and I just picked up all the stickies and I grouped them into the different categories of different processes and all that kind of stuff on the board. I said, "Okay, does everybody agree with this?" Well, because they didn't know, I had them do isolated so that they didn't cheat on each other. "Is there anything else that we need?" And, I never asked a yes/no question. I always said what else do we need to put up here and they had their bits, and all that kind of stuff, and I said, "Okay, thank you very much" and let him go and then I documented it and then when I documented it I had said okay, and I said, when they left I said, "Okay, everybody have a think, now what can we do to try and shorten this down?" and all that kind of stuff. So, I said, "We'll meet again in a week." They came back in and they said, you know, this one guy, he was he was at most obnoxious hard to work with guy in the world. But, he said that he put his hands back and he goes, "You know, if I was doing what the Telecommunications guys were doing I could save two weeks."

Why aren't you doing that? Nobody asked me because telecoms have their own chimney and telecoms, they came back and they said, "Okay, if you do that, okay, that's fine, but we still need three weeks in order to implement this." And, I looked at them and I said, "Why is that?" "So that we can make sure we meet our time, you know, they have a...what's it called where they tell you this how much time it's going to take the airplanes have...the NHS has it...meeting time targets. We have our targets we've got to meet. Okay, and they said "We need three weeks so that we can make sure we meet our targets". So, I went to their manager and I said, "Listen, that's bullshit." You know, "What is the real timing?" "Two weeks." So, right there, three weeks was taken out of the project and I said, "Aright...", I said, because he was new too and I said "...look, I need you guys to be professional and I need you to work as a team to get us here", that kind of thing. And, because we had meetings with everybody, everybody really bought into helping each other.

SS   It sounds like business analysis.

P2   Yeah, it was and...but then...yeah, exactly and what I did then is I got a black belt involved and what I said to him is, "We need to tell the world about this." And, so I got all the different organisations and [organisation B] and I couldn't believe it, I invited the managers and then all of a sudden the senior managers were attending, I had three of them attending these sessions and we were going through it and I just said this is what happens. And, so they said "[name of participant], if we came to you six months earlier, when we're thinking about the project, we might be able to get the proper architecture involved and make a decision based on the proper thing". And I said, "Why don't we have a weekly meeting where any new projects come in right at the thought of it, just bring it in, we'll have the experts there who can say yes/no or whatever" and, all that kind of stuff. So, we ended up having that work. So, I had all the business of the other ethic...the other divisions working with us instead of blaming us. And, so what happened there is, is that I started out with a team of three or four project managers and I said, "If you put a project manager in your budget, I will see that your infrastructure gets built properly." So, I ended up with 12 by the time I finished and so, it was just putting in common sense things but the black belt he was great. He did all the analysis as I said, you know, X,Y, Z and all that kind of stuff, so that worked out really well.

SS   So would you, where would you place that?

P2   I would put that out about a 7 or an 8, because I couldn't get...I would say even a 7 because you still have the chimneys and there was a lot of aggro, even though we have the processes in place the personalities...the US was shitty, you know, guys just Europe again, you know, you because they had to actually do some work for us, and that kind of thing. So, then...but what's happened now is everything's gone to the US so they're in the swing of it, all that, but when I was doing it, I had to give them...so the personalities made a probably a 7. Whereas, with the 10 on here was everybody just working together. All the businesses...the country said like us much but [name of CEO] just...he ran, you know, that was just perfect.

SS   So, obviously I'm not going to use any names, not your name, not the company name.

P2   Yeah, yeah, sure.

SS So, I can put autos? Because that's really general, nobody would be able to work out what that is.

P2 That's right.

SS Your job role, it sounds like Business Analyst but it could be Information Architecture…

P2 I had different roles. So, I had the role when I was doing is I was doing MIS I was a Business Analyst, you know, that kind of thing. So, what do you call that? Trying to think what my title was, I was just an IT manager, you know, that was it. So, yeah, so on the one with the warehouse, I would say I was more business side of things. The one on the infrastructure I was Architect.

SS Thank you. Are you alright for time?

P2 Yeah, no problem.

Question 4

SS Thank you. This is actually the last question. I'm interested to know, who do you believe should be responsible for managing change? All staff or just management level and above?

P2 Oh, change management has to come from all staff, okay, otherwise you're going to fail. You know, you've got to have everybody involved. I would say you need a strong...when I came to this country I was the only woman manager. And, that was for years. I came in 1994 and so women just were not managers at all. But, I was very, you know, I knew what I needed, I knew what I wanted, and all that kind of stuff. So, they learned my personality and all that kind of stuff. But, you have to have a very strong person running it to give direction and to have the power, to have the responsibility and the authority.

There's nothing worse than giving someone the responsibility but no authority, that just sets you up for failure every time. So, you have to have one person who is really strong who manages and has authority, because I can flip up my people all over the place and that was brilliant because if I had one running short, I could grab somebody from over here. I went to other managers and said look, "I'm really short here, I need help" and they'd help me. I went into one of the bigger managers and I said, this is another project that I was putting in, I just said, "[colleague E], I've really screwed up", and I said, "I worked over the weekend and did my project plan and I have just totally screwed up." And, he looked at me and I explained what the problem was. It was conversion. We had to convert some data from an old system to the new system, and I said, "We're not going to meet any deadline. I mean, it's just screwed up. I don't have the expertise and I don't have the people to do it." And, so then he called his managers in and he said, "Alight, we've got da da da da da." So, then he goes, "[name of participant] come in", and then with their managers and all that, "We've got CC63", and I said "CC63?" "[name of participant's crisis 63" [laughter], and he goes, "These guys are all going to do da da da da da", and within a day I had the

right timings, I had the right staff, I had everything going in, you know, so you have to have someone who's strong enough to say "I screwed up, help me!". And, I didn't go to my boss because my boss was worthless. He would just, "[name of participant] you got to get it done." I knew [colleague E] and I knew it was his people I needed and so it was great.

SS   The literature talks about the fact that leadership skills are critical for change, not just management but leadership skills...

P2   Absolutely agree, totally agree and the leadership skills is what I was going to say too is you need someone that strong and had the authority and the responsibility, but what the thing is, is that they have to be open to getting everyone's buy-in under a structured method.

SS   Yes.

P2   So, it takes all the emotion out and everybody has a piece of it, you know, and everybody feels like they belong you know, that kind of thing.

SS   Yes.

P2   And, that makes such a big difference.

SS   Thank you.

P2   You're welcome.

SS   Excellent. Is there anything else you'd like to add before we close?

P2   No, it's...change management, I think, is extremely important.

SS   Yeah.

P2   It can make or break a company and the money it saves and the risk that it saves is huge, absolutely huge, and you don't have to go back and rework things because everybody understands...and the other thing is, is everybody understands why decisions were made, you know, that makes a big difference.

SS   Perfect, Thank you. I'm going to switch the tape off now.

Time Stamp: [00:43:58]

Participant 3

Date:	7 September 2018
Time:	18:00
Duration:	31 minutes, 4 seconds.
Interview Type:	Skype
Attendees:	Interviewer (SS)
	Participant 3 (P3) [Library Advisor, Law Firm]

Introduction

SS   Thank you for taking the time to participate in this Interview.

I will outline the format of the Interview and give you the opportunity to ask any questions you may have before we begin.

I estimate that the Interview will last for 30-45 minutes.

This is a semi-structured Interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

I have prepared four pre-defined questions based on your responses to the questionnaire.

Do you have any questions before we begin?

P3   No.

SS   OK.

Question 1

SS   Part of my research question is 'Do Library & Information Professionals engage in actively managing change or do they endure it?'. This implies that they either do one or the other. I would like to take this opportunity to challenge this notion in our first question.

Using a scale of 1-5, where 1=Totally Disagree and 5=Totally Agree, to what extent do you agree/disagree with the following statement?

'One either engages in actively managing change or endures it'. In other words, if you do not engage in using change management models/frameworks/methodologies or tools/techniques, change is something that you cope with; grin and bear; put up with; resign oneself to or even suffer.

P3   I would say, from my experience, if your definition of initiating change is using tools or prescribed techniques, then we don't. We have no training on tools or techniques for managing change. But, I would say that that doesn't mean that we don't initiate change, because we do that all the time. In what we do, but we have no concept I think of change management. When we've had big changes such as our move and the knowledge management (KM) initiative, the new know-how system, they were initiated in part…they were reactions to situations but the actual …we're still involved in the change but in a very 'oh god, what's going to happen, we'll just have to do this' in a very unstructured way.

SS   So, from what you've said it sounds like, not that I want to put words in your mouth, but it sounds like if you're not actively managing change you could possibly be enduring it.

P3   Yes, yes if it is that definition we are enduring it. We are not actively managing it using any tools or techniques, models or prescribed formulas. If it's that or that then yes, it's enduring.

SS   Would you say that you totally agree with that statement or you somewhat agree?

P3   I would then say somewhat because we have the caveat of...we do...because we don't just endure change…like I said we change all the time…it's very difficult when you are involved in any kind of change process when you don't have that backup of...because there are actually ways to help managing it.

SS   So, you somewhat agree?

P3   Yes, somewhat.

SS   OK, thank you. And just to summarise, what's the reason for your answer?

P3   Is that we're not averse to change, because not having techniques doesn't mean that we are averse to change, but we can't potentially actively manage it to our full potential if we don't have any change management training or even awareness of tools and techniques. We have to kind of muddle along and fudge it, but it doesn't mean that by not having these techniques or the ability to get the full benefit from change that we're change averse.

SS   Thank you. That makes sense.

Question 2

SS   That brings us onto question number 2. If you somewhat agree, but you don't use tools and models and frameworks etc., why do you think that is? Why is it that you don't use them? Do you think it might be due to lack of training or resources, or just awareness about the benefits it can bring?

P3   Awareness. I mean, I didn't even know...possibly if I was in a big firm like [Company A] or [Company B] you might have those sorts of resources, but because we're a small firm I wasn't even aware that these tools and techniques existed. When we started to do the preparation for the move our big overall boss, the Director of the Library & Knowledge Services…he's also the Director of other areas, he said that you can put all your processes on a Gantt Chart. But, basically he just gave us an Excel spreadsheet and there was no training on how it worked and it was just like doing a list of the things you had to do.

SS   Like Project Management?

P3   Yes, so we just ended up doing what we had to do but we didn't put it on the spreadsheet because we didn't need to…because it was just me and my assistant. There was no help in the...there is so much change involved it wasn't typical change, it's people's perceptions, it's people's needs, it was such a vast thing. And, we're still dealing with it and we're going to be dealing with it for ages. The reason is, no education on it, didn't even know they existed. If they did exist, I would have thought we wouldn't have been given the resources to do it anyway, to be honest. They would have gone to the people higher up in the chain and, in fairness, yes dealing with the bigger aspect of the project...

SS   Yes, so lack of training, resources and the awareness?

P3   Yes.

SS   Is there anything else...

P3   The major thing is the lack of the awareness. Once you've got the awareness you can ask for training, you can ask for the resource. But if you have no awareness, you don't know to ask. You don't even know to look. The lack of awareness is fundamental.

SS   Definitely, thank you. That's really useful and helpful.

Question 3

SS   There are people who use Change Management tools and techniques and people that don't. In an ideal situation I'd like to be able to say, all the people that use tools and techniques have, you know, X amount of success with their changes and those that don't

have Y amount. This is my miniature version of trying to achieve that. So, with that in mind, we are going to use the changes that you listed in your questionnaire.

In some cases, all of them might be relevant to one project, and that's fine, but for the purpose of this exercise we are going to break each one down. We are going to map them against a scale of 1-10, 1 = Complete Failure (i.e. change initiative abandoned; staff demotivated; chaos; users leaving the service; repetitional damage) through to 10 = Complete Success (i.e. no resistance; happy staff; happy users; happy stakeholders; transitioned from 'as was' to 'as is'; on budget, on time). This is only your perception because, of course, we can't actually measure it here.

P3   Culture change is a difficult one. Culture change I would say between 6 and 7.

SS   Perfect, OK. Thank you, this is really good. And the KM initiative?

P3   That again is one that has grown with time. Initially I would have said 6 to 7 but now 18 months into launching the new [Company C's] search, which is the new KM system, I would say it is an 8.

SS   That's great.

P3   Because now the other offices are coming on board, you know, and…the US office…it is not a cultural thing for US law firms, US lawyers, to share knowledge, it is a very UK law thing. I don't know about APAC but it is not a US thing, but that is happening. So yes, I would say…but it is a slow process…so I would say the initial…when we initially launched it and all of those initial meetings it was…it probably started off as a 4. But slowly, once the thing was in place and there was more training and bugs were fixed, tweaks were made, it slowly got higher and higher and higher up until I would say it is kind of an 8 now. But the initial selling of it, which is why I said my colleague would be good to speak to as well, he found the end users and gatekeepers of the knowledge awful, really painful, because nobody was happy, nobody wanted the change, they wanted a change but they didn't know the change they wanted. They wanted the change but they didn't want the change, they wanted magic. They wanted the impossible, they wanted…I don't know…they didn't know what they wanted. So, if there had been some tool or technique which could have managed that better it would probably have grown from the kind of 4 or 5 up to the 8 a lot quicker.

SS   That is really interesting because you have highlighted an important point, which is that success or failure is a moving 'number' or concept or perception that changes over time.

P3   Potentially, because I have never used them so I don't know and because a lot of our changes have not been…I mean…most…all change really is to do with people. But, ours is so much related to people there is not some kind of interim thing of buy new desks or getting a budget related thing, it is literally to do with how people work and what people feel comfortable with. So, even at the end of the day with all the tools and techniques, which they might do…because I don't know about them…but do the whole people management side of it, the whole psychological aspects of change. Yes, so that one is 18 to 24 months in but at the beginning it was...it was...nobody was happy.

SS   Like a 1?

P3   No, like a 4 because it was sort of better and people were on board but it was a project which in fact, you know, 18 to 24 months ago was when it was launched. But, the project itself, the kind of "we are going to have a new know-how system", has been going on for at least 2 years before that and all manner of things had been promised and had not been delivered because there wasn't budget and it was pie in the sky. So, I think that by the time we got to actually starting it, when they said look we are building something, this is what it looks like, everybody was so disillusioned and tired of it. So, again, that, you know, at the beginning when they started talking about it 4 years ago, if there had been something in place then to have managed people's disillusion with it, even if a project doesn't happen straight away, if there was something to manage expectations, manage disillusionment and disappointment, that in itself would be helpful, especially with smaller firms who don't have all the money in the world. Technology is changing so quickly as well that you start with, "I will do this", and then sort of when you are ready to start doing it the ball game has changed, so you can't do it or you don't want to do it, but because it goes back to people at the end, everybody just says that they can't be bothered with this anymore and you lose your audience. So, again that's a travelling one.

SS   There are some really good points coming out here, this is great, thank you. And the physical move?

P3   You know, the physical move again was still…we just had…I came in last Saturday and did 10 hours rearranging the shelves and today one of the PSLs (professional support lawyer) complained because I have arranged it all by class mark, but it was all practice group libraries before, clustered all over the firm. We have gone open plan we have gone Agile. People don't have offices, people have zones. But, the whole point is you're meant to flow about, you are meant to move about, you're not meant to sit…you are meant to sit in the best place for doing a specific piece of work. So, the best thing to accommodate that, to encourage that, is to bring everything together and have a consolidated library again.

I was speaking to a lawyer in the kitchen the other day and she said, "No, it was lovely, I think it is brilliant for someone like me." She is a property litigation person. She said, "It is brilliant now because all of the books I need to see are together. I need to see books from so many different practice areas, now they are all together and easy to find it, is so much better for me." But, this PSL is from the wealth planning team and wealth planning deals with, in our firm anyway, you have got the whole tax side, and then you've got the whole will, succession, trust side and in any classification scheme, not just one we use, they are different, they are in completely different numbers because they are completely different areas of law. So, in my new kind of 'arranged all by class mark' system, you can look it up on the catalogue what the class mark is and then you can just find it easily, but the tax side of it is completely separated from the wills and trust side of it. Also, you can't change the shelves in any massive degree when anyone is in the office, so that means me either staying really late one night or coming in again on a Saturday. And also, it just doesn't make it clear for anyone else and there'll be other people, because there are other people, other departments again, like the residential real estate department, will use the wealth planning tax books. So, I think, again the move…again it was a long process and I would say it is a 7. I would like it to be in 8 or 9 but I think it is probably 7 and I think all along people have…just by being personable, I think, and talking to people that we managed to get most people on board.

They are not massive projects but, again, tools and techniques for dealing with…especially with the people side of it…there was nothing budget…from our side of it…there was nothing budgety from the higher up side with the KM, the new knowledge management database which is a SharePoint tool, which basically pulls through, you know, looks at our existing file site document management file site system where all of the stuff is, and has always been, but it is just a way of pulling it through and finding it and then there's another tool on top of that which loads the documents. So, there is all the indexing and all that kind of...one thing that was annoying and has got nothing to do with change management but probably the people running the project at the beginning could of done, is when they initially started talking about this new SharePoint system…well it wasn't even SharePoint then…this new knowledge management system…and this is at the beginning when everybody then got disillusioned because it didn't happen, they didn't speak to us, they didn't speak to [name of manager] who is my manager about the indexing. So, the taxonomy side of it they didn't say, you know, which is ridiculous because she is a librarian. They didn't really speak to…the PSLs weren't really happy either, but I think there was a danger…and in fact there was a danger…that you would have ended up with, you know, if the hierarchy would have been just too deep, there would have been so many levels, whereas they wanted to make it more streamlined, you know, just to have three levels, so just three tiers at the most. For that side of it, the high up side of it, there would have been massive budget things and I don't know whether it came in under budget or over budget, or how much this SharePoint application loading thing that is attached to it…I don't know how much any of that cost. And, I don't know whether the IT projects people, because it was done as an IT project even though the stuff that was going into it is a knowledge library thing, whether they did use change tools or not. There might have been tools used along the way in other bits of it, but not that we are involved in or was asked to be involved in. No, we were given no guidance at all and a lot of the time it was very difficult. Because we are dealing with people and that is always difficult.

Question 4

SS   Thank you. This is the last question, question number 4. Who do you believe should be responsible for managing change, all LIS staff or just those at management level and above?

P3   If you are talking managing it, and it depends what you mean by management level, we've got our director of Library & Knowledge services who is also director of other business divisions, and then there is my direct boss who is the head of Library & Information Services, who I would say is manager-level, but she is not really. She is not a director, she's not high up in that. I would say manager-level on the level of Library & Information Service, but I would say for managing it, but then I think I would say, I think, lower down staff should manage parts of it.

SS   Should take some responsibility?

P3   Yes, should take responsibility and to have the training and to learn the skills. But, for big projects, to be perfectly honest, I don't think my level would be paid enough to have the stress to have that responsibility. If you're talking actually about big change, big projects,

I think it should be the manager with input from the staff and training for the staff. I mean smaller projects, it just depends how big the project is. Big projects that are firm-wide projects that affect the firm as a whole and affect how the service is seen as a whole, it should be manager level because you are responsible for how your service is seen as a whole. But smaller projects, anybody should be allowed to manage them and have the training to do so.

SS   Thank you. Is there anything you would like to add?

P3   I think it is really interesting that we do as a function. I mean, it's different in every sort of Library & Information Service. As a function, we are so customer facing and we deal with such important things, we deal with helping people do their...certainly in commercial firms...whether they are legal or financial or whatever, we are people who can actually make the firms work. If we don't supply the resources and the help the whole thing collapses. And, even if it is just ensuring...even if the only thing we are doing is making sure people have got a subscription to Debtwire or Bloomberg…if that didn't happen then nothing would happen. To not be treated on that same level of managerial support when it comes to things like change management is really interesting because, you know, we are not. Are you finding from your surveys that we are not?

SS   Lots of people are not using tools. Many people are relying on their previous experience or intuition, or they just not engaged. Not many people have had change management training but actually surprisingly, what surprised me, is the amount of people that have had leadership training. It is more than I thought.

P3   My boss has had leadership training when she became a manager, when she stopped becoming a senior librarian and became a proper manager of a busy team and was promoted to the next level, the next grade, she had proper training and what was nice is that she had it with new managers across the firm and they have a little network and she still meets with them and that was actually really useful because she made contact with, like really lasting contact with, people in finance; the financial analyst team rather than just the people paying me invoices, compliance and people that we deal with a lot but didn't actually have that foot in the door, and a lot more and marketing. So, the leadership training she had...and it was a proper program which the firm did which, like I said, involved the whole, you know, people from all different…it was all Business Services, it wasn't any…but then you don't get managers on the legal side, it is completely different structure. I think it was a really good program she said she found it really really useful.

SS   Thank you. I am just going to stop the recording.

Time Stamp: [00:31:04]

Participant 4

Date: 13 September 2018
Time: 14:00
Duration: 17 minutes 58 seconds
Interview Type: Face-to-Face
Attendees: Interviewer (SS)
                     Participant 4 (P4) [Information Architect, Contractor]

Introduction

SS   Thank you for taking the time to participate in this Interview.

P4   No problem.

SS   I will outline the format of the Interview and give you the opportunity to ask any questions you may have before we begin.

        I estimate that the Interview will take about 30 minutes.

        This is a semi-structured Interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

        I have prepared four pre-defined questions, one of them is based on your response to the questionnaire.

        Do you have any questions before we start?

P4   No, that sounds good.

SS   OK, perfect.

Question 1

SS   One of the aims of my dissertation is to find out whether library and information professionals actively manage change or endure it. On reflection, that is quite presumptuous because it implies that you either do one or the other. When I say endure I mean, you know, if we're not using models, frameworks, methodologies, tools or

techniques to manage change, does it mean that it is something that we cope with, we grin and bear, we put up with, resign oneself to or even suffer? So, my first question is about challenging that idea.

Using a scale of 1-5, where 1 equals Totally Disagree and 5 equals Totally Agree, to what extent do you agree/disagree with the following statement?

'One either engages in actively managing change or endures it'.

So, to what extent do you agree or disagree? You can use this scale [5=Totally Agree, 4=Somewhat Agree, 3=Neither Agree nor Disagree, 2=Somewhat Disagree, 1=Totally Disagree].

P4   Can I say…I want to say 3, I neither agree nor disagree because I want to put in a caveat to it. I think it depends what's driving the change.

SS   Yep.

P4   So, if it's a legislative or an information-based driver to change then I think the engagement of an information management community tends to mean you actively manage it, because you're a core part of it. However, having been on the receiving end of changes elsewhere in the business and had to react to it as a somewhat silent partner to change, and I guess it depends how you been engaged, I think sometimes you do endure it. I guess it depends on an organisation level what the overall organisation acceptance or readiness for change is. Some highly static organisations that don't change, I think they tend to endure no matter what you're going to do, you know, everything is unwanted therefore it's an endurance test in some organisations I've worked in.

SS   Okay. Thanks. So, one either engages actively managing change or endures it as a general…

P4   I would say the more…yes, I would say as a premise I would somewhat agree that if you engage in change you tend to actively manage it and if not, you're going to endure.

SS   So, somewhat agree?

P4   Yeah, I somewhat agree. Yep.

SS   Thank you. Can I just ask you to expand on that maybe and just say why you…I know you just have a little bit, but…

P4   I think at a personal level I…I'm going to talk about myself here…I think fundamentally that I've done enough of the enduring change and trying to resist to realise that it's almost futile depending on where you sit in an organisation. So, I think if you don't actively engage and are not taking part, you have no say in where you're going therefore it is going to be…you're going to end up enduring whatever change comes at you. It also…I also think even though situations where I've effectively endured it, there's been a, you know, I still have had to reluctantly change, change my practices because no change program is going to be so root and branch that it dictates exactly what you need to do in response to change. You've got work out your own personal motivations are and all that sort of stuff. So, I think even when ever endured it I've still had to change. So, at the end of the day I think that my own

experience is just go and grab it, become an active participant which means you can then challenge…challenging [inaudible] a lot of people don't like doing it but you are actively managing your approach to change, so I think that's really important.

SS   Perfect, thank you. So, that's question 1.

P4   Yep.

Question 2

SS   So, if you somewhat agree and you do use models, you said that you used Agile and bespoke models in your survey. So you somewhat agree and you do use models, does that mean that you don't suffer change because you use models?

P4   I think you can sometimes suffer because there's a lack of structure, whether that's because you're not using models enough I don't know that I would like to lay all the for all in the hands of you're not using a particular model. But, if you don't have some structure behind the change then yes, I think that can prove…that makes it more difficult. If you have a splatter gun [inaudible] approach to change or…that's wrong and your reactive approach to change management you are going to end up on the more endurance side of your scale. I think if you've got some structure, be that a recognized model or be it a bespoke model the business agrees is the best way for it to manage its change, you stand a better chance of success and it's going to be…more likely to be…you're more likely to get active participation rather than endurance. I think it's fairly obvious, you know, if you just say "People, here's a change go nuts and solve it how you think", you're going to get, you know, you've got a hundred people and you're going to get a hundred different models in the business and a hundred different results of change. So, you need to have something there some structure and if it's a model that drives you towards that structure that's all well and good.

Question 3

SS   Thank you. You've got a lot of changes, is that just…

P4   That's across my experience as a contractor, yeah. So, that isn't one organisation.

SS   Okay. What I would like to do now, if you can imagine I've got people that use some kind of model or tool or framework and some people that don't. Of course, we can't go and measure them.

P4   Yep.

SS   But, it would be useful just to stick a finger in the air guestimate how successful you think they were. I suppose because it's for multiple organisations that might be a bit of a tall order…

P4   I'm going to talk about one because the majority of those happened inside one organisation albeit in different departments in the same organisation. So, I can talk about one of my clients in particular.

SS   Okay. Complete failure is, you know, where change doesn't even go through because it just gets abandoned, it's chaotic, there's reputation damage and all that stuff.   And, if you can imagine a perfect 10 where there's no resistance and everyone is ecstatic.

P4   Okay.

SS   Thank you, that would be great.

P4   So, do you want me talk about these as I go through or literally just mark them?

SS   Either or actually. Whatever you feel comfortable with.

P4   Okay.

[P4 marked on a scale of 1 to 10 the perceived rate of success for each change listed in question 15 of the survey response]

SS   Are all of these [changes] using some kind of framework?

P4   They were all structurally driven and structurally managed, whether they were using models or not is a different question, but there was some identified structure to the method of change.

SS   Perfect, thank you.

P4   That one is a tough one [restructuring] because the business thought that was an outright qualified success. I thought it was mid rankings because we didn't do everything that we could have done, but that might be a case where my ambition has outstripped where I thought the business to go, but they were happy with where they ended up…

SS   That's interesting to know and a valid point to bring up that it is subjective.

P4   Yep. Yeah, to me it was somewhere between…it was sort of a 6 I guess, it was nowhere near a failure but it wasn't what it could have been.

        Culture shift is a real tough one because there's elements of that in all of that.

SS   Yeah, I'm finding that.

P4   In fact, you know, I probably misread that as a thing as in that I don't think I've ever taken part in a change initiative that was entirely around changing culture, but all of them involve some sort of cultural shift. So, I'm going to put a middling score for that because it's almost

worth seeing that as an enabling factor in the other methods. I'll give that a 5. I think I've covered it all.

SS   Thank you. Do you think that picture would look different if there was no structure?

P4   Oh, absolutely. Absolutely, yeah. I mean, you'd see them all…sometimes…I think you'd see them all in the bottom third in this ranking methodology here. The more successful ones is where you just had more engaged people who are just proactively trying to get the best out of the situation, the worst ones being where you let a hundred chickens run off and do what they want to do with no engagement, with no common framework. Yeah, but yes without some sort of structure and…that structure can be as simple as just a commonly held end point. It doesn't have to be anything massively descriptive at that point. Yeah, you'd see them on the bottom third of that ranking mechanism.

But, the inverse I don't think is true that there are sometimes they…not all highly structured ones end up in the top third because I think you're more into the culture, personality, individual skills and the resources you've got doing it, the level of engagement those resources have and also really importantly some of these ones that I've got at mid-ranking here are mid-ranking because of the people being asked to do too i.e. they were working on three or four initiatives at one time. So, one of the teams that I was working in in that space there was effectively a change management team and they were simply swamped with change, there was too much to do at once. So, it's the example of actually change management failing further up the tree because what they didn't have at the program management stage was recognition that it was too much to do by that resources in that space of time. So, specifically the outsourcing component gets a low score. It was run really well, but it didn't…sorry, it was a really good idea, had really good structure, didn't have enough people. So, in the end it failed, we couldn't pay it enough attention. So, again that's…in of itself the project was well structured but where it sat in the wider portfolio, there was too much too much work on, hence its lower score. Again, they're highly subjective, I'm going to guess if you spoke to the PM (project manager) of that job who got paid his bonus, he's going to think that was a fantastic job. I just was quite as impressed.

SS   Definitely, but this is completely your perception and everyone else that I'm talking to as well. So, are you saying then to get nearer to a 10 it gets more and more people dependent as you go up towards…

P4   Yeah, absolutely. Absolutely. Yeah, as we were saying the models, you know, models, delivery models, change models, they're all great, but they require the proactivity of the individuals [inaudible] to basically stick to the task and those people need to have the bandwidth to be able to do so. So, the further up the scale you get you're getting a mixture between good structured approach to change and the actual engagement of people doing it. You know, I've worked on a couple of projects which is one, the KM initiative, that was actually initially really well structure, but nobody wanted to do it and we didn't do enough, probably in this cultural shift phase, [inaudible] there wasn't enough of a sales pitch done, there wasn't enough stakeholder engagement, it kind of meandered along and got to the point where the company got a de facto tick in the box because they'd almost spent the time but they hadn't spent it wisely and didn't get where they needed to go. So, that was well structured but badly engaged. So, the model itself didn't help or it provided the framework but you've still got to jump off and get to do it.

You'll notice that I haven't had any10s in there.

SS   Yeah.

P4   That's probably me being self-critical but I think that's almost impossible to achieve, you know, change by its nature to me is not going to leave everybody happy. So, no resistors, happy staff, happy users, happy stakeholders, going from 'as was' to 'as is', on budget, on time, I think you can do some of those but all of those? If all of those are criteria for a 10, I haven't seen one yet. You know, if you take an initiative where you're moving, especially in the information management world, you're moving from an older information methodology to a newer, you know, a newer technology, a newer something. By virtue of that, you are taking people…some of those people on a journey where they don't want to go because they like the old system, they were responsible for originating it, they were responsible for managing it. They know it, they love it, it's there and you're moving somewhere they don't want to be. So, when you can say happy, no; accepting, maybe yes. That's why I think it's hard to get a 10 there.

SS   Okay. Thank you. That's really interesting. That's really useful.

Question 4

SS   That brings us on to the last question. Who do you believe should be responsible for managing change, should it be management level and above or do you think everybody has a part to play?

P4   Oh, definitely without a doubt everyone has a part to play. I think management set direction, in that project that I talked about the fail, management set a perfectly viable direction and gave model for change but because the people didn't want to take part or they weren't…again there was a failure in engagement is probably the best way to say it, it didn't go anywhere. So, the management had all the intent in the world and they had all the drive, they secured the funding, they'd done everything they needed. They bought me and a couple of other specialists in to help it, but they hadn't done the engagement piece and therefore the people that were actually going to deliver the change weren't engaged so didn't deliver. So, everyone takes a role. I think it is really key for everyone to understand what their role is and sometimes organisations don't do that well, you know, we've seen in the environment we're in now a big change is coming and you've got to play your part. And, people say, "Well, what's my part?" "We'll get back to you" and you don't describe what their role is. So, you do need to…everyone needs to know what they are responsible for, you know, that doesn't need to be something as formal as a terms of reference but just a basic operating framework for the change that people can get to grips with and know where they are. They can then make their own assessments about how that change impacts other areas of their work so they can feed that back up so you can do a more holistic assessment of where the change is going. But, yeah, without that engagement you're getting nowhere. Otherwise, it's just an initiative…it has not yet become a change.

SS   Thank you so much. And, this is there anything else you want to add that you can think of or might be useful?

P4   I think, looking at some of the conversations we've had before and some of the materials you've shown me, I think there's interesting…not contradiction, that's wrong…but almost interesting viewpoint of change that differs whereabouts from where you, you know, I'm aware of a lot of the models that you have in your thing there and I would say that some of them I've even looked at, you know, but fundamentally I found that people tend to take the best of all those things, look at the environment they're in then work out the bits that will work. And, I think a good change manager knows how to do that. Someone who's actually saying, "Okay, I've got to make this change, we've got to get from here to there, these are the tools I have at my disposal, which are the ones should I use and which ones I actually shouldn't, you know, I don't think I was bold enough to tick it in the end on your thing about coercion.   That is a valid tool, that is an absolutely valid tool, manipulation/coercion is a valid tool. If you know why you're using them, you know, there's the ethics question and all that sort of stuff around it but if you know why you're using it, it's absolutely valid. So, I think there's a real interesting almost distinction between the academic viewpoint of change and the practitioner viewpoint of change which is just get it done. You know, whereas I did…I must admit after I took the survey last night there were a few of those models where I thought, I've heard of you and I remember you but I don't know what you are. And, you look through them and you go, yeah, I've done bits of that, I've done bits of that. And, the question is, you know, I can't say I'm using any of those models because I'm not using them from start to finish. It's not the only methods of doing them. But, I can take…it's almost like things like the [inaudible] library for example in IT, you take the bits that actually work for your business and work them through. So, whilst I think there's a strong viewpoint of change being a fairly linear process of which you can use a number of pathways to get to, I think in the real world it's far more grey than that. Does that make sense?

SS   Yes. Thank you so much.

P4   No problem.

SS   I'm going to stop the recording there.

Time Stamp: [00:17:58]

Participant 5

Date: 26 September 2018
Time: 12:00
Duration: 12 minutes 46 seconds
Interview Type: Face-to-Face
Attendees: Interviewer (SS)
                     Participant 5 (P5) [Business Analyst, Central Government]

Introduction

SS   Thank you for taking the time to participate in this interview.

        I will outline the format of the interview and give you the opportunity to ask any questions you may have before we begin.

        I estimate that the Interview will last for 30-45 minutes.

        This is a semi-structured interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

        I have prepared four pre-defined questions based on your responses to the questionnaire.

        Do you have any questions?

P5   No, that all makes sense.

SS   OK.

Question 1

SS   So, the first question. In my dissertation, I've used a statement for one of my aims which is a bit presumptuous. It says that I'm trying to find out whether we actively manage change or endure it. And, that's quite a statement to make. So, I just want to take the opportunity to challenge that by way of examining this sentence. So, 'one either engages in actively managing change or endures it', in other words, if you don't use models or frameworks or methodologies or tools or techniques, it's something that you end up coping with or putting up with or even suffering. So, do you…

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P5   I'm afraid I don't agree with that because I think in my own life, let's just take a step away from the business, you know, whether you're getting married or you're entering into a new relationship where you're dealing with a sick child or your moving house, they're all changes, yeah? And, I don't think there's necessarily a methodology. I'm going to make an appeal to common sense. I know there are lots of change frameworks and I…to me, it normally breaks down to there is a driver for something needed to change, either it's too hot, it's too cold, it's too long, it's too big, it's too small, whatever that driver is. And, then there is normally action we take and then we plan to take the action…sorry, plan and then we do it and then we follow up.

I've got to be careful here because I would imagine the techniques and approaches I've used are probably a combination of the common sense approach, which is…we clearly…say for example in an IT environment, we clearly aren't managing our data very well, it's incomplete, missing, no one gets access to it and the users have got a system they're not happy with. So, we know there's a driver for change there. There's already an intentional or a…what's the word I'm looking for…a motivation for people to want to do this…you would…my feeling is some of this can be a lot more commonsensical if there's a real need for change then I'm not sure how much value all those frameworks bring and deliver, because I've been on the receiving end of various…I don't remember what they were but consultants doing this, and I'm not sure it would have done a lot better than just a more common sensical approach. I'm well aware of the fact that you're going to challenge me with what is a common sensical approach and I'm well aware of the fact that someone might say, well it looks to me like it's framework A or framework B or methodology Y, that could well be the case. But, yes I'm slightly resistant of the, in other words, I don't agree with your assumption that if you don't use a model, framework or methodology you're going to fail or you are going to have to put up with it. I think that's too binary for my liking so I'm going to say I totally disagree.

SS   Totally disagree. Okay. Thank you. And, I think the second part of that question…

P5   I think I already did. Yes.

SS   Okay. Thank you. So, we'll move on.

Question 2

SS   So, you totally disagree and you don't use models, which I think from your survey is correct then that you don't [drilling noise in the background]. So, you disagree and you don't actively manage change, does this mean that you don't use models because you embrace change and transition through it with ease without them? Is that why…

P5   I think on a personal level, I think that's right. I think that's again, I would argue that no, I don't always find change easy in my personal life. I think professionally when, you know, if you're about to be reorganized or demoted or promoted that any one of those sorts of events will bring about a natural level of anxiety and I think it's right too that when, you know, that I know you talk about embracing change. I'm not sure that anyone really likes

to embrace different and new things. I think human nature mitigates against that. But, I don't believe that if you don't actively manage change it…and, again I'm just trying to get to the point here that when I say, I don't use the models and the frameworks, I would still identify in my mind, and you're going to probably say this looks a little bit like a model or a methodology, there is a reason for a change, the call that change has been heard by a number of people so it can't be ignored and that we look at number of options and then we choose the option that's going to bring about the most benefit, that combination of short term pain versus long-term benefit and there's an evaluation that's done there. And, then we plan for the change. We then do the necessary preparation activities to get people ready for that change. And then we executed the defined plan that can be communications exercises, awareness building, you know, there's a number of things. So, I think if when I say, I don't need a framework or look I think that that that common sensical approach which I've just outlined there which I believe is closest to what I would do and have, is the one I probably do in my own personal life, whether it's moving house or moving a school for the children and that seems to apply equally well in the commercial environment. But, I have outlined what is probably a six-step process that you've probably got a name for [laughter].

SS   So, in your career or personal life you've gone maybe from not knowing how to manage change to, by the sounds of it, managing it effectively for you. So…

P5   No, that's an assumption, I have failed probably more times and I succeeded. But, I think the nature of changes are it's often very difficult and I'm not sure it would have been any better with a framework in place.

SS   Okay. So, that's when the survey says that you draw on your own experience…it's experiences of failures as well as successes?

P5   Yes, absolutely. Yeah. No, I don't get me wrong. I'm sure every change methodology will talk about adequately preparing the troops and the seniors, but for what's coming next, there is definitely a communications part, but I think that goes back to Millennia. You know, you don't…you could probably find the ancient Egyptians would have used some kind of communications and awareness, you know, when they were going to prepare the troops or the nation for a major change whether it was were about to enter into a drought, you know, everyone conserve water this is coming so I don't…I'm not, again, I come back to this commonsensical cool view of the world.

Question 3

SS   Thank you. Okay, so let's go on to the next question which is drawn from the data that I collected from your survey. You said there was a new IT system and you've been through an introduction to a Knowledge Management (KM) initiative.

P5   Yep.

SS   Okay. So, let's just talk about those. What I'm trying to do…because obviously in this scenario we can't actually measure the success. This is a complete perception…your perception, but just roughly so I can understand on this scale how much of a failure or success you think that these have been and maybe they're still in progress, but just roughly where you think they are.

P5   Yes.

SS   I'll just say, a complete failure is the extreme, like it's chaotic. In fact, the change the was abandoned it was, you know, untenable. Whereas, complete success… everyone's happy, there was no resistance, it transformed beautifully. So, this represents the two ends of the scale. So, just roughly…

P5   Okay. I think the new IT system, I'm going to guess the somewhere between 4 and 5. That's my gut feeling and there are probably a whole range of explanations for that. I think on the change management side, I don't think it was ever sold as a genuine change. Sorry, I think it was sold as a genuine change, but the genuine change they had promised wasn't delivered by the IT and I think the old paradigm still shone through and was the dominant paradigm, not the new world of doing things. So, I think, I think what was the features and technology could have delivered more but I don't think the organisation wanted to embrace what that could have delivered.

SS   Okay, Thank you. And, do you have a feeling about the KM initiative?

P5   KM initiative is much more difficult to quantify at this stage because I think whilst in the business we work in…there's an acknowledgement that things have to change and there's been some big events in our landscape that have meant that the old way of doing things probably won't scale and isn't the right way of doing things. I think there is however, it's such a big organisation with so many different viewpoints and perspectives that I think trying to get everyone to rally round one vision of this is one of the ways in which we need to change hasn't yet landed.   And, I think given that there are multiple ways probably of solving some of those problems and we've yet to…so, if you haven't made the big case for change at the beginning and then secondly you have a raft of options of the way you can solve it and you've not…you may not agree on the options…the right approach, now that already complicates the beginning of the change process. So, I would say that the second initiative of the KM initiative…it's too early to look at whether it's likely to be successful. The only consolation I think I've got here is that there's a very strong chance that the organisation is ready to do something differently, even if it does know what that is yet.

SS   Thank you. So, just taking a snapshot of where we are now, can you get a feel for somewhere on the scale? I mean, I appreciate it might change and it probably will change…

P5   I don't think…it's a change initiative that is in such early stages that I don't think you could…I'm going to I'm going to resist answering because don't think you can you can say whether it's…at the moment, I would say it's all going quite well given that we've not really delivered anything. If you like, we're laying the groundwork. I think the laying of the ground work is going well.

SS   Yeah. Okay, thank you.

P5   In which case, if the laying of the groundwork is phase one of this thing is going well and the laying…then I say the laying of the groundwork is probably a 6 maybe a 7.

SS   So, specifically groundwork. Okay. It's just, as I said we can't actually measure it so it's just a perception.

Question 4

SS   This is the last question. Who do you believe is responsible for managing change? Do you see it as manager level and above, for example, or do you think all library and information staff have some kind of responsibility or accountability?

P5   I refer to them the notion of common sense. I think one of the things I am also aware of in my life is that we are more receptive to the need to change at different times in our lives. And, then the obvious [inaudible] is the older person who doesn't want to change their views and the younger person that's open to all the possibilities that are around them. So, I do think changes the degree to which we should take on change and embrace change is situational. I get the idea if there's a burning platform we've all got to jump into the sea. So, the change has to be done, but for some people change can seem like an option. So, I guess what I'm getting at here is I think it depends on the circumstances. If you had a burning platform then I would imagine change belongs to everyone and should be embraced by everyone. If it's not a burning platform, then possibly the change only needs to be led from the top. Because, I think there is change fatigue and I think there are so many change initiatives, I mean, everything is changing all the time in every way. There are very few things that staying the same. So, my gut feeling is it depends on the severity of the impetus driving the change as to whether it should be owned by the people…everyone or just someone

SS   Perfect. Thank you. Lastly, is there anything else that you want to add?

P5   To that point?

SS   Not to that point, just generally.

P5   I think the worry I've got about frameworks is maybe if you're an expert on this you had 20 frameworks at your disposal and you could diagnose some of the things I said, like the…what…how big is the driver for change. Is it a burning platform where if we don't get off it which is all going to get singed and then, you know, end up in a fiery death. I think if you've got…if there is a framework that says this is the urgent change framework that we use when things are about to go bang. I don't believe there's a one-size-fits-all and I think there may be some methods and processes and approaches that are better than others. But, I do think change is situational and driven by the severity of the need that is…otherwise, it's just change for changes sake.

SS   Perfect. That is great. Thank you so much. I'm going to stop the tape.

          Time Stamp: [00:12:46]

Participant 6

Introduction

SS   Thank you for taking the time to participate in this interview.

I will outline the format of the interview and give you the opportunity to ask any questions you may have before we begin.

I estimate that the Interview will last for approximately 30 minutes.

This is a semi-structured interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

I have prepared four pre-defined questions based on your responses to the questionnaire.

Do you have any questions before we start?

P6   No.

Question 1

SS   In my aims and objectives to my dissertation I kind of made an assumption. I've said that I want to find out if we, as a profession, actively manage change or endure it as implying that we either do one of the other. So, I just want to challenge that statement. So, the statement is "One either actively engages in managing change or endures it." In other words, if you don't engage in using, you know, the models and tools and techniques that we talked about then change something that you kind of cope with your grin and bear it; you put up with it and you could even suffer it. So, to what extent do you agree or disagree?

P6   I agree that we tend to endure…personally, from my point of view endure it more. We were told in like recent restructures, whatever…there's change coming, but you don't have…they're not…it's not like are you okay with that? It's this is what it's going to be. They have…we had…they have like meetings, like in the recent restructure, that you can go to meetings and have your say sort of thing, but I don't know if I trust them or other people at my level, you know, how much…you almost get the impression that it's pre-decided what's going to happen sort of thing. Again, I don't know if I should be saying this, but they did change the opening hours a few years ago and they asked the members of the public. They gave them a choice of which hours would suit them best and when it came back for one for libraries I work at the outcome was they gave hours that weren't even on the questionnaire. So, you kind of get the impression that these things are a lot of the times the things are…they are just going through the motions of saying you can have your say, sort of thing, but nothing…you kind of get the feeling that it has already been decided and they do it out of courtesy so that they can answer your questions rather than they are actually going to…does that make sense?

SS   Yes, that does make sense. So, would you say for this question that if you don't actively manage change you are kind of enduring it totally agree or somewhat agree?

P6   Yeah, I'd somewhat…I mean you don't…you have to accept it or leave kind of thing. You don't get a choice. So, you have to endure it. You have to endure the change. That's what I think.

SS   So, would you say that you agree?

P6   I could say somewhat agree because you are given a chance to have some sort of voice but I just don't think it gets…at the end of the day, if you don't agree with it you won't have a job sort of thing…the changes that we've had.

SS   I suppose because you're on the receiving end of someone else managing the change you don't really have maybe the control to decide how that change goes or what direction that goes in. So, maybe for that reason, for you it feels like you are more enduring it.

P6   Yeah. It doesn't mean that I necessarily disagree with the change and that I don't agree with why it's happening, there might be some things that I disagree with, some things that I agree with, but at the end of the day, there is nothing I can do about it. That's what I've got to do. That's what I feel.

SS   But, from where the change is coming from you feel that it's. I suppose the question is saying if there is something to change you can either have a structured approach or just randomly go in and try to navigate your way through the change without some kind of structure. And, it's the kind of difference between those two.

P6   I mean, ours is a very structured change, I just don't get a say.

SS   Yes, I understand. This part of the question, the second part, is 'what are the reasons for your answer?' But, you have kind of answered that already, unless you want to add anything else?

P6   No, I'm happy with it.

Question 2

SS   OK, great. So, you somewhat agree but don't use these models, tools or techniques.

P6   I don't personally, no. But, I'm sure they do because it is like a structured ongoing restructuring and they give you fancy names. They call it a design at the moment, they are not calling it a restructure.

SS   So, you agree with the statement but don't actively manage change. It would be good to talk about some of the reasons why…

P6   I mean, I know I do manage it to some extent obviously because I was deputy library supervisor here so we had a library supervisor and I was deputy library supervisor. Then, in the last restructure, they got rid of everybody and now we have a group area manager who's in charge of three libraries. So, we don't have an actual library manager based here. They demoted me, so they gave me another job but it is a senior customer services assistant which is a band lower on the pay scale. But, I don't have a manager based here now so I have like a roaming manager. So, basically, I'm in charge of the staff based here so I'm doing like more for less money basically. But, obviously, I have to manage the staff that are here but under the instruction of the person who is in charge of all three libraries, if that makes sense. So, I get if from both sides, I get people saying we've got to do this that or the other now and I'm saying, "Yeah, but this is why you've got to do it, these are the changes that have got to be made so you've got to do this", or whatever.

SS   So, do you…

P6   But I'm not given the tools to do that.

SS   That's what I was going to talk about. On your questionnaire, you said that you didn't have change management training.

P6   No.

SS   Do you know why that is? Do you think…these are just examples, I don't want to put ideas in your head…things like lack of training or even awareness about these tools.

P6   I don't get any management training or anything like that.

SS   Not even general management, let alone change management?

P6   Only from my line management, you know, telling me in days of old what he did and this kind of thing, so I'm just getting instructions from him, but I don't go on any management training courses. We get very little training actually. The only training we tend to get is sort of the one everyone has to do which is like eLearning where you're doing things about data protection and that sort of thing.

SS   The regulatory stuff?

P6   Yeah.

SS   Thank you. That makes sense. Perfect.

Question 3

SS   Moving on to the next question. This question is about…because we can't literally measure success right now, we don't have a mechanism to measure how these changes have gone in terms of whether they were successful or not. But, this is just a very general, 'what is your perception of how successful you think these changes were'. So, we've got here a really simple scale from 1 to 10. So, if you imagine complete failure, so chaotic the staff are demotivated, there is reputation damage. In fact, it was so bad that the change didn't even go through, it was abandoned. That's at one end of the scale. And, complete success, there was no resistance, happy everyone, staff, users…

P6   I've been through both of those. Well, not quite that the change was abandoned, but I've been where it's been really bad and I've been where it's really good as well.

SS   Is it alright with you…because the ones that are highlighted here are the ones that you've marked in your survey that you've been through? Just crudely on a scale of 1 to 10 roughly where you think each one of them…

P6   Okay.

SS   I know it is difficult without an actual tool, but this is purely about perception, it's not meant to be accurate. So, if we start with restructuring.

P6   I've been through one restructure myself, but I've been at the end where my supervisors been restructured, so I have different answers, kind of thing.

SS   Yeah, that's fine.

P6   So, I've been through restructures where I haven't actually had been affected because it's not my job and I've had really good experiences of that and I've had bad experiences of that. So, I don't know how you mark that. I've been through a restructure but where I got less, you know, they got rid of my job and gave me another job with less money, sort of thing. So, I mean, I can see why it's happened, but obviously, I'm not I'm not happy about it. How successful it was, well I suppose I was still…got a job at the end of it. I'd say intermediate.

SS   So, like a 5.5?

P6   Yeah.

SS   Fair enough. Did you say there was a management change as well?

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P6   Yeah.

SS   Because you're on the receiving end and not the driving end, you have a different perspective, but that just highlights how difficult it is to measure the success or failure. So, do you know if you're looking at it from the point of view, the people doing that change... the new management and ownership...if you would see it from their perspective do you think they would say that it went successfully?

P6   I kind of, yeah, I guess so, because I think they've got to make change, they know they've got to make the changes and when you are firing people and stuff it's not a nice job for whoever has got to do it so they do it in the best way that they can. I think that they've done that quite successfully. Yeah.

SS   If you had to allocate a number…

P6   Probably 6.

SS   Okay, thank you. And, the staff changes, I guess that will be part of that one above, the new management or maybe it's a different reason…

P6   Well, like I say, I'm seeing it from a different…I am quite open minded so it's not like, oh they are getting rid of us…they are higher up and they are always doing this sort of thing. I mean, I know they've got to make budget cuts and stuff, it's like a Government thing and it's got to be done. Less people are using libraries and whatever and this sort of thing. So, at least they are not closing them which some authorities are doing. So, I have seen it done well and I have seen it done badly.

SS   So, again if you were trying to look at it from the people that are driving the change, their perspective, do you think that process, the transition from X number of staff to Y number of staff was successful?

P6   Yeah, I think so. Like I say, I mean, I know people who've…some people are going for…they get restructured every couple of years, sort of thing, some people have been through over 10 restructures and it's not nice. It seems like it's happening…it happens a lot, but I guess that's the same everywhere.

        The way that [name of council] has done is that I've seen has been…is very structured the way they do it. It's not like a last minute…well, it doesn't seem like it. It seems like they are trying to get the best option. I might, or the staff might not agree sort of thing, but yeah.

SS   So, it's not transparent to you what methodologies they're using? Like, they wouldn't say, we are using this model or this framework…you wouldn't know?

P6   I wouldn't know. They do show us…they give us like…diagrams of like who's going to be in charge which areas and they rename…to me, it's just a like a…doesn't mean a lot. They say, you know, now we are calling what was…because at one-point libraries came under motorways and highways and something or other and, you know, so now you'll come under learning or something, you know, depending whichever bracket you're going to be under.

So, they have like these models to show you of how it's going to be, so they do use models, but I don't know what they are.

SS   Yeah, fair enough. Okay, thank you. So, do you know roughly what number you might think of giving that?

P6   7 maybe.

SS   Yeah, okay. Thank you.

P6   Sorry, am I taking too long to answer that?

SS   Not at all, not at all. No, no. Time is not an issue for me, as long as you are okay and you haven't got…

P6   Well, obviously, I can't be here for hours.

SS   No, no, no [laughter]. That's great. So, budget allocation? What would you say? So, there has been a significant change.

P6   Yeah, basically you can't spend any money. It has gone from one extreme to the other.

SS   And, the way that they managed change, like with the communication and the way…

P6   I think that's something…because I've been working in libraries for a long time, about 20 years now.

SS   Yeah.

P6   I think it's been…if I can speak broadly over the whole time, I think it's been managed really badly because obviously they were spending a lot of money…they were spending, you know, contractors in the, you know, getting really expensive people and they weren't spending their money wisely. And, because all this money has been spent, all of a sudden, it's like now we've got to make so much change. So, now we've gone to the other extreme we can't spend any money. So, in my personal opinion, that's bad management because, now you've got to the stage where it's so bad you can't spend any money because you didn't manage how… when you were spending money…you had the money to spend…if you'd managed it better we wouldn't be in this situation.

SS   So, would you say that people were…staff were demotivated, maybe users were leaving, you know, that end of the scale as in not…yes, badly managed, but in terms of success or failure would you say it's more towards…

P6   Yeah, 3 or 4.

SS   Okay, thank you. Shall I put 3.5?

P6   Go on then.

SS   Okay, thanks. And, just the last one…the physical move.

P6   Again, I haven't been involved in a physical move, but we have had a physical move in that we used to have…we had to make so many million pounds of savings and money from libraries. One of the things we used to have somewhere by [name of town A] called library headquarters, which was a separate building and everything. And, basically, they've sold that building and they've built flats on it and that kind of thing. So, they've like removed that to like, spread it out to other buildings kind of thing. Yeah, so we've got a library support unit now which is based in [name of town B] but it's not the same as what it was. But, that was like a physical move. But, again, it was not me personally…I didn't move.

SS   Sure.

P6   So, that's why I answered that one [in the survey].

SS   Do you have a perception of how that went?

P6   Again, I think it is something people have coped with, you haven't really got a choice. It is something you do, so what was there is now here.

SS   Yeah, fair enough. Do you have an idea of a number or…you don't have to…it's just…

P6   Probably about a 5. I wouldn't say it's a good thing. But, I haven't heard people saying, oh we can't do this now because it's not there.

SS   Yes, so it's kind of a neutral…

P6   Yeah, I mean obviously a lot of people have lost their jobs. So, they're not going to be…it's not a good thing. But, at the same time, they've kept things going.

Question 4

SS   Thank you. This is the last question actually, which is interesting specifically because you're saying that the change, which is often the case, is managed somewhere else and it filters down. So, I'm curious, who do you believe should be responsible for managing change? All Library & Information (LIS) staff or just those at management level and above?

P6   Well, at the end of the day, it has got to be those higher up because that's their job. They do like I say, they have these meetings where you can go and have your say, but whether…how much of it is listened to or is just for show, you know, I'm very pessimistic in that sort of point of view, but at least they are doing it. It is better than saying, you know like these are the changes…it looks like they're interested…it looks like they care which is better than not caring at all, I guess, I don't know.

SS   So, if you were in that position, in their position, would you involve people on a more local level to be more actively engaged in the change or would you leave it as it is?

P6 To be honest, I don't think…the way they've done it I'm…staff that I've spoken to, everyone's like really kind of…I don't know if sceptical is the right word to use…but, they are not happy about it. But, I think it's just because it is change and everyone's worried about losing their job, which I think is a perfectly natural thing to do. But, at the same time, they've got to make changes. There isn't that budget, there isn't the same amount of…people don't use the libraries for what they used to use libraries for or the same quantity, but a lot of things are online now and things like that and how does that get encompassed with like visits counts and that. Because, when people download books it's not the same as people coming physically into the library, is it?

SS No. Are you happy with the amount of communication that's come down the line to help you understand why the changes…

P6 Oh God, yeah, they are always sending things out. I never…hardly ever read it [laughter]. So, they keep us informed. And, like I say, they've got to make the changes so [pause]…

SS So, you accept…

P6 Yeah. I mean, they've shown us what's going on with the change that has been…because it comes, you know, they are making changes in the hierarchy and the people higher up have to apply for their jobs or leave, that sort of thing, and then it comes down the line. People at the lower end of the scale, which is me and my colleagues, we haven't…like I say, I was involved in the last restructure, but there is a restructure coming that they say is going to be our end of the people on the sort of, the workforce sort of thing is the next one. So, we've never had that sort of restructuring in all the times I've been working in libraries. So, that is kind of worrying because you know people don't use libraries as much as they used to so they can't keep doing…and a lot of authorities are closing libraries so you've kind of got…change has got to happen but at least it's not as bad as it could be, sort of thing.

SS Yeah. If you were offered training on change management would you be interested in taking that up?

P6 Erm, again, I don't know how I would…possibly not because I don't know how I would…I mean I've had those sorts of questions in interviews…how you've dealt with change…that was one of the questions that came up. I've got an example that I give, I mean I don't know if it's relevant or not, but I had to do training once where we had a new computer system in for the library and I was one of the people that went on the course and I had to then train staff from all different libraries and get them to come in. And, it was one of the usual things where it's something new, people don't like it and they've got sort of like a hostile reaction to it. You know, your immediate response is to attack…why doesn't this work and that sort of thing. I remember I had to ask him for feedback. So, my thing to deal with change was to say, always look for the positive things as well as the negative things. So, I said so…I remember saying to people, "Please give out feedback on the forms, but try and think of some positive things, don't just say this isn't working, this isn't working, because they know that but it might help if you say the things you do like about it because that will give them a different, sort of like, way to look at things". So, that's kind of like my…would be my way of dealing with change with staff here and everything.

SS Sure, and where does that knowledge come from…how to do that?

P6   It's kind of, I don't know, it's just kind of being annoyed when people are sort of like so negative all the time. And, you think, well change doesn't have to be bad, does it? You can…like I say, with the change we've got coming everyone knows that libraries aren't used as much as they can…cuts have got to be made. I know they do employ people to sack people, but I mean it's not a nice job, is it? You wouldn't really want it.

SS   Thank you. Is there anything else that's come to mind that you might want to add?

P6   No, I don't think so. I don't know if that's been any help or whatever.

SS   Definitely, definitely. I think it has highlighted, to me, how difficult…because there isn't much evidence that I can find about evaluating how change has gone and this has really helped me to see how complex it can be because there are so many different aspects to it, and you can be on the receiving end or you can be the initiator…

P6   I do think I am…I don't say that I am different from other people, but I do find that a lot of people I work with…they are always moaning about…that's what I'm saying about trying to keep a positive thing. I mean, you know the change has got to happen, but for some people who are always like moaning about things…always criticising it and that, and it's, you know, sometimes you feel like saying, well accept it. You know, sometimes you've got to change and at the end of the day, there's not much you can do about it, really.

SS   That is really, really helpful. I am conscious of the time, so I must let you go. I am going to stop the recording now.

Time Stamp: [00:31:51]

Participant 7

Introduction

SS   Thank you for taking the time to participate in this interview.

        I will outline the format of the interview and give you the opportunity to ask any questions you may have before we begin.

        I estimate that the Interview will last for approximately 30 minutes.

        This is a semi-structured interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

        I have prepared four pre-defined questions based on your responses to the questionnaire.

        Do you have any questions before we start?

P3   No.

SS   Perfect.

Question 1

SS   I've got your questionnaire here. I can't see you anymore, but can you hear me? [pause]. Oh, there you are. I think we lost the signal. This statement that I found myself using in my dissertation proposal, I thought, it's a bit presumptuous. I just want to take the opportunity to challenge it and it is, 'One either actively engages in managing change or endures it.' So, in other words, you're either using tools and models and techniques to manage it or you're putting up with it, you're suffering, it's something that you kind of grin

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and bear. So, just on a scale…I don't know if you can see this…of 1 to-5 whether you agree with that statement. Can you see it?

P7   Yeah, I've got that. I would agree with that. I'd probably give a 4 on that.

SS   A 4. Fair enough. Can you give me your reasons around that answer?

P7   I think change works best when you actively embrace it, when you are proactive, and when you put forward ideas and you sort of actively put yourself forward to be part of it. So, my experience in local government and in libraries, is you get a much better outcome if you get involved with the change. So, my view on change is that I would [inaudible] rather put forward options and sort of be proactive and do with, rather than be done to.

SS   Thank you. And, does that come from your…? Can you hear me because the line has gone? [pause]. Did it disappear at your end as well?

P7   No, no, I'm here. That's fine. So, where does it come from?

SS   Yes, from your experience or is it something you've learned from academic literature? I just wondered how you came to that conclusion.

P7   It's something I've just experienced from being in local government and just going through change and seeing changed handled badly. So, realize that it's much better to be…and also work with managers who've been really clever in being proactive and presenting options and creating a narrative around change and being a lot more engaged in the process, rather than just sitting back and being told what to do. It's, you know, we as professionals are the best place to know and understand our service and our customers. So, you know, I think we have a…almost a duty to sort of help shape our services that we want for now and for the future, rather than just leave it in the hands of people who will just cut the budget.

Question 2

SS   Yeah, exactly. Thank you. So, just moving on to question two. So, because you somewhat agree with that statement that I gave you a minute ago, and because you do use models, does that mean that you don't suffer change because you use the models?

P7   I don't know if I would use the word suffer, change is hard. I actually find change harder being part of it rather than leading it. So, because…particularly in libraries…I've had quite a clear vision of where I want to take the service and what I want to do. It's been easier in a way for me to move the process through but the hard bit is this is about people ultimately and that's I guess where the suffering comes is because it can get personal it can get emotional it and you really hard as humans being to sort of try and put all that to one side and rise above it to keep your eye on what it is that you're trying to do for the community and to make some really difficult choices. So, I just don't know if I would use the word suffer but change…change is never easy particularly when you've already [loss of signal]…in local government to then keep [loss of signal] you've still got a front-line service to deliver.

SS   Thank you. And, would you say that you've been on the receiving end of change more or less than actually initiating it and driving it?

P7   Because this is my first post sort of leading and being a leader in library service or I've always experienced change and being part of change [loss of signal]…my management team so I've normally had part of a say in the process and approach [loss of signal]…my [inaudible] was with the head of service and helping to deliver the message to the staff. So, I suppose I've got to see it from both sides. I've experienced it [loss of signal]…

SS   Thank you. The signal keeps breaking up? I was going to do this anyway, but I will send you the transcript when I've typed it. There might be a gap or two that, hopefully, you can fill in but I got most of that.

P7   Okay.

SS   Thank you.

Question 3

SS   So, on to question 3. We are not going to literally measure change in a formal way because it's beyond the scope of this study. But, I am interested because you use models to find out how successful you think the changes are that you mentioned in your questionnaire, namely restructuring and staff changes.

        I've got a very sort of crude scale of 1 to 10. I am just going to try and get your perception, it doesn't matter how accurate is in real terms, just your feel for how successful you think these changes have been on a scale of 1-10. So, 1 is complete failure, you know, the change was such a failure that it didn't even go through and it was chaotic, and all that kind of thing. And, complete success is everyone's happy, the stakeholders, the users and there's no resistance. So, that's at the other end of the scale. Is alright with you if we go through and kind of get rough idea?

P7   Yep.

SS   So, the restructuring that you went through, how successful would you say that was?

P7   It was it was quite difficult at first because it was the first level of change that the staff had been through for a while, but we came out the other side and we were doing some [loss of signal] and staff were working in a different way and we came through it with staff in new roles, working in a different way, still being able to deliver a good service. The feedback from customers was positive on the whole. So, I'd say that we probably did that quite well, so is 10 the best?

SS   10 is the best.

P7   So, I would probably put it at about 7.

SS   Okay, perfect. Thank you. And, if you could do the same for staff changes that would be great.

P7   Yeah, I'll put that a 7 as well.

SS   Okay, thank you. New IT systems. I know it's difficult to give it one number, it was probably a huge project.

P7   Yeah, it was.

SS   I've Lost you, Jo. I don't know if you can hear me. Hello.

P7   Yeah, are you there?

SS   I actually lost you just after I asked the question. So sorry, the signal is not very good.

P7   I think IT was an 8.

SS   Okay. Thank you. Just two more. Culture shift, which is probably even more complex, but just to give me an idea.

P7   Yeah, that's probably a 7.

SS   Yep, okay. And the last one, the physical move.

P7   Yeah, that's probably a 7 as well.

SS   Thank you. Do you think if you weren't using…I mean obviously from this conversation I don't know which models you used for which of these and for what reasons, but do you think whichever ones you used…if you didn't use them those scores would be different, lower or higher?

P7   [Loss of signal]…particular sort of model I had in mind what I ensured that we did was huge amounts of engagement, staff engagement, getting the messaging right, taking the time to talk to… [loss of signal].

SS   Oh, I've lost you again. Sorry. I lost you.

P7   That's fine. I was just saying not necessarily using a specific model but doing lots of engagement, making sure the messaging was right, engaging in a range of different ways, arranging different times, keeping them…the staff on board with clear consistent messaging and had I not done that I think the scores would have been a lot lower.

SS   Thank you. So, the models that you suggested that you use, I think nudge was one of them, I'm just having a look, and the Kubler-Ross and the Agile. How did you use them? Did you take the most appropriate bits from the models that you needed for a particular project or did you use one type of model for one type of project?

P7   No, I think I took the understanding and the learning that I had from all three and just sort of used them in the most appropriate way. I wasn't being explicit with the staff that I was

using a Nudge Theory or Kübler-Ross or anything. It was just that sort of academic understanding that I have from courses and from reading and just knowing when to apply them and sort of always having in the back of my mind the change Curve Model and understanding where staff were on it and even sometimes talking to them about it and sort of saying, "It's okay if you're here and we're over here and it's okay to feel like this. This is natural. This is how we feel going through change." And, then once you explain it and almost give permission for people to feel angry or upset or confused, it's sort of okay.

SS   Yeah. That's really helpful. Thank you.

Question 4

SS   We are actually on the last question, question four. Oh, your picture has gone but I'm assuming you can still hear me?

P7   Yes.

SS   Now I've got you. Okay, so who do you believe should be responsible for managing change, all library and information staff or just those at management level and above?

P7   Oh, That's interesting? Because change is happening at…almost constantly every day on different levels, I think everyone's got to be responsible for change. So, big strategic change about [loss of signal].

SS   I've lost you. Sorry, all I heard was big strategic change and then it cuts out.

P7   Big strategic change or buildings, that has to be led by management, but that doesn't mean that front-line staff can't be involved [inaudible] smaller change on a day-to-day basis, you know, [inaudible] the staff at the library here. I'm in [town A] Library. If the staff here want to change a process they do every day or they want to change a book display, that's up to them. I'm not going to get involved in that detail. So, I think it depends on what…how big a change you're looking at, where it fits in the bigger sort of scheme of the organisation, and you're only going to get buy-in from the staff if they're part of the change, they feel empowered and they can help you to shape it because they're the ones who know best how the service runs on a day-to-day basis, not management. Management are often the worst people to deliver a change because they can be so far removed from reality.

SS   Thank you. Is there anything else that you feel might be useful for the study that you'd like to add?

P7   So, for me when I think back particularly for libraries when I think back to my career, you know, when I went to library school about twenty years ago change wasn't talked about at all. We learnt the very basics of, you know, cataloguing on a 3 by 5 and then I got my first job and had to catalogue on a computer [laughter]. So, none of this, unless it's very…changed very much now…but we'll learn on the library courses, this isn't stuff they necessarily taught and I'd…you can go on courses to understand how to manage change but really you've [loss of signal] and learn from experience and I think that going through so much change, particularly in local government and in public libraries [loss of signal] there

needs to be more opportunity for us as leaders in the library sector to come together to share our experiences because we're all facing the same challenges and I don't see where that's happening across…and who's facilitating that? I don't see Arts Council or CILIP or anyone sort of helping us to do that. So, I think there's a real gap there in the sector. Not just the public libraries actually because I think all the other specialists and universities and higher education are facing the same challenges as well.

SS Exactly. Thank you so much. That's really helpful. I'm just going to stop the recording.

Time Stamp: [00:15:52]

Participant 8

Date:	18 October 2018
Time:	09:30
Duration:	33 minutes 15 seconds
Interview Type:	Skype
Attendees:	Interviewer (SS)
	Participant 8 (P8) [Retired, Independent Consultant]

SS I'm really pleased that you are able to participate. Thank you so much. I've got your questionnaire here and I've got some questions around that, but I've also got some pre-prepared questions, only four, and they are ones that I'm asking everybody I'm doing sessions like this with. So, are you okay for me to make a start?

P8 Yes, the only thing is you have the advantage over me. I don't have a copy of my questionnaire, I think it was an online one. I think I just filled it in so I can't remember what I said now.

SS Would you like me to e-mail a copy to you now?

P8 I think it will be OK. But, just bear it in mind if you follow up from something in there you'll have to remind me what I said.

SS I understand. It was a few weeks ago as well. No problem at all. Thank you. Okay. So, I'll just run through the introduction which I go through with everybody.

Introduction

SS Thank you for taking the time to participate in this interview. for taking the time to participate in this interview.

I will outline the format of the interview and give you the opportunity to ask any questions you may have before we begin.

I estimate that the Interview will take 20-30 minutes. Some have been quite a lot shorter. One or two have been a bit longer.

This is a semi-structured interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

I have prepared four pre-defined questions based on your responses to the questionnaire.

Do you have any questions?

P8   No, that's fine.

SS   OK.

Question 1

SS   So, the first…did you say you can see me?

P8   Yes.

SS   Great. Okay, because the first question is based around a statement that I've made which I would like to show you and then ask you to either agree or disagree on a scale of 1 to 5. I'll show it to you.

So, "one either engages in actively managing change or endures it", in other words, if you don't engage in using models, frameworks or methodologies then change is something that you cope with; you grin and bear it; you put up with it. You might even suffer. Do you totally agree? Well, I'll show you, it's easier. If you can see this, 5 is totally agree down to 1.

P8   I think I disagree with that. What I'm disagreeing with is that you have to have prior knowledge of these models. I mean some people are positive about change and some are negative without knowing the models even existed.

SS   Of course, and I was one of those. Definitely.

P8   Yeah. Yeah, and I was one. I mean, when I filled in your questionnaire I tried to make it real. So, I based the answers on a recent change process that I have been associated with and while the changes involved in my case might not be typical of other people, at least I had a particular case in mind. And in that case, I was leading the change so, you know, what I…none of those things that you read to me sort of seem to be right. I had to disagree with all of them because I don't know the models or techniques or anything. Crossing fingers is perhaps my best hope [laughter]. So, I sort of disagree with that.

SS   So, do you think you somewhat disagree or totally disagree?

P8   Somewhat disagree.

SS   Okay, thank you. So, I know that you just briefly explained why you disagree but do you have a fuller answer? Can you give any more information?

P8   Well, that was my fuller answer.

SS   Okay.

P8   One can take a positive or negative attitude to change independently of whether you know there are standard approaches or models or methodology.

SS   Okay. Thank you. So that's question one.

Question 2

SS   Moving on to question 2. The question is, if you don't use models or tools or techniques and you somewhat disagree, does that mean that you do not use models and tools and techniques because you embrace change and transition through it with ease without using them? But, I'm thinking from what you just said, it's more the fact that you didn't know they existed.

P8   Yeah, and I say that I didn't know the models existed. That said, one has…somebody like me wasn't born yesterday and we've all been doing it without necessarily calling it change management. You've been a manager.

SS   Yes.

P8   I've experienced what you need to do in order to move the people around you. So, without it necessarily being a named technique that you say what the methodology was, one does call on one's own resources and experience in order to carry things through.

SS   Yeah, I understand. Okay. Thank you.

Question 3

SS   The next question…actually I can show you because you can see me which is great. So, just looking at some of the changes that you've experienced recently, you've got the restructuring, services added or withdrawn, culture shift and a physical move.

P8   Yes, and the change that I'm thinking of was going to involve three of those. Yep.

SS   Okay. In this situation, it's difficult to actually measure how successful those changes were because we don't have the capability, but what I'd like to do is a finger in the air…your perception of how successful you think they've been. I don't know if you can see this scale here?

P8   Yes.

SS   There's a scale of one to ten. I'd like to go through each one of the changes and get a number from you. Complete failure is, if you can imagine, chaotic. In fact, it was such a failure that the change didn't even happen. It was abandoned, maybe people were demotivated, maybe people left the organisation, there was reputational damage. This is the extreme end of horrendous and then there's complete success. There was no resistance, everyone was happy, it transitioned from 'as was' to 'as is', it was on budget and it was on time. So, they are the two extremes.

P8   Okay.

SS   So, for restructuring do you have an idea of how successful you think that might have been?

P8   I think that…because some of the changes that I was leading over the last four years or so take time to enact…when I left the post, which I did in July because my term of office ended then, they had not totally been completed. I think they will all get completed, but I'm not sure so I can't give a hundred percent because there is a small grain of doubt about what the next incumbent will act on…

SS   I understand. That's okay.

P8   But, I think 80% of the restructuring has already been done…definitely least 80%, so that would be 8 out of 10.

SS   Okay. Thank you. Perfect. Okay, and services added or withdrawn?

P8   Irrelevant. That was not part of the changes.

SS   Okay, was that part of a different change?

P8   No, I just…I wasn't involved in doing any change of services, removal or withdrawal or institution of new services. The changes that I happened to be concentrating on were ones that I can speak to but not that, that isn't one.

SS   Okay. Alright. Thank you. So, moving on to culture shift.

P8   Ah, I'd say 50% successful.

SS   Yeah. Okay. Thank you, that's helpful. And, the physical move?

P8   Yeah, I'd say 90%.

SS   Okay.

SS   Just out of interest, because I'm now curious, the culture shift…what makes you say 50%?

P8   Because, although the changes will be implemented there is still an old-school there…still some people who, you know, feel threatened or, you know, leopards don't change their spots. Lots of them are as old as I am [laughter] and it's hard to change culture.

SS   Yeah, it definitely is…or can be. That reminds me, on your questionnaire, there was a question about resistance and you mentioned some of the older members. Is that tied in with this part of the conversation?

P8   Absolutely. Yes.

SS   Okay. So, what was being done? Because I noticed that…I know you don't use models and, you know, many people that I'm speaking to don't and haven't heard of them. That's partly why I'm doing this, I hadn't either. So, I just wondered where you've said 'persuasion through the limited channels available', can you give me an example or two of what that actually means?

P8   Yeah, you should realize the change management case that I'm describing…that I have in mind as I do this… is not in a typical organisation at all. It's in [name of organisation] which is a professional organisation and among professional organisations it's a jolly small one. We are spread over the whole world and we have got no paid staff. Communication is, in my view, wretched. I mean, that's one of the things I would have liked to have got round to changing but I, well…I made little tries on that, but other board members, while they were prepared to agree in principle, they weren't going to do their bit of the actions needed to deliver the communication. That was never going to happen. So, all I had for communication were limited channels and, … you probably know how much communication have you received from the headquarters of [name of organisation] and the answer is probably zero.

SS   None.

P8   Exactly. And, I mean you may have had communications from [name of regional organisation], but that's the UK, that's a different matter from moving the whole organisation. Just, communication is not our strong point. So, my channels were very limited as to how could I reach the members and how could I reach the influential people. So, whatever I could do I did do, but it wasn't as effective as I would have wished.

SS   Yep. Thank you.

P8   Does that explain that?

SS   Yes, definitely. Thank you.

     The physical move is quite a high score, a nine. Is there a specific reason that that was easier to achieve, maybe?

P8   Well, it wasn't easy to achieve, it involved a huge amount of work, but that is the move of our headquarters from [city in country A] to [city in country B] and I can tell you that is a project and a half because you've got the whole legal framework to shift and you've got a lot of studying to do and you've got to involve legal help with the constitution but that is now all set up and only if the current board, you know, make a terrible mistake will that not happen. That move will take place in the course of the next year. In 2019 the documents will be filed with the authorities and then it will be ratified in the general assembly in 2020. We shall then be based in [country B] and not [country A].

SS   I'm just wondering about the scores. The physical location is, as you said, a practical move and the culture shift is a lot more based around people. I don't want to put words in your mouth, I'm just trying to understand, but maybe because the culture shift is so people focused and the move is more practical involving the legal framework and a physical location, it is reflected in the numbers? Do you think the people have made the difference between, or should I say the resistance from people, has made the difference in those scores?

P8   I'm not sure how to answer that question. If I explain to you the circumstances…the changes that I had to implement were of two sorts. Initially, the thing that I wanted to change was the governance structure. But, I discovered as soon as I started on changing the governance structure that effectively [name of organisation] was incapable of governing itself because we were based in [country A] and none of the board members could understand the legal environment, the regulations or the financial stuff in the language of that country. It was apparent that the longer we stayed there…we were just totally incompetent all the time we were in [country A] and the membership at large don't realize that. You don't realize that I bet, and most people don't realize that. We had to move; the board members became aware of it. They were easier to persuade than most because they could see, even though they weren't doing a damn thing about it, they could see and they knew very well that they hadn't read the law and they couldn't read the law and that we had to rely on translation by someone whose English was pathetic. Therefore, it was easy to persuade the board about that move [i.e. relocating the HQ]. As for the governance structure…they came along with that change as well. And, the only resistance…the resistance to that move came in the end from our [nationality A] membership. We have quite a lot of members in [country A] who mostly didn't realize what was happening. And, then when they did realize what was happening, I got my first piece of hate mail ever.

SS   Oh no.

P8   Yeah, astonishing. From someone who I don't know what age he is but probably in his 90s. The [nationality A]'s suddenly felt that they were losing something and, you know, they thought 'what have we done to deserve this?'.

SS   Yeah.

P8   Well, for goodness sake, it's completely irrelevant. [The move] has nothing to do with the professional purpose of the society, just to do with the management of the finances.

SS   Yeah, that makes sense.

P8   So, that was it. But, the changes in the governance structure, that is a slightly different matter from the moving of the headquarters. The changes in the governance structure involve complex issues that people have to get their heads around.

SS   Yeah.

P8   And, that…there was quite a bit of resistance to that actually just from, you know, it's much easier to follow a rut that you're already in rather than to shift over to a new way of doing things. So, there you are…two different types of resistance on those different fronts and

they didn't always coincide. But, if I look at the scoring…only 50% on the culture change where lots of people are rooted in the old way of doing things and they're not going to budge. Hopefully, it won't matter.

SS   Thank you so much. I really appreciate that. Okay, and just moving on to the last question.

Question 4

SS   Who do you believe should be responsible for managing change? All, like I've said here, library and information staff or just those at management level and above?

P8   Well, I would say that those at management level are obviously the ones with the prime responsibility for managing change. However, it does help if those to be affected by the change come along with it and actively welcome the changes. Ideally, they should play their part, pass on positive vibes, help with communicating and getting involved…allowing themselves to be involved in it, participating.

SS   Yeah, definitely. Thank you. That's the end of these questions.

P8   Oh right, splendid.

SS   So, just a couple of questions on your questionnaire. I'm curious, before you retired what were you doing? What was your job role before? Was it a consultant?

P8   Well, my whole career has been in the information industry, mostly in publishing, and latterly my last approximately 15 years of self-employment were in consultancy. However, the organisation that I've been describing is in a sense different from that, because it's the professional society in which I was involved and my work within the professional society was not paid consultancy work at all, just voluntary stuff.

SS   Sure. I'm interested because you have a whole career in library and information work, I'm curious to glean some of your experience around your career and change. I appreciate that's not what you doing now, but for me it's really interesting and you have insights that, you know, lots of people would be interested in, I think. What type of things were you doing in the consultancy work? Was it like taxonomies, was is…what was it?

P8   Okay. Design and implementation of knowledge organisation systems, particularly thesauri but also, you know, taxonomies in general, classification schemes, anything like that. That was the type of consultancy that I moved out into after I left regular employment. I was, for many years before that, in the information industry. Not doing the standard LIS job, not in a library, I was a database publisher – electronic publishing of abstracts journals and that sort of thing, online database work. So, in that line, I manage…I was a manager in an organisation, or more than one actually, but I was doing management of production and running and so on of databases.

SS   So, in those two spheres, the one you just described in the consultancy, I'm assuming that all sorts of different changes happened. I am just wondering how that was.

P8   Well, my clients were having all sorts of changes around them. So, I observed their problems. I didn't have a boss, I was an independent consultant, but I could see their travails. I've got my views on them, but you haven't asked me a question about them.

SS   So, I'm just wondering in all of that space did you see structured approaches to change or was it mostly people drawing on their own experience or whatever tools they had available?

P8   Well, a lot of my clients…I can distinguish between two types of clients, but a lot of my clients latterly were in the public sector, in government departments. And, I'm afraid, in most of those government departments the library is the, you know, the last thing that gets taken in to account. It is perceived as too small and insignificant to be paid much attention to. So, the people that I was working with very often were just at the bottom of the pile of instructions of stuff they have to do and did not get all that much opportunity to steer it in better directions. So, when senior management said, look we're all changing and this is what you have to do…because in the British Civil Service, anyway, people have got a very hierarchical attitude…maybe not today, but certainly up until at least ten years ago, you just accept what the boss tells you and you get on with it. You don't go fighting it too much. So, those people just were following orders really and, okay, they would do their little bit at implementing the change and, you know, the manager of the library would try and bring the staff along, but since the staff were shrinking very fast there were not many people to persuade.

SS   That's a very interesting point. Do you think if they were empowered more to maybe initiate change or be more innovative then that might be a different picture? There might be a different story there.

P8   I think a lot of them, I mean the big change that was happening was reduction of budgets and resourcing for their departments. So, they would certainly have resisted that, absolutely, wouldn't have gone along with it if they'd had the opportunity. I mean, some of them were losing their jobs, they were moved to other things they didn't want to do. If they'd had the chance to participate, they would have steered things in other directions.

SS   Thank you. And just if, I don't know if you have, but along the way been offered change management training or leadership training would you have taken it up?

P8   Since, you know, in the latter years as a consultant I was constantly being bombarded with opportunities to take training courses of all sorts, but it wasn't a question of being offered them or not being offered, they were all being offered. But, as a self-employed consultant it is a question of can I afford the time, never mind the cost, of going to this thing. And, I don't think I ever took up a specific change management course. I might even have been part of a team *delivering* such a course. Often, I would advise people how to make changes in knowledge organisation systems, processes and products. But, I never…I don't believe I ever took a course up myself.

SS   Sure.

P8   When I was employed in the publishing industry, I went on a number of courses and there may have been change management there, I may well have but so long ago I've forgotten.

SS   Yeah. Yeah. Thank you. Okay, I think that covers everything I wanted to ask…apart from something on the questionnaire. The last bit on question 25 it says, 'do you think a more proactive approach to change management would increase the likelihood of a favourable outcome for future transformative changes?' The three options were yes, no or maybe.

P8   Well, I'm just not sure about the answer to that.

SS   Yes, fair enough.

P8   You know, so much circumstance, exactly how is it happened and who's doing it to whom, you know, who are the people…could well be.

SS   Yeah, it depends on the circumstances, doesn't it?

P8   Yeah.

SS   Okay. Thank you so much. This has been really amazing. I'm so happy that you are part of this because, as you know, you're one of the main reasons I've chosen this as my topic, because of your question. What happened was, I went on a…I did a Knowledge Management certification at the KMI (Knowledge Management Institute) and they spent the whole time saying, if you don't do change management there's no point in even trying to implement and Knowledge Management initiative. Just don't even bother because it won't work. And, then on the other end of the scale there was your question, "what has change management got to do with knowledge organisation?" And, what a great question. And to me, those two extremes got me thinking, what are people doing out there? And, that was my inspiration. So, would you mind if I quote your question in my introduction? I would do it anonymously.

P8   Yes, use the quote.

SS   Thank you.

P8   It was a genuine…it wasn't a rhetorical question. It was a genuine question.

SS   It was a fantastic question and it set me on this path. It opened up so many questions in my mind that it inspired me enough to do this. So, I'm grateful because if you hadn't asked, who knows what I'd be doing for my dissertation.

        What I'm going to do is transcribe this interview and then send you a copy so you can approve it. I'll stop the recording here.

        Time Stamp: [00:33:15]

Participant 9

Introduction

SS   I'm really pleased you could join me for this. Thank you. I've got your questionnaire and I've got some pre-prepared questions to ask you. I have a standard introduction that I go through with everyone so I'll just run through that.

P9   OK.

SS   Thank you for taking the time to participate in this Interview.

      I will outline the format of the Interview and give you the opportunity to ask any questions you may have before we begin.

      I estimate that the interview will take about 30 minutes. How much time do you have?

P9   We'll see how it goes. I've got about 45 minutes set aside.

SS   Perfect, thank you. That's really kind.

P9   You know, happy to take as much time as we need to get this done. Whatever I can do to help.

SS   You're a star. Thank you.

      This is a semi-structured Interview which means that we will use a combination of pre-defined, some of them are based on the answers in your questionnaire, and the rest… just unstructured conversation, we'll see how it goes.

      Do you have any questions before we start?

P4   No, I'm OK thanks.

SS   OK.

Question 1

SS   One of the aims of my dissertation is to find out whether library and information professionals actively manage change or endure it. On reflection, I realise that's actually quite presumptuous. So, what I want to do in this session is challenge that. I'm going to show you a statement because it'll be a bit easier. Can you see this?

P4   Okay. Yes, I can. 'One either engages actively in managing change or endures it.'

SS   Yeah. So, I'm really interested to know if you agree with that or disagree and to what extent.

P9   Okay. So, I think that…so I suppose…let me preface this by…I work as an Information Management Consultant. So, I tend to go in…so everything I'm saying in a way I wanted to let, you know, I want you to understand my context which is a go into an organisation because there is a problem or there's a perceived issue, which means that certainly from my perspective there is always a change element, you know, you are asking…you are looking at what colleagues do, you are asking them to perhaps do something very differently. I think that, so from that perspective…for me, my clients are absolutely in that space that there's usually a team that are involved in change and they are changing, I don't know, they are putting in a new system or wishing to reorganize, you know, reorganize the entity. So, there are some people who are in control, if you like, directing this change and being those change agents and then the rest of the staff and it does feel, I mean, you know, I'm coming from a place where there's a lot of change of the moment, my current contract, and I'm at a point where I feel really sorry for the staff because I think the staff are enduring it. They are very much, you know, the change team is trying to take them on the journey to say, you know, there's these challenges we need to do it differently everybody agrees with that. But the how are we going to do it and the pace of change and the activities to do with that are all defined by somebody else and they are 'done to'. You know, you absolutely want to take them on your journey because if you don't, you know, if I think about taking it right back to basics around information, if I'm going to implement, you know, a strategy or a new policy or any of those things, unless I can take colleagues with me on that journey the change will fail.

SS   Yeah.

P9   Because, people will find a workaround, right? But, I think that…so the long…the short answer to your question is I think that you're right. I think that most organisations are in a state of flux…the ones that I deal with, you know, I think let's be honest. My group is self-selected because they only get me in because there's a problem or challenge. They don't get me if life is cool. So, with my cohort I find that my organisations are all in a state of flux and change one way or the other. And there are usually people who are making those changes and the rest of the colleagues by and large are recipients of those changes and the success or failure comes by how much the change agents engage, if you like, with the front-line staff and take them on the journey or whether it's an imposed something. Sorry, long answer to a very short question. Sorry.

SS   No, no, that's really helpful. Thank you. So, would you say you totally agree or you somewhat agree?

P9   I'd go for totally.

SS   Yep, okay.

P9   But, I will caveat it with the people that I experience. You know, I can't speak for every organisation. But, yeah.

SS   Sure. The second part of this question is, 'what are the reasons for your answer' but I think you've just covered that actually. Is there anything else you want to add?

P9   I think yeah, I mean I suppose some of this is my worry about some of the changes that we are asking colleagues to go through, because I'm not actually sure that change agents engage with the business very well. I don't know if they're not empowered to and that, you know, there could be…I know that I was asked to be very careful when I spoke to the business. So, I was actively discouraged from sometimes talking to the business by the transformation lead because they're very worried about messages. But, the problem with that is then you've got this issue about people not knowing what's going on and let's be honest, when that happens people make up things, they're fearful, you get rumours starting, you know, all those Chinese whispers. So, I think that I come in but I also feel sorry for colleagues because I feel like sometimes they're 'done to' and they're not helped. Victim is too strong a word but I do feel sometimes that they are…they don't have…they don't have the power to query it and to engage appropriately, you know, they're much more passive and I think that that's cultural within an organisation more than anything else.

SS   Just out of curiosity, are the majority of your clients' library and information organisations or not? Or a mixture?

P9   No, they're not. So, I work much more in the information and knowledge space: information management, records management, all of the structured organisational internal structured information, if you want to call it that in its biggest widest term. I work with clients from the financial sector to regulation. I've worked with law. I've worked in education, manufacturing so, sort of anywhere.

SS   Yeah.

P9   But, I very rarely engage with library science colleagues, I'll put it that way.

SS   Okay. Thank you. I'm just going to jump to your questionnaire for a moment because I'm very interested to know…I noticed that you don't use models and frameworks but you have had change management training. So, I'm just curious to know what they taught you because I understand that you had change management training as part of a degree. What was taught and was it a conscious decision not to use models?

P9   Good question. The models taught were the usual, I mean, there's the one with the, you know, the denial and the acceptance and the mourning, you know, that curve bell and

there were some communication models that were taught, so it was part of my MBA. So, it was quite a broad church of models. I found them really useful in terms of just understanding, you know, models are a great lens to check something out. I suppose, when I'm working on site to help a client go through a change I'm possibly more focused on trying to work through the delivery without thinking about the models in a very formal way. So, I hope they influence me in terms of my understanding or my, you know, hopefully I wouldn't go that far but some sort of emotional intelligence that I can put my myself into my colleague's feet and I'm not too arrogant and just do a 'this is the way it's got to be done' type of thing. But, I don't sit there with a model and think about the [loss of signal] haven't done that.

SS   The signal has gone. I'm really sorry, the signal went for the last minute or two there.

P9   No, that's okay. Do you want me to repeat that last bit?

SS   If you can remember. I'm really sorry.

P9   Don't worry. What I said was what I tend not to do is when I'm engaging, I tend not to then think about a model and then try and apply my engagement in that way. I'm hoping that some of that comes out instinctively because of my prior training and then I was thinking, maybe I should try and use a model sometimes to walk in somebody's shoes, but I haven't. I've been possibly too focused.

Question 2

SS   This brings us nicely onto the next question. So, if you totally agree, but you don't use models…and I know that you've just explained a little bit about why and how that works for you…but my question is, why? Is it to do lack of training or resources or awareness? But, actually you do have the awareness and I think on some level maybe you do draw on them, but just not formally where you sit down and go…

P9   Exactly.

SS   So, I think that's answered that as well.

P9   Yeah, I hope so. I mean, I think, you know, I think that models are a really great lens but I will be honest that in the real world and, you know, if I'm thinking about here where people are saying, you know, come on deliver, deliver, deliver, you…one doesn't often have time to reflect either in a way that maybe one ought to. So, there's possibly a bit of…if I'm very super honest a bit of laziness, a bit of not so much time, and trusting that maybe I'm already influenced by it because I've learned this and I've, you know, you embed it into the way you operate rather than thinking about it in a formal way. So, the latter is the hopeful one [laughter].

SS   Yeah, definitely. Do you think the experience that you have and just knowing about those models and having that awareness has made a difference?

P9   Yeah, absolutely. I think I worry when I see people applying models in a very militant way, you know, it's like this and this is how we see the world and we judge people because I think that models are absolutely a lens that you would use and typically I think it's worth using a couple and drawing on a couple, because organisations are quite messy, nobody fits, do they?

SS   No, there isn't a one size that fits all.

P9   No. So, I think that…and that's how I would see the models and I, you know, I hope that certainly, you know, if I think about my degree, the MBA, the training was around being a reflective practitioner. So, everything we did we had to, in our assignments and in the discussions that we had about our topics, it was always reflecting it back to your experience. And, doing that I found really useful because, you know, looking at those models and then reflecting back and thinking, oh so that explains why maybe this has happened and that explains maybe why this worked a little bit better than that and so on so, I think it's a really good exercise.

Question 3

SS   Yeah, perfect. Thank you. Okay.

So, this next question…it might be a bit different for you because you're in a consultancy space…this question is designed to find out how successful the changes that were mentioned in question 15 on the questionnaire were. You say you experienced mergers and acquisitions, restructuring etc.

P9   Yeah.

SS   I'm assuming that's what your clients have been going through?

P9   A bit of both. So, the merges…the restructuring one I absolutely experienced I, before I became a consultant, I worked for [name of council] and the library service there and at that point the library service, well, there was a local government reorganisation. So, the library service split from being a county service into six unitary authorities. And, I was a group librarian. So, I was sort of in charge of a group of libraries in a region and then all of a sudden, my region seceded and then I had two heads brought in above me all of a sudden. So, I found that my, well frankly, my career progression just went out the window. And, so I have experienced that but most of it, you're right, is with my clients where I'm coming in because they've had a, you know, there's been a merger and acquisition or they, you know, like if I think about my current piece of work, it's a complete restructuring of the organisation and things like that. So, I tend to be in at that point.

SS   Thanks. What I do with this question is I've got this scale [SS shows P9 the scale].

P9   Oh, yes.

SS   And, I'm just asking people how do you think…because obviously, we can't measure it exactly…but how do you think it went, you know on a scale of 1 to 10, 1 being a complete failure as in, you know, so bad it actually didn't even go through. Or success, everyone's happy, there's no resistance. But, I don't know how we would do that if these are your clients' experiences so maybe we…

P9   Yeah, yeah and I would struggle with that. I think that the [name of county] one, I think it depends on your point of view. In that one, I felt like a victim. Well, you know, I was 'done to', I shouldn't say victim. I was 'done to' rather than I wasn't part of the change and for me that was horrible. It was painful. It was really depressing. You've no idea what's going on, you know, all of the stuff that, you know, if you like I need to be mindful of my client's feelings. I think that I usually come in and then go out so I have no idea how successful change is that I have affected.

        The cynic in me, if I'm feeling particularly blue about the world, thinks that most of them don't work very well. The optimist in me, if I'm feeling slightly perkier, hopes that some of the change sticks. I don't think that it's…I think it is a continuum. I think you're right, but I think it's a very individual emotional continuum rather than enterprise-wide. And, I think if people say enterprise-wide they're toeing the party line, which is the chief executive's life is really cool now. That's super cynical, I'm sorry.

SS   No, no not at all. This question has been really interesting for me because it's made me realise how subjective that is, it completely depends on what side of the changes you sit and how much that perspective can change as time goes on as well. It's just a snapshot and how complex it is and how difficult is it measure.

P9   Exactly. And, also people's length of time in the organisation. So, I have been part of organisations where, you know, somebody's been in the organisation for 20 years doing the same job. Now, you pull the rug out from under them, you know, and so I think that there's a personal resilience with some, you know, if people are used to moving roles, you know, I'm not saying every week or whatever but, you know, every two-three years or so, they move roles or they move companies. I think that they have slightly more resilience in that they don't think things are the end of the world and they know they're employable and they know they can get a job. I think that when people have been in an organisation a very long time, they don't have any of that prior knowledge. And, I think also, you know, there's individual stuff like, you know, some people are comfortable with things changing, you know, they accept that the world is slippery.

SS   Yeah.

P9   And, other people love certainty and they need certainty to feel safe. So, I really struggled with your question. It's a good question, but it was just like oh God, I don't know.

SS   Yeah. Yeah, I understand. So, we're nearly the end of the predefined questions.

Question 4

SS   This last one, who do you think should be responsible for managing change all library and information staff or just those at management level and above?

P9   Oh. The democratic in me would like to say that I think that everybody should be responsible and participate. I think that the Management Consultant in me says that you absolutely do need some leaders though. You need somebody to set a vision. You need the rest of the team to buy into the vision. You need the rest of the team to know what their role is in achieving that vision. So, I think that it's difficult. And, I think the other side is that you still need people running the day-to-day service while the change is going on. So, typically you will find it's a little group that is responsible and everybody else is 'done to' and there's a practical reason for that. But there's, honestly, I can't see an easy answer. I can't see a good way to do this. Every time I see change some bits I think, oh that's okay and other bits I just do the, oh no don't, you know, and I think that the other side is that it does seem that no matter how much you communicate to staff about what's going on, they don't believe you.

SS   Okay.

P9   You know, there does seem to be a…what's the word I'm looking for, you know, people always assuming that there's some undercurrent and there's some conspiracy theory type stuff going on and I think it plays…because it plays to people's insecurities. I think that the more transparent you are the better and the more you can engage with people to say maybe, you know, we're doing this, this is your role even if your role is to keep the lights on so that everybody understands where they fit would be, for me, a really good result. But, it's not…there's no easy answer, I'm afraid. Sorry.

SS   No, no, thank you. It is interesting for me to note, not just in this session but all the sessions, what's coming up, again and again, is people.

P9   Yeah, oh absolutely.

SS   Not everybody believes, I mean, I know there's a quote out there saying, you know, change management is the people side of change, but I know some people disagree with that. It is interesting actually getting down and talking to people virtually everybody, I would say everybody, is disgusting the people aspect.

P9   Yeah. I have to say I think I buy the quote more than not by the quote, you know, and I think companies, in my experience, companies underestimate that change management or they ignore it, you know, I often get brought in because technology has been thrown over the wall and people have to get on with it and then you discover the reason it is, is because, you know, they're struggling is because nobody spoke to them about what they wanted. Nobody thought about how they work with the system. Nobody thought about their interaction to this and there's that sort of human aspect and, you know, and I'm going to be very disrespectful to HR (human resources) colleagues, but I don't think that they stand up for that people change aspect either. They're quite transactional in my experience, most of them, and I'm now making a huge sweeping statement which I need to be careful about but, you know, I think it's just a lot of people…and I think if you quite like change, you know, I ideally change all the time and I mean everything I do is almost that. I think that you can forget that you've got to take people on the on the journey with you. I've already made the leaps of change because that's my mind set and because, you

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know, I'm controlling some of it but actually the front-line staff if you like, for want of a better word, have not been on that journey yet, that cognitive journey about yes, there's this pain yes, let's fix it and change programs get really impatient with taking people on their journey and it's almost, you know, I think that there is a whole front end loading, but the challenge is that you're loading them and talking to them with nothing going on. And, there is a requirement to show that you're doing stuff. So, there's this conflict between showing that you're doing but helping people just make that journey with you.

SS   Yeah.

P9   So, I think that's where all the challenge…to my perception…that's where some of the challenges come from.

SS   Sure, and your point about people showing what they're doing. I'm thinking that the difficulty in the measurement aspect is a big part of that, maybe?

P9   Yeah. Yeah, you know, you've got to…if you're involved in a change program invariably there's a requirement to demonstrate value for money and benefits, but so many of the benefits and the value is intangible. So, they're fudged or we just measure, I don't know, how many pieces of paper we've processed. Do you know what I mean? And it's a meaningless and staff know it's meaningless. I mean, you know staff aren't stupid, you know, they did the work day in and day out and they can see through this rubbish. So, it's quite a, you know, and that's because, you know, you report up to the, you know, the senior management team or you report up to the board and these guys are quite…and they are mainly guys…although let's say these people, let's not genderize it are quite black and white in terms of they look…they're quite binary…they're looking for easy answers, you know, so actually when you talk to them, they don't want to know the complexity. They just want to know that it's fine and it's easy. So, it's quite a, you know, it's quite an interesting space really.

SS   Yes, very interesting. That's the end of the formal questions, is there anything else that you think might be interesting that you want to add?

P9   What kind of things have you found out from other people? I mean, you know have you seen some themes or you're getting very different views, because I'm assuming some of the people who've spoken are actually embedded in organisations rather than somebody like me who's sort of sits on the outside.

SS   Sure. I've done the questionnaires, I've got over a hundred responses and I am doing about eight interviews plus some pilots. I am definitely seeing some themes, lots of people are saying that they think change management in library and information science is important, but then they're not using formal approaches, so I am just noticing that's really interesting, so I'm just curious to find out why. Some of it is due to lack of awareness and training, they just simply don't know, but I'm finding that people who do use more formal approaches are saying that it…they're more likely to say it's more important than the people that don't.

P9   Yeah, that's self-selecting isn't it, as well?

SS   Yes. And, I'm also noticing that in the public sector, so public libraries and government departments, they seem to be more likely to be sort of told what to do and directed rather

than be encouraged to initiate change and lead change and they seem to accept that and just think that's the way it is.

P9   The way it is, yeah. I think it's interesting, I mean, if I think about I mean, you know, fine I studied library science a gazillion years ago. And, I mean, I went straight into management after my training, management of services and so on, but there was absolutely no formal training around change.

SS   And, that's what I'm finding. As part of this research I've contacted some universities and the people teaching library and information science. Some books were written…there seems to be a sort of pattern in the late 80s early 90s library and information science people were writing about change management and then it just peters off and I'm wondering if that's due to the maybe the pressures of the recession and that kind of thing.

P9   Yeah, it could be. That's interesting…or a bit of a fad, you know, there were a couple of thinkers in the profession that thought leaders, for want of a better word, that sort of spoke about this and everybody bought in and then actually then, as you say, the recession came or another priority has come and so all of a sudden everybody's sort of just not bothered, you know, and actually I think there is pressure. My impression with library and information services, and it is an impression because I don't work in that space anymore, is services under the threat, you know, pressure of staff, pressure of financial resources, pressure of expectations. So, I think that there is…and people batten the hatches down then, you know, we do.

SS   It becomes about survival.

       I'm just concerned on a personal level that if we're not being innovative and encouraged and empowered to change, then what's going to happen to our profession?

P9   Yeah. Agreed. And, I have to admit depressingly I've possibly had that view from the 90s already, you know, I started my life doing research into information, you know, into libraries and doing that consultancy after working in libraries. And, you know, I found…I mean, the research was brilliant, absolutely fascinating…and the consultancy we were doing, but the other side is that, you know, you did feel that people were starting to batten down the hatches and you start seeing the same challenges coming up again and again, so we're not addressing them. That's what it feels like, it felt like to me at the time and looking in now and, as I said, I haven't really engaged because, you know, my consultancy has moved to a completely different space. But, just from the odd thing I've seen that is sort of how it feels. Yeah, which is…got to do something.

SS   I think so, and also the changes that we've had more recently have been intense, you know, with technology. But, what about the future with AI (artificial intelligence) and machine learning? If we're not managing change actively or effectively…I think the changes that are coming are going to be even more intense than the ones we've had up til now, so…

P9   Agreed. And, you know, if you look at…I did some research into the future of information and knowledge management…it's very informal research, I sort ran a couple of workshops and discussions with people and so on, just because I love the area and I'm quite interested and what's coming out is the bits, you know, there is a lot of technology that can, if you like, take away some of the mundane type jobs. So, if I take say something like information

architecture and tagging, creating taxonomy and all of that jazz, you know, auto categorisations is much better now and has proven to be, you know, getting to a good level and the accuracy is as accurate as humans…different mistakes, but at least with the machines you've got the same mistake repeated. Whereas, with humans it's different mistakes all the time because, you know, we all have our own world view about this stuff. But, the other bit is that it doesn't take away the fact of having…you need some architecture behind it. So, you need some high-level work some intelligence, if you like, a human interface which then supports the machine to they do things quicker and smarter and more reliably, let's say than us, and so what was coming through on that research was just the fact that it's not that there's going to be no need for us, the humans, it's that what we're going to be doing these different which means we need to change. We need to be more resilient. We need to be more creative. We need the people stuff.

SS   Exactly. And, it presents a massive opportunity for us because we can do the more value added…

P9   Exactly.

SS   …which is very exciting. But, if we aren't in tune with that and we don't embrace that we're in…

P9   We'll be left behind.

SS   We'll be left behind. People, you know, that don't understand what we do on a daily basis are probably not going to sit back and say…they don't have the perspective that we have. So, they're not going to create those opportunities, it is up to us to take responsibility and create those opportunities for ourselves.

P9   Agreed.

SS   So, I worry that if we're not focused on managing change and we don't realize that we can be empowered we might be in a lot of trouble, and that's why I'm inspired.

P9   Agreed. And, I absolutely think that we need to find a way to make people realize that they do have some power to affect them, because at the end of the day, the only person that is in charge of your career is you, you know, it doesn't matter if you're employed or you're an independent or whatever, but you can still define that. But, you need to engage with that to define that and I worry that there's quite a lot of people who are still quite perhaps old fashioned in their views of where they expect their line manager or the organisation to define what their career path looks like and that's going to find them at a disadvantage, I think.

SS   Thank you so much. This has been really interesting.

P9   Okay. It's a pleasure. I'm glad, well hopefully I was able to help. If you've got other questions then just ping me and good luck with the rest of the interviews and making sense of what everybody says.

SS   Thank you.

Time Stamp: [00:37:09]

Participant 10

Introduction

SS   I'm really pleased that you are able to take the time to speak with me because I'm just very curious to hear your insights and to glean some of your experience. So, thank you. The interview will take about thirty minutes, some have taken quite a lot less some have taken a little bit more.

P10   OK

SS   So, how much time do we have?

P10   I've got until eleven.

SS   Perfect, don't worry, I don't think we'll be that long [laughter]. That's really kind. Thank you.

        This interview be slightly different to the others because the other interviewees are either practicing library and information professionals or consultants. So, I've prepared some questions, but I think you and I will do this slightly differently. So, just bear with me if I need to refer to my notes.

P10   Yes, no problem.

SS   Do you have any questions before we start?

P10   I'm just curious as to how it's going really.

SS   It is going well, thank you. I have done…the questionnaire that you saw, I don't know if you just saw the first page which outlines to aim of the research or if you had a look through the entire…

P10   I'm sorry. I think I might have lost track of that. Yes.

SS   Oh, no problem at all. I was just going to say that I have over a hundred responses from that questionnaire, which is helpful because it spans across quite a few job roles. I'm doing eight main interviews and two pilots, but actually the pilots were really useful so I've integrated them in with the main ones and ended up with ten. Combined with all the desk research it is interesting.

P10   Yes.

Question 1

SS   So, in the first question…because I know that you train library and information professionals on change management, but do you train clients in sectors outside of library and information science?

P10   Yes, I do. So, I've got two big client bases and the second one is life science, especially small biotech's.

SS   Do you have an idea or perception of whether library and information professionals are more or less engaged and actively managing change than other sectors? Or, maybe the same?

P10   I think it's about the same to be honest. And, I was a practicing library and information manager before I became a consultant as well. So, you know, I've got that to draw on too. But, I think it's the same whatever the sector because I was also…that APM booklet that I told you about.

SS   Yes.

P10   So, I was also part of the committee that started the special interest group on enabling change and we were running seminars for project management professionals who came from all sorts of sectors. So, I think the messages are the same really.

SS   Okay. Yeah. Thank you. I did download that booklet and it is really interesting and helpful.

P10   Good.

SS   I've got a statement here. So, what I'd like to do is challenge it and it says, 'One either engages in actively managing change or endures it'. So, that's quite presumptuous in saying it's either one or the other.

P10   Yep.

SS   It means, you know, you either use frameworks, models, tools and techniques or you cope with it. You grin and bear it, you put up with it and you might even suffer it. So, I've got a scale ranging from 1 to 5. Because we're on Skype it's quite handy, I can just show you. Can you see that?

P10   The trouble is that the connection is a bit fuzzy.

SS   Okay.

P10   So the image is fuzzy.

SS   Okay. Do you want me to read it for you?

P10   Yep.

SS   Okay. So, on a scale of 1 to 5: 1 is you totally disagree; 2 you somewhat disagree; 3 you neither agree nor disagree; 4 you somewhat agree or 5 you totally agree?

P10   Hang on. Sorry, I missed the beginning.

SS   That's okay.

P10   So, the first one was what?

SS   1 is you totally agree, that you think one either engages and actively managing change…

P10   Yes, I got like bit. So, the scale.

SS   1 is you totally disagree; 2 you somewhat disagree; 3 you neither agree nor disagree, 4 you somewhat agree or 5 you totally agree?

P10   I think it's probably a 4.

SS   Yes, somewhat agree. Okay, thank you. And, what are the reasons for your answer?

P10   I think there's an extra clause, which is…so you're saying you're either totally engaged in using the tools or you're enduring it and I think there's one which is struggling with an inadequate set of tools. Struggling to do it with an inadequate set of tools.

SS   Okay, and the tools are inadequate you mean or the people using the tools?

P10   [Laughter] The tools. They have an inadequate set of tools, so they want to do it but they're struggling because they don't have the right way to do it.

SS   Sure. Okay, and that's the reason. Thank you very much.

P10   Does that make sense?

Question 2

SS   Yeah, that makes sense. Some people agree with that statement but they don't use tools and I'm just wondering why. Why do you think that is? Lots of people don't use tools in the survey, but then when it comes to this part they say "yes, I agree." I'm just wondering why you think that might be?

P10   Why I'm saying…why they're agreeing or why I'm saying different?

SS   I'm just wondering in the survey how so many people are saying that they don't use tools and techniques, but when it comes to this question in the interview, they're saying, "Oh yes, I do agree with that statement that if you don't use tools you endure it." So, there's obviously a gap there because if they agree, why wouldn't they be using tools?

P10   So, the word is 'endure', isn't it? Not enjoy?

SS   [Laughter] Yes, yeah.

P10   Sorry, there's a delay.

SS   Oh, is there? Okay.

P10   So, I think well, I can only guess but I suspect a lot of people…I suspect there are more people doing the extremes than doing the middle bit. But, I guess…I was just doing a course yesterday on project management and it just cropped up. One of the people on the course has been introducing a change around electronic laboratory notebooks in the UK and in the US and she was struggling because she could get people to comply in the UK but not in the US and then realized that actually if she could get face-to-face with them and find some opinion leaders, you know, that it would work and so there she was with an inadequate set of tools. And, she was possibly enduring but she was determined to make it happen. So, I think it's a mindset. One of the things that I talked about in change is Richard McKnight's model. He talks about the Victim, the Survivor and the Navigator. And, so your two extremes are the Victim and the Navigator.

SS   Yes.

P10   And, to some extent the Survivor, but what tips the Survivor to the Navigator mode mindset is when they actually start getting the tools and the resources to be able to make the change. So, the statistics, certainly this chap's statistics suggest that the bulk of people sit in that Survivor mode which is kind of enduring.

SS   Yes

P10   But, you can shift to the Navigator once you have the resources to help you. So, that's a long-winded way to say that I think it's probably that the larger proportion of people are enduring, probably. But, I have come across people who are more in the struggling to get to the Navigator mode if they had the tools and resources to help them. I hope that's helpful?

SS   Yes, that's all helpful. Thank you. Quite a few people on the survey have said that… because I asked them if they use models or frameworks, you know, like Kotter and there's a selection of them that I've listed. Or tools, things like mind-mapping and tools that could

be used for other types of work. They often say they don't use those but they draw on their own experience, so drawing on your own experience without using tools…some people have said that that works really well for them. But, from what you've just said, it's the tools that make the difference. So, it's just very interesting. So, you're saying that you really believe that tools and techniques make the difference to a successful change?

P10   I think they do, but for those people who are drawing on experience, they are probably using the tools and resources but they've kind of…they don't know. They don't know the formal ones, but what they're doing is probably something that is reflected in one tool or resource or another if they but know it.

SS   Thank you. That's interesting. So, the people that book on your courses through the organisation where I found you, they come to you at what stage? Why are they coming to you? Are they about to start a change? Is it part of the culture of the organisation where it's a good idea to get some change management skills? What brings them to you?

P10   So, I have to admit that it is one of my less used courses and workbooks. But, when I have done the training…so for one organisation it was that they had a pot of money and so they were just looking at what training they could get and this was one of the ones that they identified that would be helpful to them. So, I don't think they were on embarking on any particular change, but they had a climate of continuous change. It's just something that was just going on all the time for them and this looked like something that could help them to deal with it. Another organisation specifically asked for it because they were embarking on a change. I had one person, I did one-to-one coaching. She was responsible for a big change project so she wanted some guidance on how to do it. So yeah, I guess it's those two scenarios.

SS   Thank you. And, just out of Interest, did the person that you did the one-to-one coaching with come back to you and let you know how that change went?

P10   I did meet her subsequently by chance and she said yeah, that was really…that was so helpful. Yeah, that was about it.

Question 3

SS   Thank you. The reason I'm asking is because the next question is around perceived success or failure. For you, this question will be slightly different because on the questionnaire I present a list of significant changes and ask interviewees if they've been through any of them in the last five years. So, big things like restructuring or digitizing a collection or new hardware/software, and then they tell me which ones they've been through. Then I ask them, on a scale of 1 to 10 how successful they think it's been. The reason behind that is because I thought it would be interesting if people that don't use tools and techniques had one ballpark figure and the, you know, the other people had a different figure. So, obviously we can't do that because we haven't been through the questionnaire. But, in your opinion do you think using the tools techniques would make a difference to the number on a scale of 1 to 10 how successful those changes have been?

P10   I think different tools have different levels of impact. And, it also depends on how people are using them. So, I think for me and this is something that I do reference in several of my other courses, I think for me the positive and negative change curves and the Victim Survivor Navigator are the most powerful in terms of people being able to vocalize how they're feeling about change. And, having the opportunity to do that in a safe environment and recognizing understanding that the things that are going to make the biggest difference to them are getting some kind of certainty or information and having some kind of control or involvement, those two things. And, because they are so linked to emotions are the most powerful base for people who are experiencing the change and for people who are leading change.

SS   Yes.

P10   And, even for people who are not sophisticated in their use of change management tools, frameworks, methodologies those things across the board for me seem to have the greatest impact. And, then the other one that I use a lot which also seems to have a lot of impact is recognizing that if you're introducing change, you've got different stakeholders and you need to think about what will work best with different stakeholders and that it will be different and not the same. So, the stakeholder analysis and then everything else I think starts to be kind of for the more sophisticated leaders of change.

SS   Yes. Thank you.

P10   I don't know if I answered your question there.

SS   Yes, you did. Thank you. And, can I just ask what tools or models do you teach in the course?

P10   So, those are the ones that I use most. So, the positive negative change curves which are evolved from Elizabeth Kubler-Ross's work and the Victim Survivor Navigator which comes from Richard McKnight, and stakeholder analysis. So, my original training was through AIIM and they taught us a load of stuff and stakeholder analysis was one of the several things that they taught us. And, that for me it is one that I've gone on using when I when I teach project management when I teach Lean and Six Sigma process Improvement, and when I do courses around managing change, yeah.

SS   Thank you. I don't know who said…

P10   And, I'm aware of all the others but they're kind of that level too far. Yep, go on.

SS   I was just saying that…I don't know who said this quote, if it's a quote or a phrase, 'change management is the people side of change'. I was talking to a Business Analyst initially before I did the interview with him and he said, "What has it got to do with people because it's about meeting deadlines? It doesn't matter what people think, you have to get the job done." But, interestingly enough, when I interviewed this person he mostly talked about people. So, I just wondered, do you agree that change management is the people side of change?

P10   I think it's probably, for me, it's probably about 80% of it. And, one of the…the other thing I use, which I should have mentioned Sharon, is when we were doing the work for the APM

publication I was leading the bit around the critical success factors for change. So, there are the other things in there which are, you know, really important as well. I haven't done a count but I think probably four out of the six, isn't it? Four out of the six is do with people, I think. I'd want to check back. But, yeah.

Question 4

SS   Thank you. Okay, this is really helpful. This is my last predefined question that I've been asking people. I'm curious to know, who do you believe should be responsible for managing change all library and information staff or just those at management level and above?

P10   Oh, isn't that interesting? That is really interesting. I think everyone should take ownership for their part in the change, so as a responsible member of the workforce. And again, I guess this comes back to the Victim Survivor Navigator model everybody should be striving to go towards the Navigator a bit which is taking ownership for their part of the change. You know, in an ideal world when a change is happening people go, "Oh, okay. This might be difficult for me but, you know, I'm here, I've got a responsibility in my work to be productive and effective. So, let's look at this and see what I think about it, what perhaps I need to go and discuss with someone about in order to better understand it, in order to express my thoughts and feelings and ideas and, you know, to get in a position where I can take an active role in helping this to happen." So, that ownership is a kind of individual leadership.

But then, at the end of the day, whatever the change is, in order for it to really put in place you need someone to have accountability, quote someone to be responsible to make it happen. So, you will have the formal person to manage it and lead it, and they can be at whatever level of the organisation, depends what the change is, and then obviously you got the participants.

SS   Thank you. It's really helpful. And, is there anything…I have one more question that I've just thought of, but just before that is there anything else that you would like to add that you think might be useful? [pause] Generally, not just to do with the last question.

P10   Gosh, I think that there are so many frameworks and methodologies out there and if we're talking about organisations, and this is one of the key success factors for change that we identified, I think it's important not to get hung up on this is so and so's methodology and this is the language of that methodology. I think the important thing is to take what's useful and then meld it into the language that works for your organisation.

SS   Yes.

P10   And, the ways of working and the methodologies that you've got, to make it more tangible, more approachable…there's a word and I can't find it…a genuine acceptable, you know, don't make it something kind of separate. And, that's the problem with any methodology, you know, it becomes management speak and then it alienates people. That's the word I was looking for. You don't want to be alienating people through using this formal

methodology and language, you want to make a simple and accessible…that was the word I wanted…simple and accessible to people and effective obviously, as well.

SS   Thank you. I started this research because I was concerned that library information professionals were not actively managing change enough to cope with the huge changes coming up. For instance, machine learning and artificial intelligence. So, I was curious about how actively engaged we are.   Do you think we are actively engaged enough?

P10   In all the changes in technology that are going on?

SS   Just as a profession. Do we, as library and information professionals, engage in managing change enough? Could we do more? Should we do more to actively manage it?

P10   Yeah. Yeah, I think so. I think certainly in my interactions, you know, through CILIP with and library and information professionals there's always…there always seems to be so much pain and struggling and anxiety and stress and all of that are signals of people enduring or struggling; coming right back to your thing at the beginning, you know, enduring or struggling. And, it's kind of…it's lack of time and it's firefighting. It's lack of time to be able to just stop and think. Not having the space, so it's not just not having the resources, it's actually not having the space and the time to think. Yeah, yeah.

SS   Thank you. And then…I just thought of another question.   I'm trying to remember what it was and it was a good one as well. I should have written it down. Hang on, let me just think because that was going to be my last question. I might have to email you afterwards with that one.

P10   Yes, that would be fine. That would be fine.

SS   Thank you. So, what I'm going to do is transcribe what we've discussed today. Do you mind if I send it to you just for you to approve? It's part of the process and I think it'll be nice for you to see it and agree before it goes in that it's a true representation of what we've discussed.

P10   Absolutely.

SS   I really appreciate your time and it's been very interesting and it's definitely…

P10   I have really enjoyed the conversation.

SS   Thank you. It's a really valuable contribution to this research. So, I'm grateful. I am going to end up emailing you that question because it will come to me. Thank you so much. Have a lovely day and…

P10   It will, probably as soon as we've finished. You too, and I look forward to hearing how you get on.

SS   Definitely, I'll let you know. Thank you and take care.

P10   Okay.

SS   Thank you. Bye.

P10   Bye.

Time Stamp: [00:28:39]

Follow-up e-mail Correspondence [10 Nov 2018, at 13:37]

SS   While I was searching for existing literature on change management within library and information science, I noticed that the majority of books were written during the late 1980's and early 1990's. Do you know why this time period is significant?   In other words, was change management a hot topic at the time or is there another reason that books on the topic were popular and then interest seemed to dwindle?

Response [12 November 2018 at 08:20]

P10   I don't know the reason why, but I'm very aware that a lot of the ways of thinking about work that I have adopted and use with my clients emerged during this period of time. Working in a big corporate organisation at the time gave me exposure to all of these and I think they were also being propounded by the big consultancy firms. So that may be the reason - or it may be coincidental - I'd be interested to hear if that is a line of research that you pursue and discover more about.

        So, I'm including Lean and Six Sigma, Knowledge Management, and possibly also Project Management, and personality tools such as Belbin and MBTI in this list!

        It could be interesting to identify and compare with what has emerged in subsequent decades - and whether these have also originated from big consultancy firms and been adopted by large corporate organisations…

#citylis

Assignment for Module: INM348
Digital Information Technologies and Architectures (DITA)

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8 January 2017

Ethical Issues Raised by Our Increasing Reliance on Technologies in Library and Information Science: A Focus on Artificial Intelligence

Many would argue that Library and Information Science (LIS) professionals need to embrace artificial intelligence (AI) or risk being left behind or even inciting their own demise. Fernandez (2016a, p. 22) points out that "For libraries, the question is not so much what technology will be affected, but rather what technology, if any, will remain unaffected by AI." However, there are serious ethical issues to consider, such as privacy and discrimination, which threaten to contravene the ethical frameworks and codes of practice that underpin the profession.

This essay will explore some of the key concepts behind AI and consider the ethical implications of adopting these transformative technologies into libraries and information centres. The characteristics of machine learning, natural language processing, robots, personal assistants and chatbots will be analysed for evidence of risk to LIS services or the patrons that utilise them. Expert Systems are beyond the scope of this essay. A brief introduction to artificial intelligence and ethics will provide the necessary background to contextualise the issues raised throughout the main body of the paper.

AI lacks a universal definition. However, Nilsson (2010, p. 13) provides a useful explanation "…Artificial intelligence is that activity devoted to making machines intelligent, and intelligence is that quality that enables an entity to function appropriately and with foresight in its environment."

The concept of AI is not a new one. The study of logical reasoning can be traced back to Aristotle and his theory of syllogism (Lear, 1980). The term 'Artificial Intelligence' was coined in 1956 for a conference, organised by computer scientist John McCarthy, at the Dartmouth Summer Research Project. The aim of the assembly was to investigate ways to make machines simulate intelligence (Stone, 2016, p. 50). Turing (1950) published an influential paper entitled "Computing Machinery and Intelligence" in which he envisaged computers that could simulate intelligence and learn. It was to have a significant impact in the field of AI.

Library and information professionals "regularly work with members of their organisation or members of the public who are seeking and using information from disparate sources: their responsibility is providing and facilitating access to information and knowledge" (Chartered Institute of Library and Information Professionals, 2016). The world is producing "2.5 quintillion bytes of data a day" (IBM, 2016) and the business of managing information is spreading out far beyond the realms of LIS to programmers, developers, I.T. managers, social media entrepreneurs, technology companies and the list goes on ad infinitum. The AI tools being developed to bridge the gap between data and consumers of information are unlikely to be infused with ethical values reflecting LIS standards. Crawford (2016) agrees that "…artificial intelligence will reflect the values of its creators." While some AI applications are being created for public good, others are funded and driven by commercial enterprises with the intention of gaining a competitive advantage (InfoDesk and Dow Jones, 2016).

Ethical frameworks are traditionally built around human characteristics and behaviour. The impact of Information and Communication Technologies (ICTs) has radically changed the way people communicate and behave (Floridi, 2011). The world, once viewed as a physical space, is now becoming increasingly virtual. This shift is creating an 'always on' sphere, which is defined by the Oxford English Dictionary (2016) as "Designating a continuously accessible connection to the Internet, as opposed to one that requires activation by dial-up or other means; relating to or involving such a connection". Floridi (2014) refers to this space as a "hyperconnected" world in which the lines between physical and virtual are becoming ever increasingly blurred. The shifting paradigm is having an effect on the way humans see themselves, each other and reality. Existing ethical theories used to navigate moral dilemmas are arguably outdated and not sufficient enough to deal with issues arising in the changing landscape.

In addition, the distinction between human and machine is fading. Entities capable of moral or immoral actions are "moral agents" (Floridi, 2013, P. 134), meaning that they are accountable for their actions, and these can include artificial agents. Johnson (2006, p. 204) adds "Yet, while I agree with this, I believe that attributing independent moral agency to computers is dangerous because it disconnects computer behavior from human behavior, the human behavior that creates and deploys the computer systems". But, Floridi acknowledges that his theory does not absolve humans of responsibility (2013, p. 135). He is suggesting that we need an enhanced ethical theory for the complex nature of hybrid agents, humans and machines (2013, p. 160).

There are several philosophical approaches to ethical issues and many conflicting systems, but no universally agreed structure to help the LIS workforce filter predicaments. Floridi's theory ought to be helpful to LIS professionals, whose responsibility it is to ensure access to information for patrons at a time when AI is becoming part of daily life; businesses are investing in it boost productivity (Purdy and Daugherty, 2016) and individuals are increasingly relying on it to assist with daily tasks (Lee, Kim and Jeong, 2015), such as finding information and selecting merchandise.

Although the law can offer protection in the areas of intellectual property, intellectual freedom, legal status, and information related criminal activity (Pedley, 2011), ethics are the principles that govern how LIS communities operate on a daily basis. They are possibly more significant and wide-spread in terms of deciding how to deal with the use of information (Bawden and Robinson, 2012, P. 236). The UK Government has neglected to set-up a dedicated committee to deal with AI related issues, including ones of an ethical nature (Cookson, 2016). However, major players in the field of AI have recently collaborated to form a partnership entitled 'Partnership on Artificial Intelligence to Benefit People and Society (PAIBPS)'. Their purpose is to support research and encourage best practices in areas such as ethics, fairness and transparency (Hern, 2016). LIS professionals can collaborate with each other and form connections with groups like PAIBPS to discuss AI ethical issues. The Chartered Institute of Library and Information Professionals (CILIP) and other LIS institutes can also offer guidance and support on LIS principles.

Recent advances in Machine Learning (ML) is a key contributory factor to AI becoming ubiquitous (Bishop, 2016). ML is an algorithmic process that starts with a data set and automatically learns, through a process of trial and error, to make sense of the data and predict future scenarios (Office

of Science and Technology Policy, 2016, P. 8). Deep Learning (DL), a subfield of ML, uses structures inspired by the human brain, known as artificial neurons. DL works in layers, combining results from one set of data with patterns in the next layer, and so on (Office of Science and Technology Policy, p. 9). It is the capability to process vast data sets, combined with Natural Language Processing (NLP), that is putting the intelligence into robots, personal assistants, chatBots, and other AI applications.

NLP is the ability for computers to communicate with humans using human-like language. It can make sense of unstructured data, such as social media posts, audio files and images, which make up the majority of data computers would otherwise have difficulty understanding (Sedlak, 2016). AI, combined with NLP, is empowering the labour force and general public to interact with digital information using natural language, without the need to learn complicated Boolean logic or rely on others to search on their behalf.

Robots are mechanical systems designed to automate tasks. They have traditionally been used in physically challenging jobs, for example, factory assembly lines or disarming explosive devices (Sainato, 2015), but now they are becoming increasingly intelligent they are more able to work alongside humans (The World Bank, 2016).

Hunt Library, in North Carolina, use a robotic system for delivering books. BookBok can store up to two million items and deliver a book within 5 minutes of being requested from the catalogue. BookBot also has a virtual browsing function to facilitate serendipity (NCSU Libraries, no date). Whitlam Library, based on the east coast of Australia, purchased two Nao robots during the summer of 2016. The 58 cm high humanoids will give children the opportunity to learn about robotics (Fairfield City Council, 2016). Nao comprises of seven senses, including speech recognition in 20 languages, for "natural interaction" (Softbank, no date).

Robots can free up librarians to perform more complex tasks and give patrons a level of independence. However, intelligent robots are required to be connected to the Internet, the vendor's server and possibly other online domains. This presents privacy, security and surveillance dangers. Intelligent robots can lead to a lack of privacy for patrons, including children. Marr (2016), who writes for Forbes Magazine, reports that voice recordings of children who converse with intelligent toys are sent to servers in the cloud, where they receive commands to elicit a response. The data is shared with the manufacturer so that marketers and developers can improve their products and services. This can violate children's privacy and right to refrain from having online

data collected about them. Campaigners have filed a complaint with the Federal Complaints Commission urging them to investigate the misuse of personal information on certain children's toys, including an Intelligent Robot (Rotenberg *et al*., 2016).

Librarians need to be aware of vendors' privacy policies associated with intelligent agents, especially where children are involved. Moreover, they have a responsibility to safeguard patrons and ensure that devices connected to the Internet are protected from hackers and predatory behaviour.

Personal Assistant (PA) is the term given to voice-activated virtual assistants, such as Microsoft Cortana and Apple's Siri for smart phones and Amazon Echo for the home (Fernandez, 2016a). PAs are intelligent software programs, connected to the Internet, that are designed to assist users with simple tasks. PAs can find information in response to verbal requests and deliver results in a format that humans can comprehend. For example, a typical question might be: "what is the weather forecast today?" and the device will relay the forecast in the current location (Lee, Kim and Jeong, 2015). Robotics students at Aberystwyth University are designing a PA called Hugh, an AI library catalogue capable of taking verbal commands, locating items and leading patrons to the relevant bookshelf (Aberystwyth University, 2016).

'Chatbot' is an abbreviation of 'chat robot'. The functionality of a chatbot is similar to a PA, but uses text to communicate and holds human-like conversations using an interactive text box (Dale, 2016). The software works via an interface, often representing itself as a character, with a name and avatar style head or full body to give it a personality and make it enjoyable to interact with (Allison, 2012, p.95).   Chatbots can offer a cost-effective alternative method for providing patrons with a basic service and free up LIS staff to deal with other duties. Examples of library chatbots are Dewey, Stella, Emma and Pixel (Allison, 2012). Newyear and McNeal, two library staff, created the award-winning Emma chatbot after experiencing budget cuts. Emma answered nearly 5000 library questions during 2011. The estimated cost equated to $0.14 per use (McNeal and Newyear, 2013, p. 10). Newyear then released an enhanced version of Emma, named InfoTabby, into open source which means that other LIS specialists can use the code to create their own versions (Pandorabots, 2013). IP Australia uses a PA called Alex, which answers queries about patents. During the first month of training, Alex answers over 3000 queries with a success rate of nearly 80% (IP Australia, 2016).

Despite the benefits, PAs and chatbots raise issues of privacy, protection of personal data, confidentiality, security, and potential job losses. It is understandable that some library staff are concerned that the use of virtual assistants will exacerbate the risk of unemployment. Nearly 8,000 library staff in the UK have been cut since 2010 (Wylie, 2016). A household survey of adults and children in England revealed that the number of visitors to libraries fell 15% between 2011/12 and 2014/15 (Department for Culture, Media and Sport, 2016). The survey results did not mention the fact that hundreds of library premises closed and staff lost their jobs during the four-year period. Although the reason for the decline in visitations has not been made clear in the report, the figures are cause for concern, especially if the trend continues on the same trajectory.

Law firms are investing in intelligent assistants to plough through legal research. ROSS, powered by IBM's Watson, is being tested at approximately 20 law firms (Croft, 2016). Mirando (2016) warns that law librarians need to acquire new skills for the future. They must focus on information systems, rather than on research, and work with the inevitable changes and not against them.

Visionaries describe future libraries as spaces for accommodating digital collections only. There will be no hardcopy books, unless works from the local community are displayed, and certainly no DVD's or music occupying shelves. Patrons will access the Internet and digital collections on computers alongside makerspaces, dedicated areas for hobbyists to convene and share their interests (Janes, 2013).

If the visionaries are correct, and some libraries are already making the transition (Burke, 2014), public librarians will need a diverse set of skills for the future. Librarians will still give community members the opportunity to grow and learn, but with new tools, such as 3D printers, robots and other skill-enhancing resources. Digital literacy will become increasingly essential for patrons to utilise facilities and operate successfully in a hyperconnected world. Library staff will still be the ones to bridge the gap between users and resources, just in a different guise. Godin (2016) summed this up when he said: "The librarian is no longer a guardian of valuable books, but a curator of curiosity, passion and interest."

PAs deny users the opportunity of engaging in a reference interview, which is central to reference work (Knoer, 2011). Users are not always aware of what they need, and their first question often does not frame the underlying query. Furthermore, they might not realise that data on the web can be out-of-date and unreliable or that some services are chargeable. Librarians are skilled at

recognising these issues and can ask the right questions. This aligns with Ranganathan's fourth law of saving the time of the reader (Knoer, 2011). Additionally, humans are capable of emotional intelligence and soft skills required to deal with the subtleties of cultural differences, special needs and varying degrees of cognitive abilities (Knoer, 2011). Librarians need to be aware of the limitations of intelligent agents and make them known to stakeholders and patrons. Their purpose is to assist with resources and not chat extensively about possible topics (McNeal and Newyear, 2013).

AI is considered to be 'weak' or 'strong'. Strong AI is the type that can reproduce human intelligence, or even surpass it. It is the portrayal shown in sci-fi movies when robots take over the world. Strong AI is still in development and will probably take another couple of decades to materialise (McNeal and Newyear, 2013). Weak AI is the type that is being rolled out today and the sort discussed in this paper. It is not capable of perceiving the world through senses in the way that humans do.   In other words, it cannot embody emotions, recognise empathy, display compassion or adapt to new situations (Stone *et al*., 2016). The work that librarians and information officers do requires emotional intelligence. It is largely based on human relations and interactions with people that can be unpredictable. These are attributes that a robot cannot replicate. Similarly, a human does not have all the processing capabilities of a computer.

In many cases, automation can be more effective when a combination of machine and human work together. Blending their strengths form a stronger unit than would otherwise be possible by operating as discrete entities (Office of Science and Technology Policy, 2016, P. 10). AI need not displace jobs but augment humans to provide a superior service. With that said, LIS specialists need to start understanding the concepts, opportunities and implications now of working with machines. It will be important to demonstrate to stakeholders that librarians and information specialists can add value. Tett (2016) acknowledges "Yes, machines are wiping out some human jobs but people are also working with robots in new roles."

Combining AI with ML and huge data sets could have a transformative effect on LIS services. For example, AI can improve productivity in the creation of metadata (Fernandez, 2016b). SciELO is a system developed to automatically generate metadata for cataloguing. The web-based service uses ML to identify subject areas based on material that has previously been categorised. It helps the

librarian decide what information to include in a record, therefore improving productivity and the overall quality of the catalogue (Mitzag, N.L. et al., 2006).

Another example is in the area of searching. Discovery systems usually gather data from disparate sources, often with diverse metadata structures, and this can be problematic when collating it into a single interface. When a user performs a search, the machine needs to understand the context to return meaningful data (Sadeh, 2015). ML can be applied to analyse data from a large number of previous searches, and recognise patterns that would probably be beyond the capabilities of a human (Fernandez, 2016b).

Despite the benefits of ML, there are ongoing debates regarding the fairness in automated decision making. Crawford (2016) points out that "We need to be vigilant about how we design and train these machine-learning systems, or we will see ingrained forms of bias built into the artificial intelligence of the future". Kaminska (2016) argues that "… discrimination is the single biggest problem facing the artificial intelligence field."

CILIP (2006) makes clear the need for "equitable treatment of all information users", avoidance of "bias or value judgements" and the promotion of inclusion to "eradicate discrimination". The "right of accessing information is not denied", "transparency" and the assurance that "user data is not shared beyond the original transaction" are equally as important.

Research, however, is revealing that biases are being uncovered where ML algorithms are making mistakes. Nikon's photographic software misread images of Asian people and categorised them as blinking (Crawford, 2016). Researchers found flaws in another algorithm that guarantees black defendants will be mistakenly identified as more likely to offend in comparison to their white counterparts (Angwin and Larson, 2016).

ML algorithms are making predictions that can even surprise the programmers who configure them. They are black boxes learning in ways that are not transparent. They make inferences based on data about people, and those connections might not be correct. The data that they are using to make predictions is often drawn from user behaviour which might be tainted with individual biases in the first instance (Tufekci, 2016).

While there is encouraging research indicating the potential for the use of AI in LIS, the debates regarding algorithmic flaws highlight the need for LIS professionals to be cautious and examine the ethical implications. In the words of Tufekci (2016), "We cannot outsource our responsibilities to machines."

This essay has examined some of the ethical issues relevant to the use of AI in LIS. In considering the benefits of AI, it indicates that the evidence for adopting AI in LIS is sufficient. There is agreement between many key figures that AI holds great potential to benefit society. When this potential is aligned with suitable regulation that supports high-quality research and helps to manage expectations, the benefits of AI in LIS could be said to outweigh the negative ethical implications.

The available evidence seems to suggest that LIS communities need to recognise that the growth of AI is inevitable and will impact LIS services in two ways. Firstly, AI technology will infiltrate libraries and information centres altering the way people interact with resources. Secondly, fields beyond the boundaries of LIS will continue to develop artificially intelligent solutions to deal with the proliferation of digital information. To minimise the risk of job losses, LIS workers need to prepare for change, to work alongside intelligent machines and to learn new skills.

The findings indicate that AI has the potential to broaden the range of services offered to patrons, but it should be in conjunction with the expertise of trained LIS professionals and within the confines of appropriate ethical frameworks. It is crucial that librarians and information officers understand the ethical implications and limitations of AI technologies and communicate them to stakeholders and patrons.

LIS communities will benefit from collaborating with each other to work on ethical issues, pool resources to fund AI-related research and forge relationships with technology companies to ensure that LIS ethical values are built into AI at the development stage. Also, working with external bodies, such as CILIP and PAIBPS, will serve to amplify the voices of smaller communities and LIS units operating under sole management. The key message is that LIS practitioners need to start acting now in preparation for inevitable changes.

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Appendix 10 - Institutions offering LIS related training
Do they offer CM or Leadership (L) training?

Institution	Course / Training	Training		Notes	Institution Web Address
		CM	L		
Aberystwyth University	BSc Library & Information Studies (Distance Learning)	No	No	Advised to check the prospectus. No evidence of CM or L in the prospectus.	https://www.aber.ac.uk/en/
	MA Information & Library (Distance Learning)	No	No	Advised to check the prospectus. No evidence of CM or L in the prospectus.	
CILIP	Introduction to Leadership Leadership at all levels - online webinar		Yes	On-line course for CILIP members.	https://www.cilip.org.uk
	Managing Change	Yes		Online tutorial available in CILIP's online Virtual Learning Environment (released January 2019).	
City, University of London	Library Science MSc	No	No		https://www.city.ac.uk
	Information Science MSc	No	No		
King's College London	Digital Curation MA	No	No	Advised to check the prospectus. No evidence of CM or L in the prospectus.	https://www.kcl.ac.uk
Manchester Metropolitan University	Library and Information Management MA	No	No	Advised to check the prospectus. No evidence of CM or L in the prospectus.	https://www2.mmu.ac.uk

Northumbria University	Information Science MSc (Distance Learning)	Yes	Yes		https://www.northumbria.ac.uk
Open Study College	Library and Information Studies Level 3 ABC Certificate (Distance Learning)	No	No	Offers a separate Business Change Course which includes Change Management.	https://www.openstudycollege.com/courses/library-and-information-studies-3
Robert Gordon University	Information and Library Studies MSc	No	No	Advised to check the prospectus. No evidence of CM or L in the prospectus.	https://www.rgu.ac.uk
	Information Management MSc (Online Course)	No	No	Advised to check the prospectus. No evidence of CM or L in the prospectus.	
Sheffield University	Library and Information Services Management MA (Distance Learning)	Yes	Yes		https://www.sheffield.ac.uk
TFPL		Bespoke courses only		No longer offers a regular CM course due to lack of interest.	https://www.tfpl.com
University of Strathclyde	Information and Library Studies MSc	Yes	Yes		https://www.strath.ac.uk
	Information Management MSc	Yes	Yes		
	Information Management with Placement MSc	Yes	Yes		
UCL	Library and Information Studies MA	Yes	Yes		https://www.ucl.ac.uk/
	Information Studies MRes	Yes	Yes	Only if students opt for the 'Managing Information Organisations' module.	

Appendix 11 - Library, Information Science & Technology Abstracts (LISTA) Search Results

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Search 1

Searching:	Library, Information Science & Technology Abstracts with Full Text
Date of Search:	5 August 2018
Search Criteria:	(TI change management) OR (TI manag? N5 change) OR (TI Organi#ation? N2 change) OR (TI transformat? N2 change) OR (TI change leader?) OR (TI disruptive change)
Limited to:	Scholarly (Peer Reviewed) Journals
Dates:	01 January 1978 – 5 August 2018
Language:	English
Ranked by:	Relevancy

Search Results: 1 - 123

- 1.

Editorial Board Thoughts: The Importance of Staff Change Management in the Face of the Growing "Cloud".
Full Text Available

Academic Journal

By: Dehmlow, Mark. Information Technology & Libraries. Mar2016, Vol. 35 Issue 1, p3-6. 4p. DOI: 10.6017/ital.v35i1.9268.

The article discusses the importance of effective **management** of staff **change** in libraries amidst the growing trend toward cloud or hosted information technology (IT) services. Topics covered incl...

Subjects: Academic library administration; Information technology; Cloud computing; Indiana; Academic libraries -- Indiana; Organizational **change**; Personnel **management**; Change management

PDF Full Text (344KB)

- 2.

Investigation of Resistance, Perception and Attitudes of Employees against Change in Information Systems Using Change Management Approach: A Study in a University Hospital.
Detail Only Available

Academic Journal

By: Ileri, Yusuf Yalcin; Arik, Ozer. Journal of Information & Knowledge **Management**. Dec2018, Vol. 17 Issue 4, pN.PAG-N.PAG. 21p. DOI: 10.1142/S0219649218500387.

The need for **change** in the rapidly developing health sector is essential for the provision of quality health care services. In this study, the technological **change** experienced in the process of t...
Subjects: Information storage & retrieval systems; Employee attitudes; **Changemanagement**; Medical quality control; University hospitals

is it @ CityLibrary?Link to article on Publisher's site

- 3.

Strike While the Iron Is Hot: Change Management in the Context of a New Political Administration.
Full Text Available

Academic Journal

By: Million, A. J.; S. Bossaller, Jenny. Journal of Library Administration. Feb/Mar2015, Vol. 55 Issue 2, p92-113. 22p. 2 Charts. DOI: 10.1080/01930826.2014.995543.

In 2013, the Missouri State Library was restructured due to the election of a new Secretary of State. This article evaluates the library's restructuring using interviews and an analysis of intern...

Subjects: State library agencies; Public records -- Access control; Acquisition of medical literature; Rational-legal authority; Shared leadership
Cited References: (42)

PDF Full Text (227KB)

- **4.**

Change management in information institutions.
Full Text Available

Academic Journal

Malaysian Journal of Library & Information Science. 2017, Vol. 22 Issue 3, p53-68. 16p. 4 Charts. DOI: 10.22452/mjlis.vol22no3.4.
The purpose of this study is to examine how professionals employed in libraries, museums and archives assess **changes** and effectiveness of **change management** in their **organisations**. The intention i...

PDF Full Text (776KB)

- 5.

Educating School Library Leaders for Radical Change through Community Service.
Full Text Available

Academic Journal

By: Kimmel, Sue C.; Howard, Jody K.; Ruzzi, Bree. Journal of Education for Library & Information Science. Spring2016, Vol. 57 Issue 2, p174-186. 13p. 2 Charts. DOI: 10.12783/issn.2328-2967/57/2/9.
Dresang's Radical **Change** (1999) has far-reaching implications for pre-service preparation programs for future library and information science **leaders**. The challenge is to create experiences that ...
Subjects: School librarians; School libraries; Library employees; Community & school; Master's degree
Cited References: (31) Times Cited in this Database: (1)

PDF Full Text (2.7MB)

- 6.

Factors Associated With Weight Change in Online Weight Management Communities: A Case Study in the LoseIt Reddit Community.
Full Text Available

Academic Journal

By: Lobo Pappa, Gisele; Oliveira Cunha, Tiago; Viana Bicalho, Paulo; Ribeiro, Antonio; Paula Couto Silva, Ana; Meira Jr, Wagner; Maria Rezende Beleigoli, Alline; Pappa, Gisele Lobo; Cunha, Tiago Oliveira; Bicalho, Paulo Viana; Couto Silva,

Ana Paula; Meira, Wagner Jr; Beleigoli, Alline Maria Rezende. Journal of Medical Internet Research. Jan2017, Vol. 19 Issue 1, p1-12. 13p. 1 Diagram, 5 Charts, 1 Graph. DOI: 10.2196/jmir.5816.

<bold>Background: </bold>Recent research has shown that of the 72% of American Internet users who have looked for health information online, 22% have searched for help to lose or control weight. ...

Subjects: Internet; Social media; Obesity -- Psychological aspects; Obesity treatment; Weight loss; Social support

HTML Full Text

- 7.

Change management in an academic library in the knowledge economy.
Full Text Available

Academic Journal

By: Du Plessis, Tanya; Mabunda, Tiyani Tyson. South African Journal of Libraries & Information Science. 2016, Vol. 82 Issue 1, p53-61. 9p. DOI: 10.7553/82-1-1596.

In the knowledge economy, knowledge is channelled in new ways which brings about **changes** to the structure and function of an organisation. **Organisations** such as academic libraries often introduce...

Subjects: Academic libraries; Information economy; Information & communication technologies; Technological innovation in libraries; **Change management**; Effect of technological innovations on higher education

Cited References: (42)

PDF Full Text (1.4MB)

- 8.

Electronic Health Physical Activity Behavior ChangeIntervention to Self-Manage Cardiovascular Disease: Qualitative Exploration of Patient and Health Professional Requirements.
Full Text Available

Academic Journal

By: Walsh, Deirdre MJ; Moran, Kieran; Cornelissen, Véronique; Buys, Roselien; Cornelis, Nils; Woods, Catherine. Journal of Medical Internet Research. May2018, Vol. 20 Issue 5, p1-1. 1p. 5 Charts. DOI: 10.2196/jmir.9181.

<bold>Background: </bold>Cardiovascular diseases are a leading cause of premature death worldwide. International guidelines recommend routine delivery of all phases of cardiac rehabilitation. Upt...

Subjects: Physical activity; Cardiovascular diseases; Self-**management** (Psychology); Early death; Cardiac rehabilitation

HTML Full Text

- 9.

Analyzing Critical Incidents Stories to Understand ChangeManagement Process in the Adoption of e-Resources at the University of Botswana Library.
Detail Only Available

Academic Journal

By: Kophuting, Tiroyaone Wright; Mutshewa, Athulang. International Information & Library Review. Oct2017, Vol. 49 Issue 4, p249-265. 17p. DOI: 10.1080/10572317.2017.1301236.

This study used the critical incidents technique to gather the University Botswana Library staff's stories relating to the **change management** process during the implementation of e-resources proje...

Subjects: Academic libraries; Open source software; University of Botswana; **Changemanagement**; Judgment sampling; Grounded theory; Critical incident technique

is it @ CityLibrary?Link to article on Publisher's site

- 10.

Ultilization of Process Improvement to Manage Change in an Academic Library.
Full Text Available

Academic Journal

By: Nozero, Victoria A.; Vaughan, Jason. Journal of Academic Librarianship. Nov2000, Vol. 26 Issue 6, p416. 6p. 2 Diagrams. DOI: 10.1016/S0099-1333(00)00162-2.

Discusses the applications used by business and public institutions to plan and implement **changes** in the way libraries operate. Requirements and benefits of library re-engineering and process im...

Subjects: Library administration; Libraries; Nevada; Las Vegas (Nev.); United States; University of Nevada, Las Vegas

Times Cited in this Database: (7)

HTML Full Text **PDF Full Text** (1.3MB)

- 11.

Every Step You Change: A Process of Change and Ongoing Management.
Full Text Available

Academic Journal

By: Matesic, Gina D. Journal of Library Administration. Jan-Mar2009, Vol. 49 Issue 1-2, p35-49. 15p. 4 Black and White Photographs, 2 Charts. DOI: 10.1080/01930820802310668.

Established services have the benefit of experienced and knowledgeable staff, confirmed money streams, designated space and resources, and recognized links to users and stakeholders. So when **change**...

Subjects: Libraries & distance education; Library resources; Library administration; Libraries & the Internet; Library records; Document delivery; Academic libraries; Library circulation & loans; Collection development in libraries; University of Manitoba; **Change management**; Paperwork (Office practice)

Cited References: (3) Times Cited in this Database: (4)

PDF Full Text (2.4MB)

- 12.

Effect of change management capability in real-time environment: an information orientation perspective in supply chain management.
Full Text Available

Academic Journal

By: Park, Kwang O.; Koh, Chang E. Behaviour & Information Technology. Jan2015, Vol. 34 Issue 1, p94-104. 11p. DOI: 10.1080/0144929X.2014.945961.

Supply chain **management** (SCM) is an important strategic tool that requires careful planning and **management**. While the availability of real-time information is a critical aspect of an SCM system, ...

Subjects: Factor analysis; Information services; Korea (South); Business; Mathematical models; Theory; Equipment & supplies; **Change management**

Cited References: (49)

PDF Full Text (334KB)

- 13.

Information Flows in Transformation and Change Management Supporting Models.
Detail Only Available

Academic Journal

Przepływy informacji w modelach zarządzania transformacją i zmianą w organizacjach. By: Lipiński, Radosław. Zagadnienia Informacji Naukowej. 2017, Vol. 109 Issue 1, p19-33. 15p.

Purpose/Thesis: The purpose of this article is to analyze the use of the information flow perspective in existing, popular models that support transformation and **change**. Approach/Methods: The aut...

is it @ CityLibrary?

- 14.

Online Self-Management Support for Family Caregivers to Help Them Manage Behavior Changes in Their Relative With Dementia: Study Protocol for a Randomized Controlled Trial and a Process Evaluation.
Full Text Available

Academic Journal

By: Huis in het Veld, Judith G.; Willemse, Bernadette M.; van Asch, Iris FM; Zwaaftink, Rob BM Groot; Verkade, Paul-Jeroen; Veldhuijzen, Nienke J.; Verkaik, Renate; Blom, Marco M.; Francke, Anneke L. Journal of Medical Internet Research. Nov2017, Vol. 19 Issue 11, p81-81. 1p. 1 Color Photograph, 1 Diagram. DOI: 10.2196/resprot.8365.
Background: Online interventions are potentially effective ways to support family caregivers in the **management** of behavior **changes** in their relative with dementia. Objective: The objective of thi...
Subjects: Caregivers; Behavior modification; Dementia patients; Medical care costs; Randomized controlled trials

HTML Full Text

- 15.

Expanding a change management framework for Iranian information services centers: Applying fuzzy MADM techniques.
Detail Only Available

Academic Journal

By: Nakhoda, Maryam; Esmaili Givi, Mohammad Reza. Journal of Librarianship & Information Science. Dec2016, Vol. 48 Issue 4, p322-339. 18p. DOI: 10.1177/0961000615592457.
Change is an inevitable, almost daily phenomenon in **organizations**. Several **change** models have been designed in different contexts to facilitate the planning and implementation of **change**. Informat...
Subjects: Information services; Data processing service centers; Fuzzy logic; Information policy; Iran; **Change management**
Cited References: (55)

Linked Full Text

- 16.

Using Smartphones and Health Apps to Change and Manage Health Behaviors: A Population-Based Survey.
Full Text Available

Academic Journal

By: Ernsting, Clemens; Dombrowski, Stephan U.; Oedekoven, Monika; O'Sullivan, Julie L.; Kanzler, Melanie; Kuhlmey, Adelheid; Gellert, Paul. Journal of Medical Internet Research. Apr2017, Vol. 19 Issue 4, p1-1. 1p. 2 Charts. DOI: 10.2196/jmir.6838.
<bold>Background: </bold>Chronic conditions are an increasing challenge for individuals and the health care system. Smartphones and health apps are potentially promising tools to **change** health-re...
Subjects: Mobile apps; Internet; Smartphones; Health behavior; Health education; Medical care; Quality of life; Disease **management**

HTML Full Text

- 17.

Management of Change in the 21st Century Libraries and Information Centres.
Full Text Available

Academic Journal

By: Adeyoyin, Samuel Olu; Imam, Abayomi; Bello, Taofik Olatunde. Library Philosophy & Practice. Feb2012, p1-11. 11p.
The article discusses **change management** in libraries and information centers, and offers information for librarians and other information professionals on how to effectively implement it in their...
Subjects: Library administration; Digitization; **Change management**; Organizational **change**; Resistance to **change**; Leadership

PDF Full Text (145KB)

Subjects: Information society; Information resources **management**; Academic libraries -- United States
Cited References: (39)
is it @ CityLibrary?

- 23.

Transformational Leadership and Stakeholder Management in Library Change.
Detail Only Available

Academic Journal

By: Sucozhañay, Dolores; Siguenza-Guzman, Lorena; Zhimnay, Cristian; Cattrysse, Dirk; Wyseure, Guido; De Witte, Karel; Euwema, Martin. Liber Quarterly: The Journal of European Research Libraries. 2014, Vol. 24 Issue 2, p55-83. 29p.

This article aims to analyse the role of library managers as **change** agent when implementing Library 2.0, using transformational leadership and stakeholder **management** approaches. To do so, a case ...
Subjects: Library 2.0; Innovation adoption; Transformational leadership; **Change** agents; **Change management**

is it @ CityLibrary?

- 24.

Introduction to the Special Issue "We're Moving, Please Pardon Our Dust": Transformative Changes in Collection Management.
Detail Only Available

Academic Journal

By: Clement, Susanne K.; Fischer, Karen S. Collection **Management**. 2014, Vol. 39 Issue 2/3, p53-59. 7p. DOI: 10.1080/01462679.2014.914418.

An introduction to the special issue of the publication "Collection **Management**" about the **changes** in library collection **management** is presented, which include articles on the Spencer S. Eccles He...
Subjects: Collection **management** (Libraries); Technical services (Libraries)

is it @ CityLibrary?Link to article on Publisher's site

- 25.

Building a New Paradigm: Analysis of a Case Study in Organizational Change in Collection Management Using Bolman's and Deal's Four-Frame Model.
Detail Only Available

Academic Journal

By: Sowell, Steven. Collection **Management**. 2014, Vol. 39 Issue 2/3, p211-226. 16p. DOI: 10.1080/01462679.2014.890993.

In 2010, the Oregon State University Libraries implemented **changes** to its organizational structure to align itself better with the university and respond to the ongoing fiscal crisis. The Collect...
Subjects: Collection **management** (Libraries); **Management** of library materials; RESEARCH; Oregon State University. Libraries; Library administration; Personnel **management**

is it @ CityLibrary?Link to article on Publisher's site

- 26.

Management of Change in Cataloguing: A Survey of Practices in Covenant University and University of Lagos, Nigeria.
Full Text Available

Academic Journal

By: Yusuf, Felicia. Library Philosophy & Practice. Nov2009, p1-8. 8p.

The article discusses a study aimed at managing **change** in cataloguing by investigating practices adopted by Covenant University and University of Lagos in Negeria. Included in the objectives of t...
Subjects: Cataloging; Library cooperation; Information sharing; Catalogers; University of Lagos (Lagos, Nigeria)

PDF Full Text (139KB)

- 27.

Management of Change in Cataloguing: A Survey of Practices in Covenant University and University of Lagos, Nigeria.
Full Text Available

Academic Journal

By: Yusuf, Felicia. Library Philosophy & Practice. Oct2009, p1-8. 8p. 9 Charts.

The article examines the cataloguing practices of the libraries of Covenant University and the University of Lagos in Nigeria. The effects of information technology upon library catalogues and ca...

Subjects: Library catalog **management**; Card catalogs; Automated library catalogs; Computer cataloging; Subject headings; Electronic information resources

PDF Full Text (101KB)

- 28.

[Negotiating the soul of the library: Change management in information access and local....](#)
Detail Only Available

Academic Journal

By: Fyffe, Richard C.; Kobulnicky, Paul J. Journal of Library Administration. 1999, Vol. 28 Issue 4, p17. 19p.
Focuses on the **change management** on information access and local collection in research libraries in Connecticut. Shift of information access paradigms in higher education; Role of faculty in re...
Subjects: Research libraries; Collection development in libraries; Connecticut; United States; **Management**
Times Cited in this Database: (1)
is it @ CityLibrary?

- 29.

[The Money Machine Information design + persuasion design = behavior change regarding baby-boomer wealth-management.](#)
Full Text Available

Academic Journal

By: Marcus, Aaron. Information Design Journal (IDJ). 2013, Vol. 20 Issue 3, p228-246. 19p. DOI: 10.1075/idj.20.3.04mar.
The Money Machine project researched, analyzed, designed, and evaluated powerful ways to improve "baby boomers'" behavior regarding their personal wealth-**management**. The project intends to persua...
Subjects: Baby boom generation; Wealth **management** services; Retirement; Wealth; Information design; Persuasion (Psychology)
Cited References: (14)

PDF Full Text

- 30.

[General learning approach for event extraction: Case of management change event.](#)
Detail Only Available

Academic Journal

By: Elloumi, Samir; Jaoua, Ali; Ferjani, Fethi; Semmar, Nasredine; Besançon, Romaric; Al-Jaam, Jihad; Hammami, Helmi. Journal of Information Science. Apr2013, Vol. 39 Issue 2, p211-224. 14p. DOI: 10.1177/0165551512464140.
Starting from an ontology of a targeted financial domain corresponding to transaction, performance and **management change** news, relevant segments of text containing at least a domain keyword are e...
Subjects: Data mining; Organizational **change**; Organizational learning; Stochastic learning models; Ontology
Cited References: (23)

Linked Full Text

- 31.

[IT-Enabled Organizational Change: A Framework for Management](#)
Detail Only Available

Periodical

By: Geyer, Enid M. Journal of Library Administration. 2002, Vol. 36 Issue 4, p67. 15p.
An extremely influential force in the workplace, information technology (IT) has not only altered how many **organizations** conduct business, but has also spawned new industries, transformed old one...

Subjects: INFORMATION resources **management**; TECHNOLOGY -- Information services; **CHANGE**; TECHNOLOGICAL innovations; INFORMATION technology; LIBRARY administration; ORGANIZATIONAL **change**

is it @ CityLibrary?

- 32.

Change of claim structures of market leaders' Japanese published unexamined patent applications according to the degree of technology maturity
Detail Only Available

Academic Journal

By: Miyazawa, Takashi; Osada, Hiroshi. World Patent Information. Jun2011, Vol. 33 Issue 2, p180-187. 8p. DOI: 10.1016/j.wpi.2011.01.007.

Abstract: This paper analyses claim structures of Japanese published unexamined patent applications on digital camera filed by firms participating in the Japanese market of digital camera for eac...

Subjects: Japan; Market **leaders**; Digital cameras; Business enterprises; Patents; Market share

is it @ CityLibrary?Link to article on Publisher's site

- 33.

Innovative Interfaces' Electronic Resource Management as a Catalyst for Change at Glasgow University Library.
Full Text Available

Academic Journal

By: Galloway, Laura. Serials Librarian. Sep2006, Vol. 51 Issue 1, p83-94. 12p. DOI: 10.1300/J123v51n01_05.
In March 2003 Glasgow University Library joined with Innovative Interfaces and several other Innovative customers to develop a new Electronic Resource **Management** (ERM) module. This paper will out...
Subjects: Electronic reference sources; Electronic journals; Academic libraries; Computer interfaces; Information resources **management**; Electronic publications
Times Cited in this Database: (1)

PDF Full Text (305KB)

- 34.

The Keys to Successful Change Management for Serials.
Full Text Available

Academic Journal

By: Ohler, Lila A.; McKiernan, Gerry. Serials Librarian. Sep2006, Vol. 51 Issue 1, p37-71. 36p. DOI: 10.1300/J123v51n01_03.
Recent debate among librarians focuses on how the acquisition and **management** of electronic resources can he incorporated into traditional technical services workflows. From the perspective of ser...
Subjects: Electronic information resources; Technical services (Libraries); Acquisition of electronic journals; Information scientists; Information organization; Serial publications -- **Management**
Times Cited in this Database: (2)

PDF Full Text (162KB)

- 35.

STRATEGY AND CHANGE MANAGEMENT IN DELFT UNIVERSITY OF TECHNOLOGY LIBRARY.
Full Text Available

Academic Journal

By: Konings, Kees; Dekker, Ronald. New Review of Information Networking. May2005, Vol. 11 Issue 1, p109-121. 13p. 5 Diagrams, 2 Charts. DOI: 10.1080/13614570500293462.

In 2003 the authors published an article (Dekker, R. and Konings, C. A. G. 2003.'e-Quality in the Library'. Beyond The Network: Innovative IT-services. Proc. 9th International Conference of Europ...

Subjects: Academic libraries; Libraries; Digital libraries; Information science; Universities & colleges
Cited References: (1) Times Cited in this Database: (2)

PDF Full Text (89KB)

- 36.
Navigating the Waves of Change in Serials Management: Employing MS Access Database Management...
Full Text Available

Academic Journal

By: DePalo, Lisa; Rossignol, Lucien R. Serials Librarian. Jun2001, Vol. 40 Issue 3-4, p267. 4p. DOI: 10.1300/J123v40n03_11.
Discusses the use of the Microsoft Access database **management** software for libraries' **management** of serial publications. Application on the **English** language and literature serials titles held by...
Subjects: Libraries; New York (State); New York (N.Y.); United States; City University of New York; Microsoft software; Serial publications -- **Management**

PDF Full Text (60KB)

- 37.
Planning and Change Management: A Strategic Partnership.
Full Text Available

Academic Journal

By: Harding, Patty. Public Library Quarterly. 2001, Vol. 20 Issue 2, p3-16. 14p. 5 Charts. DOI: 10.1300/J118v20n02_02.
This article discusses the thinking that preceded the establishment of the author's position as Director of Strategic Planning & **Change**. The Vancouver Public Library's **management** structure is rev...
Subjects: Strategic planning; Public libraries; Vertical files (Libraries); Library administration; Vancouver (B.C.); British Columbia; Business partnerships

PDF Full Text (119KB)

- 38.
IT EDUCATION SUCCESS STRATEGIES FOR CHANGEMANAGEMENT.
Full Text Available

Academic Journal

By: Ball, Leslie D. Information Systems **Management**. Fall2000, Vol. 17 Issue 4, p74. 4p. DOI: 10.1201/1078/43193.17.4.20000901/31257.13.

Describes the case studies of companies that have used information technology education. Categories of knowledge; Importance of education to organizational success; Concluding remarks.

Subjects: Information technology; Education; Business enterprises

HTML Full Text PDF Full Text (334KB)

- 39.
Leadership, Disruptive Technologies, Lessons Learned and Changes in Learning and Teaching.
Full Text Available

Academic Journal

By: Lockwood, Fred. Open Learning. Sep2002, Vol. 17 Issue 3, p199-202. 4p. DOI: 10.1080/0268051022000048200.

Introduces a series of articles that address the issue of technology and its impact on the processes of learning and teaching. Need for transformative leadership to ensure the success of open an...

Subjects: Learning; Educational technology; Open learning; Teaching
Cited References: (2) Times Cited in this Database: (1)

PDF Full Text

- 40.

[Change Management in Public Libraries.](#)
Detail Only Available

Academic Journal

By: Rodrigues, George; Gowda, Purushotham M. Journal of Library & Information Science. Dec2013, Vol. 37 Issue 2, p41-49. 9p.
The article offers information on the research related to the **change management** in public libraries. It mentions that the **changes** in the information **management** are due to the computers and teleco...
Subjects: Public libraries -- Administration; UNIVERSITIES & colleges; Telecommunication systems; Internet; Computer networks; Libraries & colleges; Computers

is it @ CityLibrary?

- 41.

[What did the Internet ever do for us? Changes in Collection Development and Management at the British Library, 2000-2012.](#)
Detail Only Available

Academic Journal

By: Brazier, Caroline. Alexandria. 2012, Vol. 23 Issue 3, p95-102. 8p. DOI: 10.7227/ALX.23.3.14.

The British Library is custodian of one of the greatest research collections in the world. This article gives an overview of the British Library's strategic direction for collection development a...

Subjects: Internet; Wide area networks (Computer networks); Collection development in libraries; Collection **management** (Libraries); British Library

is it @ CityLibrary?Link to article on Publisher's site

- 42.

[Change Management and Transformational Leadership.](#)
Detail Only Available

Academic Journal

By: Singh, Dharm Veer. Journal of Library & Information Science. Jun2012, Vol. 37 Issue 1, p11-21. 10p.
The article presents information on aspects of **change management** and transformational leadership in library administration. It includes information on library as an organization managed that is t...
Subjects: Library administration; **Change management**; Transformational leadership; Visibility; Corporate reorganizations; Organizational goals

is it @ CityLibrary?

- 43.

[Serials management: Adrift during a sea change?](#)
Detail Only Available

Periodical

By: Hurd, Julie M. Journal of Library Administration. 1999, Vol. 28 Issue 2, p77. 13p.
Librarians responsible for managing large serials collections are challenged not only by **changes** within libraries and their parent institutions, but also by emerging developments in the system of...
Subjects: COLLECTION **management** (Libraries); DECISION making; PERIODICALS; SERIAL publications; SERIALS librarians; LIBRARIES -- Special collections

is it @ CityLibrary?

- 44.

[Strategic planning and management: a methodology for responsible change](#)
Detail Only Available

Periodical

By: Rosser, J M; Penrod, J I. Journal of Library Administration. 1990, Vol. 13 Issue 3/4, p9-34. 26p.

This article presents the rationale of a large, urban, culturally diverse, comprehensive university for adopting a formal strategic planning and **management** methodology. The external forces and th...

Subjects: ACADEMIC libraries; CONSORTIA

is it @ CityLibrary?

- 45.

Do people change their management styles and practices as a result of taking courses and attending workshops?
Detail Only Available

Periodical

By: Anderson, A J. Journal of Library Administration. Win 1985, Vol. 6 Issue 4, p1-14. 14p.

The author questions the value of workshops in light of the tendency of the mind to keep its habitual ways of thinking, its failure to examine its assumptions, and the inability of most people to...

Subjects: MANAGEMENT

is it @ CityLibrary?

- 46.

A systemic approach to change management.
Full Text Available

Academic Journal

By: Pollalis, Yannis A. Information Systems **Management**. Spring96, Vol. 13 Issue 2, p19. 7p. 2 Diagrams, 1 Chart. DOI: 10.1080/10580539608906983.

Looks at the role information systems planning can play in the reform of **management's**functions. Discussion of Business Process Reengineering and Total Quality **Management**; Common dimensions of I...

Subjects: Information resources **management**

HTML Full Text

- 47.

The Management of Change: Lessons Learned from the IAIMS Experience.
Full Text Available

Academic Journal

By: Wilson, Marjorie P.; McCarter, Jr., Robert J.; McKay, Alan B.; Estime, Rosnec. Journal of the American Society for Information Science. Mar1988, Vol. 39 Issue 2, special section p113-117. 5p. DOI: 10.1002/(SICI)1097-4571(198803)39:2<113::AID-ASI9>3.0.CO;2-K.

The critical elements of the **change** process were designed into the strategic planning process and the pilot project for the Integrated Academic Information **Management** System (IAIMS) at the Univer...

Subjects: Information resources **management**; Strategic planning; Technological innovations; Research; **Management**; Participation

PDF Full Text (503KB)

- 48.

Change management in technology outsourcing contracts.
Detail Only Available

Academic Journal

By: Taylor, James; Davies, Clive. Communications Law: Journal of Computer, Media & Telecommunications Law. 2011, Vol. 16 Issue 4, p148-151. 4p.

The article investigates the **changes** which are typically applied to technology outsourcing contracts. It relates the risk associated with the **change** targeted to be implemented in the said type of...

Subjects: Legal composition of contracts; Modifications; Contracting out; Industrial **management**; Writing processes

is it @ CityLibrary?

- 49.

Accelerating positive change in electronic records management: headline findings from a major research project.
Detail Only Available

Academic Journal

By: McLeod, Julie; Childs, Sue; Hardiman, Rachel. Archives & Manuscripts. Nov2011, Vol. 39 Issue 2, p65-93. 29p. The article explores the results of a research project aimed at finding new strategies for the increased efficiency of electronic records **management** (ERM) and records processing, with a focus on ...
Subjects: Electronic records **management**; Records **management**; Information resources **management**; Archives administration; Documentation -- **Management**; Great Britain. Arts & Humanities Research Council

is it @ CityLibrary?

- 50.

Selecting an Appropriate Change Management Model for Iranian Academic Libraries Using MADM Methods.
Detail Only Available

Academic Journal

By: Nakhoda, Maryam; Alidousti, Sirous; Fadaie, Gholam Reza. Libri: International Journal of Libraries & Information Services. Sep2011, Vol. 61 Issue 3, p190-204. 15p. 1 Diagram, 17 Charts. DOI: 10.1515/libr.2011.016.
Today's life is not insulated from different kinds of '**change**.' **Change** is also experienced in **organizations** as a somehow daily process. Academic libraries are **organizations** which need to be activ...
Subjects: Academic libraries; Academic library administration; Library administration; Library users; Iran; Decision making; **Management**
Cited References: (75) Times Cited in this Database: (1)

is it @ CityLibrary?Link to article on Publisher's site

- 51.

Customer Relationship Management (CRM) technology and organizational change: Evidence for the bureaucratic and e-Government paradigms
Detail Only Available

Academic Journal

By: Reddick, Christopher G. Government Information Quarterly. Jul2011, Vol. 28 Issue 3, p346-353. 8p. DOI: 10.1016/j.giq.2010.08.005.
This paper examines the impact of Customer Relationship **Management** (CRM) technology on organizational **change** in local governments in the United States. The bureaucratic and e-Government paradigms...
Subjects: Customer relationship **management**; Internet in public administration; Factor analysis; United States; Organizational **change**; Bureaucracy; Local government; Leadership; Regression analysis

is it @ CityLibrary?Link to article on Publisher's site

- 52.

Outsourcing as a change management tool in libraries and documentation centers.
Detail Only Available

Academic Journal

By: Romero, Nuria Lloret. Bottom Line: Managing Library Finances. 2011, Vol. 24 Issue 1, p73-79. 7p. DOI: 10.1108/08880451111142132.

Purpose – Outsourcing is a tool that has been used in companies for decades. However, it has taken much longer for this tool to be implemented in libraries and documentation centers, especially s...

Times Cited in this Database: (1)

is it @ CityLibrary?Link to article on Publisher's site

- 53.

The effects of hands-free communication device systems: communication changes in hospital organizations.
Detail Only Available

Academic Journal

By: Richardson, Joshua E.; Ash, Joan S. Journal of the American Medical Informatics Association. Jan2010, Vol. 17 Issue 1, p91-98. 8p. DOI: 10.1197/jamia.M3307.

Objective To analyze the effects that hands-free communication device (HCD) systems have on healthcare **organizations** from multiple user perspectives. Design This exploratory qualitative study rec...

Subjects: Medical informatics; Technological innovations; Innovation adoption; Technology transfer; Health facilities; Employees' workload; Organizational **change**; Communication -- Equipment & supplies; Medical communication

Linked Full Text

- 54.

HOW DO ACADEMIC LIBRARIES MANAGE CHANGE IN THE 21st CENTURY?

Detail Only Available

Academic Journal

By: Lo, Patrick. Journal of East Asian Libraries. Jun2008, Issue 145, p45-59. 15p.

The article focuses on the study on how academic libraries will **manage** the **changes** including growth in information technology, and communications, and knowledge **management**. Decline in funding for...

Subjects: Academic libraries; Information technology; Libraries & education; Educational technology; University & college administration; School administration; Education & economics; Technology & society; Technological innovations & society

Cited References: (49)

is it @ CityLibrary?

- 55.

A techno-cultural emergence perspective on the managementof techno-change

Detail Only Available

Academic Journal

By: Jackson, Stephen; Philip, George. International Journal of Information **Management**. Oct2010, Vol. 30 Issue 5, p445-456. 12p. DOI: 10.1016/j.ijinfomgt.2010.01.008.

Using Cultural Theory derived from Anthropology as a theoretical lens, this paper investigates the role of culture in the **management** of techno-**change** (short for technological **change**). More specif...

Subjects: Technological innovations; Anthropology; Innovation **management**; Determinism (Philosophy); Individualism; Equality

Cited References: (33)

is it @ CityLibrary?Link to article on Publisher's site

- 56.

A Review of 'Succession Planning in the Library: Managing Leaders, Managing Change'.

Full Text Available

Academic Journal

By: Springs, Gene R. Internet Reference Services Quarterly. Oct-Dec2010, Vol. 15 Issue 4, p245-246. 2p. DOI: 10.1080/10875301.2010.525450.

The article reviews the book "Succession Planning in the Library: Managing **Leaders**, Managing **Change**," by Paula M. Singer and Gail Griffith.

Subjects: Libraries; Retirement; Succession planning; Planning techniques

PDF Full Text (37KB)

- 57.

Using intellectual capital management for facilitating organizational change.

Detail Only Available

Academic Journal

By: Antti Lönnqvist; Aino Kianto; Virpi Sillanpää. Journal of Intellectual Capital. Oct2009, Vol. 10 Issue 4, p559-572. 14p. DOI: 10.1108/14691930910996643.

The article presents a research paper aims to examine the role intellectual capital (IC) **management** in facilitating for organizational **change** process. The study carried out an empirical research ...
Subjects: Intellectual capital -- **Management**; Organizational **change**; Empirical research; Action research; **Change management**

is it @ CityLibrary?Link to article on Publisher's site

- 58.

[Use of Behavioral Change Techniques in Web-Based Self-Management Programs for Type 2 Diabetes Patients: Systematic Review.](#)
Full Text Available

Academic Journal

By: Vugt, Michael van; de Wit, Maartje; Cleijne, Wilmy HJJ; Snoek, Frank J; Eysenbach, G. Journal of Medical Internet Research. Dec2013, Vol. 15 Issue 12, p1-1. 1p. 1 Color Photograph, 6 Charts. DOI: 10.2196/jmir.2800.

Background: Type 2 diabetes mellitus (T2DM) is a highly prevalent chronic metabolic disease characterized by hyperglycemia and cardiovascular risks. Without proper treatment, T2DM can lead to lon...

Subjects: Non-insulin-dependent diabetes diagnosis; Self-**management** (Psychology) for children; Carbohydrate intolerance; Health behavior in children; Randomized controlled trials; Hyperglycemia -- Risk factors

HTML Full Text

- 59.

[Pace of change hots up for Information Managementprofessionals.](#)
Detail Only Available

Academic Journal

By: Lindsay, Dion. CILIP Update. Sep2016, p11-11. 1p.
The article discusses the **changes** made for the professionals in the knowledge and information **management** (KM) and (IM). Topics discussed include the 2016 conference of the Chartered Institute of ...
Subjects: Library associations; Database **management**; Information resources **management**; Information services; Electronic publications; Great Britain; Wales; European Union; Government agencies -- Great Britain; Libraries -- Great Britain; Practical politics -- Great Britain; Government agencies; Government regulation; Data security

is it @ CityLibrary?

- 60.

[Knowledge Management and Changes Management In University Libraries.](#)
Full Text Available

Academic Journal

By: Cvejic, Radoje; Mijailovic, Jelena. Analele Universitatii 'Eftimie Murgu'. 2009, Vol. 16 Issue 1, p74-82. 9p.
The knowledge economy is a new concept that has appeared world wide in recent years. As a sub-discipline of the knowledge economy, knowlege **management** is a completely new concept and method of **management**...
Subjects: Knowledge **management**; Academic libraries; Library administration; Information resources **management**; Information science; Information technology; Data mining; **Management** information systems; Intellectual capital

PDF Full Text

- 61.

[The convergence of information systems and information management: Environmental changes and pedagogical challenges.](#)
Detail Only Available

Academic Journal

By: Laurie, Bruce A. E.; Roberts, Stephen A. Aslib Proceedings. 2008, Vol. 60 Issue 6, p661-671. 11p.
Purpose - This paper aims to provide a reflection on the issue of convergence of information systems and information **management** using a historical perspective and the experiences of two practitio...

Subjects: Information resources **management**; Information services; Information resources; Information technology; Information retrieval; Educational technology; Knowledge **management**; Strategic planning; Information literacy; Information science; Business planning; Professional education
Cited References: (16)
is it @ CityLibrary?

- 62.

Deploying a Culture Change Programme managementapproach in support of information and communication technology developments in Greater Glasgow NHS Board.
Detail Only Available

Academic Journal

By: Frame, Joanne; Watson, Janice; Thomson, Katie. Health Informatics Journal. Jun2008, Vol. 14 Issue 2, p125-139. 15p. 2 Diagrams. DOI: 10.1177/1081180X08089320.
This article reports on the project **management** and Culture **Change** Programme adopted by the NHS Greater Glasgow Health Board to deliver an electronic patient record (EPR) to support cardiology and...
Subjects: Communication & technology; Electronic records; Medical records; Glasgow (Scotland); Scotland; Medical care; Cardiology; Health boards; Scotland. National Health Service

is it @ CityLibrary?Link to article on Publisher's site

- 63.

Embracing change: evidence-based management in action.
Detail Only Available

Academic Journal

By: Greenwood, Helen; Cleeve, Marigold. Library **Management**. May2008, Vol. 29 Issue 3, p173-184. 12p. DOI: 10.1108/01435120810855304.

Purpose – In recent years public libraries have increasingly been required to collect data for the assessment of their performance and to inform service developments. The purpose of this paper is...

Subjects: Public libraries; Library administration; Strategic planning; Library science; Evidence-based **management**
Times Cited in this Database: (1)

is it @ CityLibrary?Link to article on Publisher's site

- 64.

Changes in the management of information in audio-visual archives following digitization: Current and future outlook.
Detail Only Available

Academic Journal

By: Caldera-Serrano, Jorge. Journal of Librarianship & Information Science. Mar2008, Vol. 40 Issue 1, p13-20. 8p. 2 Diagrams, 1 Chart. DOI: 10.1177/0961000607086617.
The article provides an overview of the **changes** in the **management** of audio-visual documentation and those that can be predicted in the future as a result of the migration from analogue to digital...
Subjects: Audiovisual archives; Digital media; Digitization; Information technology; Audiovisual materials; Television
Cited References: (8) Times Cited in this Database: (4)

Linked Full Text

- 65.

Relationships and engagement The challenges and opportunities for effective leadership and change management in a Canadian research library.
Detail Only Available

Academic Journal

By: Williamson, Vicki. Library **Management**. Feb2008, Vol. 29 Issue 1/2, p29-40. 12p. DOI: 10.1108/01435120810844621.

Purpose – This paper aims to overview the professional context for Canadian research libraries (as outlined in the 8Rs Canadian Library Human Resources Study by Ingles et al.) and to examine the ...

Subjects: Research libraries; Strategic planning; Canada; Human capital; Professional practice
Times Cited in this Database: (4)

is it @ CityLibrary?Link to article on Publisher's site

- 66.

'You gotta lie to it': software applications and the management of technological change in a call centre.
Full Text Available

Academic Journal

By: Russell, Bob. New Technology, Work & Employment. Jul2007, Vol. 22 Issue 2, p132-145. 14p. DOI: 10.1111/j.1468-005X.2007.00189.x.

This paper advances an extended material analysis to the study of technological **change** in a call centre. It shows how such an analysis is particularly apropos for understanding the distance that ...

Subjects: Technological innovations; Customer relations; Service centers; Call centers; Computer industry customer services; Telephone in business; Computer technical support; Creative ability in technology; Causation (Philosophy)
Cited References: (40) Times Cited in this Database: (1)

PDF Full Text

- 67.

Implementation, change management and benefit realization: investigating the utility of ethnographically enriched process maps.
Detail Only Available

Academic Journal

By: Jenkings, K. Neil. Health Informatics Journal. Mar2007, Vol. 13 Issue 1, p57-69. 13p. 3 Diagrams. DOI: 10.1177/1460458207073646.

Following developments in the use of ethnographies in systems design, this article illustrates an investigation into using ethnography for healthcare system implementation, **changemanagement** and ...

Subjects: Medical informatics; Ethnology; Medical care; Medical technology; **Changemanagement**; Teams in the workplace

is it @ CityLibrary?Link to article on Publisher's site

- 68.

Web-Based Interventions for Behavior Change and Self-Management: Potential, Pitfalls, and Progress.
Full Text Available

Academic Journal

By: Murray, Elizabeth. Journal of Medical Internet Research. Jul/Aug2012, Vol. 14 Issue 4, p30-30. 1p. DOI: 10.2196/med20.1741.

The potential advantages of using the Internet to deliver self-care and behavior-**change**programs are well recognized. An aging population combined with the increasing prevalence of long-term cond...

Subjects: Internet in medicine; Medical informatics; Information & communication technologies; Health self-care; Health behavior; Medical technology

HTML Full Text

- 69.

Developing corporate culture in the Indian university libraries Problems and challenges of change management.
Detail Only Available

Academic Journal

By: Malhan, I.V. Library **Management**. Sep2006, Vol. 27 Issue 6/7, p486-493. 8p. DOI: 10.1108/01435120610702468.

Purpose – This paper discusses the problems and challenges of **change management** in the university libraries to facilitate their growth, resources **management** and service performance similar to the...

Subjects: Library employees; India; Academic libraries -- India; **Change management**; Work environment

Times Cited in this Database: (3)

is it @ CityLibrary?Link to article on Publisher's site

- 70.

Organisational change through management development: A case study of GW Power Utilities

Detail Only Available

Academic Journal

By: Kawalek, John Paul. International Journal of Information **Management**. Aug2006, Vol. 26 Issue 4, p339-348. 10p. DOI: 10.1016/j.ijinfomgt.2006.03.007.

Abstract: This case outlines a study in which a blended learning process involving the development of managers was tightly coupled to organisational **change** and development objectives. It discusse...

Subjects: Internet in education; Team learning approach in education; Organizational **change**; Lectures & lecturing

Cited References: (22)

is it @ CityLibrary?Link to article on Publisher's site

- 71.

Continuing professional development and workplace learning – 15Achieving successful organisational change – do's and don'ts of change management.

Detail Only Available

Academic Journal

By: Smith, Ian. Library **Management**. Jun2006, Vol. 27 Issue 4/5, p300-306. 7p. DOI: 10.1108/01435120610668232.

Purpose – Subsequent instalments in the series examined achieving readiness for **change**, recognising and responding to **change** resistance, and communicating in times of **change**. This, the last in th...

Subjects: Library administration; **Change management**; Organizational **change**; Preparedness; Work environment

Times Cited in this Database: (2)

is it @ CityLibrary?Link to article on Publisher's site

- 72.

Effecting Change in Periodicals Service: Management Models and a Process

Full Text Available

Academic Journal

By: White, Joycelyn. Serials Review. 2006, Vol. 32 Issue 1, p22-25. 4p. DOI: 10.1016/j.serrev.2005.12.002.

Abstract: Managing **change** implies managing the move from one point of stability to another—the "unfreeze, transition, refreeze paradigm." In today''s library environment, **change** is constant and o...

Subjects: Periodicals; Libraries; Serial publications; **Management**; **Change**

Times Cited in this Database: (1)

HTML Full Text PDF Full Text

- 73.

CMS/CMS: content management system/change management strategies.

Detail Only Available

Academic Journal

By: Goodwin, Susan; Burford, Nancy; Bedard, Martha; Carrigan, Esther; Hannigan, Gale C. Library Hi Tech. 2006, Vol. 24 Issue 1, p54-60. 7p. DOI: 10.1108/07378830610652103.

Purpose - Five web sites, five libraries, numerous departmental pages and thousands of pages of content explained, in part, why users found library resources difficult to navigate. Web redesign b...

Subjects: Library websites; Web development; Library resources; Internet access for library users; Computers in library science; Electronic records; Core competencies; Records **management**; Public library services for universities & colleges
Times Cited in this Database: (1)

is it @ CityLibrary?Link to article on Publisher's site

- 74.

[From Library Management to Knowledge Management:: A Conceptual Change.](#)
Detail Only Available

Academic Journal

By: Malhan, I. V.; Rao, Shivarama. Journal of Information & Knowledge **Management**. Dec2005, Vol. 4 Issue 4, p269-277. 9p. DOI: 10.1142/S0219649205001201.
In the knowledge economy era, the library will play a very crucial role in the further extension and modification of knowledge. The growing need for knowledge **management** has influenced every comp...
Subjects: Library administration; Knowledge **management**; Information resources **management**; Information resources; Information retrieval

is it @ CityLibrary?Link to article on Publisher's site

- 75.

[The development, change, and transformation of Management Information Systems (MIS): A content analysis of articles published in business and marketing journals](#)
Detail Only Available

Academic Journal

By: Nasir, Suphan. International Journal of Information **Management**. Oct2005, Vol. 25 Issue 5, p442-457. 16p. DOI: 10.1016/j.ijinfomgt.2005.06.003.
Abstract: The purpose of this research is to grasp the development, **change**, and transformation of MIS in the marketing and business world over the time. To this end, **changes**and trends that likel...
Times Cited in this Database: (4)

is it @ CityLibrary?Link to article on Publisher's site

- 76.

[Techno change management: using IT to drive organizational change.](#)
Detail Only Available

Academic Journal

Journal of Information Technology (Palgrave Macmillan). Feb2005, Vol. 20 Issue 1, SAMPLE ISSUE p3-19. 17p.
The article informs that **organizations** can do many useful and valuable things with IT other than changing organizational activities and performance results. Technical and economic benefits can be...
Subjects: Information technology; Information resources **management**; Organizational **change**; Enterprise resource planning; Business planning; **Management**; Resource allocation

is it @ CityLibrary?

- 77.

[How to organise the digital library: reengineering and change management in the Bayerische Staatsbibliothek, Munich.](#)
Detail Only Available

Academic Journal

By: Schäffler, Hildegard. Library Hi Tech. 2004, Vol. 22 Issue 4, p340-346. 7p. DOI: 10.1108/07378830410570449.

The introduction of digital resources has not only had considerable impact on the role of libraries in the information society, but it has also had a remarkable effect on back office procedures, ...

Subjects: Digital libraries; Technical services (Libraries); Libraries; Academic libraries; Digitization; Electronic information resources; Munich (Germany); Germany

Times Cited in this Database: (1)

is it @ CityLibrary?Link to article on Publisher's site

- 78.

Preserving the organisation's life-blood: organisational change and the role of records management in the charity sector: a case study of The Children's Society.
Detail Only Available

Academic Journal

Records **Management** Journal. 2004, Vol. 14 Issue 3, p116-123. 8p. DOI: 10.1108/09565690410566774.
This article provides a case study that examines the relationship between
records **management** and **change management**. The study focuses on a three-year phase of
intensive **change management** in a lea...
Subjects: Records **management**; Business records; Records -- Access control; **Changemanagement**; Charities

Linked Full Text

- 79.

Techno change management: using IT to drive organizational change.
Detail Only Available

Academic Journal

By: Markus, M. Lynne. Journal of Information Technology (Palgrave Macmillan). Mar2004, Vol. 19 Issue 1, p4-20. 17p.
3 Charts. DOI: 10.1057/palgrave.jit.2000002.
Using IT in ways that can trigger major organizational **changes** creates high-risk, potentially high-reward, situations
that I call technochange (for technology-driven organizational **change**). Techn...
Subjects: Information technology; Computer science; Technology; Project **management**;
Factory **management**; **Management**

is it @ CityLibrary?Link to article on Publisher's site

- 80.

Succession Planning in the Library: Developing Leaders, Managing Change.
Full Text Available

Review

By: Cullen, Michael. Australian Library Journal. Feb2011, Vol. 60 Issue 1, p93-95. 3p. DOI:
10.1080/00049670.2011.10722578.
A review of the book "Succession Planning in the Library: Developing **Leaders**, Managing **Change**," by Paula M. Singer
and Gail Griffith is presented.
Subjects: Nonfiction; Succession planning; Succession Planning in the Library: Developing **Leaders**,
Managing **Change** (Book); Singer, Paula M.; Griffith, Gail

PDF Full Text (1.5MB)

- 81.

Agenda for change: intellectual property rights and access management – a framework for discussion on the relationship between copyright and the role of libraries in the digital age.
Detail Only Available

Academic Journal

By: Ang, Steven. Library Review. 2001, Vol. 50 Issue 7, p382-394. 13p. DOI: 10.1108/EUM0000000006075.

Examines legal issues in relation to the digitization of media. Looks at the nature of digitization of content and its
implications for copyright and libraries. Investigates exceptions to copyrig...

Subjects: Electronic publishing; Libraries; Copyright; Intellectual property; Technological innovations
Times Cited in this Database: (1)

is it @ CityLibrary?Link to article on Publisher's site

- 82.

Change management - the people side of change.
Detail Only Available

Academic Journal

By: Maxwell, Jo; Osborne, Helen. CILIP Update. Feb2016, p23-23. 1p.

Personal narratives from cataloguing training manager Jo Maxwell of Bibliographic Data Services and Area Manager Helen Osborne of Halton Libraries are presented which explore their experiences of...

Subjects: Organizational structure; Great Britain; Libraries -- Great Britain; Organizational **change**; Vocational guidance; **Change management**

is it @ CityLibrary?

- 83.

Management changes facing librarianship in Australia.
Detail Only Available

Academic Journal

By: Maxine Rochester; Fay Nicholson. Library **Management**. 1998, Vol. 19 Issue 5, p333. 6p. DOI: 10.1108/01435129810218582.
Five challenges for leadership and **management** skills were identified by the Karpin Report, "Enterprising Nation". These were: to develop a positive enterprise culture; to upgrade the capabilities...
Subjects: Library science; Library administration; Australia; Leadership; Educational leadership; **Management** education

is it @ CityLibrary?Link to article on Publisher's site

- 84.

From `embrace and change' to `engage and change': Trade union renewal and new management...
Full Text Available

Academic Journal

By: Stewart, Paul; Wass, Victoria. New Technology, Work & Employment. Sep98, Vol. 13 Issue 2, p77. 17p. 6 Charts.
Discusses the relationship between the introduction of new **management** techniques (NMT), trade union responses and employee attitudes in the automobile industries in Great Britain. Prognosis for ...
Subjects: Great Britain; **Management**; Automobile industry workers' labor unions; Automobile industry workers; Attitude (Psychology)

PDF Full Text

- 85.

Viral change: the alternative of slow, painful and unsuccessful management of change in organizations.
Full Text Available

Review

By: Wilson, T. D. Information Research. Apr2007, Vol. 12 Issue 3, p14-14. 1p.
The article reviews the book "Viral **Change**: The Alternative of Slow, Painful and Unsuccessful **Management** of **Change** in **Organizations**," by Leandro Herrero.
Subjects: Nonfiction; Organizational **change**; Viral **Change**: The Alternative of Slow, Painful & Unsuccessful **Management** of **Change** in **Organizations** (Book); Herrero, Leandro

HTML Full Text

- 86.

The Management of Change in Electronic Libraries
Detail Only Available

Periodical

290

By: Akeroyd, John. IFLA Journal. 2001, Vol. 27 Issue 2, p70. 4p.

Libraries are in a process of fundamental **change** brought about by radical **changes** in technology. Charts the **changes** which have taken place over the years, and speculates as to how the future will...

Subjects: LIBRARIES; TECHNOLOGY -- Information services; DIGITAL libraries

is it @ CityLibrary?

- 87.

Agenda for change: intellectual property rights and access management: a framework for discussion on the relationship between copyright and the role of libraries in the digital age

Detail Only Available

Periodical

By: Ang, Steven. Library Review. 2001, Vol. 50 Issue 7 and 8, p382-394. 13p.

Examines legal issues with respect to the digitization of media. Considers the nature of digitization of content and its implications for copyright and libraries. Investigates exceptions to copyr...

Subjects: ELECTRONIC publications; LIBRARY materials -- Digitization; COPYRIGHT

is it @ CityLibrary?

- 88.

Implementing the 'New Library: The People's Network' and the management of change

Detail Only Available

Periodical

By: Boughey, Alan. Aslib Proceedings. April 2000, Vol. 5 Issue 4, p143-149. 7p.

'The New Library: The People's Network' and other recent government initiatives have set out a new direction for public library services in Britain. The aim is to create hybrid libraries that com...

Subjects: LIBRARY information networks; PUBLIC libraries; TECHNOLOGY -- Information services

is it @ CityLibrary?

- 89.

Chartership: a firm basis for change management.

Detail Only Available

Academic Journal

By: Lewis, Tony; Jolly, Liz. Library & Information Update. Jul/Aug2007, Vol. 6 Issue 7/8, p32-34. 3p.

The article focuses on Salford University's professional development program and CILIP chartership program. The article discusses the ways that the university has created a program of professiona...

Subjects: Information technology; Library employees; Lancashire (England); England; University of Salford; Career development; Project **management**; Employees

is it @ CityLibrary?

- 90.

Managing change and changing management in academic libraries.

Full Text Available

Review

By: Tucker, John Mark. Serials Librarian. Apr2000, Vol. 37 Issue 4, p123. 10p. DOI: 10.1300/J123v37n04_09.

Reviews the books `The Academic Library: Its Context, Its Purposes, and Its Operation,' by John M. Budd, `Lyle's Administration of the College Library,' by Caroline M. Coughlin and Alice Gertzog ...

Subjects: Academic Library, The (Book); Lyle's Administration of the College Library (Book); Restructuring Academic Libraries (Book)

PDF Full Text (79KB)

- 91.

What if they started talking? New roles for staff in change management--a case study
Detail Only Available

Periodical

By: Goble, David S.; Brown, Kathleen. Serials Librarian. 1996, Vol. 28 Issue 3/4, p197. 11p.
Commercial enterprises with a bottom-line-driven discipline and rapidly evolving competitive markets have learned much about **change management**. As the environment faced by academic libraries beco...
Subjects: NORTH Carolina; RALEIGH (N.C.); ACADEMIC libraries; **MANAGEMENT**; ACADEMIC libraries -- Administration -- Employee participation; LIBRARIES; NORTH Carolina State University (Raleigh, N.C.)

is it @ CityLibrary?

- 92.

Libraries, global change data, and information management
Detail Only Available

Periodical

By: Watts, Carol; Burley, Cheryl J. Library Hi Tech. 1995, Vol. 13 Issue 1/2, p26. 6p.
As the United States Global **Change** Research Program (USGCRP) evolves, the role of librarians and information professionals as primary gateways in providing access to global **change** resources becom...
Subjects: UNITED States; EARTH sciences; ECOLOGY; ENVIRONMENTAL policy -- Research

is it @ CityLibrary?

- 93.

Millennial libraries: management changes in an electronic environment
Detail Only Available

Periodical

By: Steele, C. Electronic Library. Dec 1993, Vol. 11 Issue 6, p393-402. 10p.
An overview is provided of the global electronic access **changes** currently impacting upon library operations. The consequences for library structure and operating environments are outlined, with p...
Subjects: LIBRARIES -- Automation

is it @ CityLibrary?

- 94.

Library system migration: a case study of change management at Oxford University
Detail Only Available

Periodical

By: Clarke, Louise; Morris, Anne. Libri: International Journal of Libraries & Information Services. September 1998, Vol. 48 Issue 3, p153-162. 10p.
Considers the **management** of **change** to be fundamental if librarians are to respond successfully to technological developments. Examines the human implications when a library upgrades its current s...
Subjects: LIBRARIES -- Automation; TECHNOLOGY -- Information services

is it @ CityLibrary?

- 95.

The management review and analysis program: an assisted self-study to secure constructive change in the management of research libraries
Detail Only Available

Periodical

By: Webster, Duane E. College & Research Libraries. March 1974, Vol. 35 Issue 2, p114-125. 12p.
Defines the scope of the **management** review and analysis program, a self-study strategy intended for use by large academic and research libraries.

is it @ CityLibrary?

- 96.

Data management and global change research. Technology and infrastructure
Detail Only Available

Periodical

By: Morrissey, W A. Government Information Quarterly. 1993, Vol. 10 Issue 2, p159-201. 43p.
There is a consensus among many scientists who would perform global **change** research that global-scale scientific data **management** programs and enabling policies need to be developed and implemente...
Subjects: INFORMATION dissemination

- 97.

[Continuing professional education on the management of change in academic and research libraries](#)
Detail Only Available

Periodical

By: Makinen, R. IFLA Journal. 1991, Vol. 17 Issue 3, p289-294. 6p.

This paper describes the frame of reference for a concept of continuing education programs, focusing on the Finnish organizational approach to continuing education. The author then considers the ...

Subjects: ACADEMIC libraries; COMPARATIVE librarianship; CONTINUING education

- 98.

[Changes in attitudes, changes in latitudes: reference/information services management in a time of transition](#)
Detail Only Available

Periodical

By: Clay, E S , III. Reference Librarian. 1987 Issue 19, p27-38. 12p.
This paper discusses the **changes** in reference and information services **management**. The reasons for these **changes** are explored. The responses of the public library system to these **changes** are disc...
Subjects: INFORMATION services; **MANAGEMENT**

- 99.

[Managing Technological Change: Strategies for College and University Leaders (Book Review).](#)
Full Text Available

Review

By: Schwartz, Charles A. Journal of Academic Librarianship. Nov2000, Vol. 26 Issue 6, p442. 1/2p. DOI: 10.1016/S0099-1333(00)00171-3.
Reviews the book `Managing Technological **Change**: Strategies for College and University **Leaders**,' by A. W. Bates.
Subjects: Nonfiction; Technological innovations; Managing Technological **Change** (Book); Bates, A. W.

HTML Full Text **PDF Full Text** (285KB)

- 100.

[Succession Planning in the Library: Developing Leaders, Managing Change by Paula M. Singer and Gail Griffith.](#)
Full Text Available

Review

By: Blackwell, Lisa S. Journal of Hospital Librarianship. Oct-Dec2011, Vol. 11 Issue 4, p409-410. 2p. DOI: 10.1080/15323269.2011.611761.
The article reviews the book "Succession Planning in the Library: Developing **Leaders**, Managing **Change**," by Paula M. Singer and Gail Griffith.
Subjects: Libraries; Books -- Reviews; Organizational **change**; Personnel **management**; Succession planning; **Leaders**

PDF Full Text (47KB)

- 101.

[Biodiversity conservation and environmental change: using palaeoecology to manage dynamic landscapes in the Anthropocene.](#)
Detail Only Available

Review

By: Huettmann, F. Choice: Current Reviews for Academic Libraries. Jul2016, Vol. 53 Issue 11, p1633-1633. 1/4p. DOI: 10.5860/CHOICE.193173.
Subjects: Nonfiction; Biodiversity conservation; Biodiversity Conservation & Environmental **Change**: Using Palaeoecology to **Manage** Dynamic Landscapes in the Anthropocene (Book); Gillson, Lindsey

- 102.

Conflict and Change in Library Organizations (Book).
Full Text Available

Review

By: Euster, Joanne R. Journal of Academic Librarianship. Nov85, Vol. 11 Issue 5, p300. 1/2p.

Reviews the non-fiction book 'Conflict and **Change** in Library **Organizations**: People, Power and Service,' by Ken H. Jones.

Subjects: Libraries; Nonfiction; Conflict & **Change** in Library **Organizations** (Book); Jones, Ken, 1930-

PDF Full Text (119KB)

- 103.

Transboundary water management and the climate change debate.
Detail Only Available

Review

By: Gomezdelcampo, E. Choice: Current Reviews for Academic Libraries. Mar2016, Vol. 53 Issue 7, p1046-1047. 2p. DOI: 10.5860/CHOICE.194194.

Subjects: Nonfiction; Water **management**; Transboundary Water **Management** & the Climate **Change** Debate (Book); Earle, Anton; Hansson, Stina; Jagerskog, Anders; Öjendal, Joakim; Swain, Ashok; Zausaeva, Yana; Cascão, Ana Elisa

- 104.

Succession Planning in the Library: Developing Leaders, Managing Change. Singer, Paula M., with Griffith, Gail.
Full Text Available

Review

By: Eden, Bradford Lee. Public Services Quarterly. Jan-Jun2011, Vol. 7 Issue 1/2, p72-73. 2p. DOI: 10.1080/15228959.2010.521428.

The article reviews the book "Succession Planning in the Library: Developing **Leaders**, Managing **Change**," by Paula M. Singer and Gail Griffith.

Subjects: Libraries; Nonfiction; Books -- Reviews; Succession Planning in the Library: Developing **Leaders**, Managing **Change** (Book); Singer, Paula M.

PDF Full Text (28KB)

- 105.

Knowledge citizens as change leaders and leaders of change.
Detail Only Available

Academic Journal

By: Sutton, Melanie. South African Journal of Information **Management**. Sep2007, Vol. 9 Issue 3, p5-5. 1p. DOI: 10.4102/sajim.v9i3.31.

The article focuses on the role of knowledge practitioners, or the knowledge citizens as **leaders** of **change** and **change leaders**. According to the author, **change** means changing the nature of things ...

Subjects: Change agents; Leadership; **Change management**; Development leadership; Organizational **change**; **Management**; Innovations in business; Organizational learning

- 106.

Coping with Continual Change: Change Management in SLIS.

Detail Only Available

Review

By: Bakewell, K. G. B. New Library World. 2006, Vol. 107 Issue 11/12, p557-561. 5p. DOI: 10.1108/03074800610713361.

The article reviews the book "Coping with Continual **Change**: **Change Management** in SLIS: Proceedings of the European Association for Library and Information Education and Research (EUCLID) and the ...

Subjects: Library education; Nonfiction; Coping With Continual **Change**: **ChangeManagement** in SLIS (Book); Ashcroft, Linda

is it @ CityLibrary?Link to article on Publisher's site

- 107.

From the Ground Up: Grassroots Organizations Making Social Change.

Full Text Available

Review

By: Nyden, Philip. American Journal of Sociology. May2008, Vol. 113 Issue 6, p1792-1794. 3p. DOI: 10.1086/591005.

A review is presented of the book "From the Ground Up: Grassroots **Organizations** Making Social **Change**," by Carol Chetkovich and Frances Kunreuther.

Subjects: Nonfiction; Social movements; From the Ground Up: Grassroots **Organizations**Making Social **Change** (Book); Kunreuther, Frances; Chetkovich, Carol

PDF Full Text

- 108.

The management of change: Minimizing the negative impact on staff and patrons.

Detail Only Available

Academic Journal

By: Saunders, Laverna M.; Kwon, Myoung-ja Lee. Library Software Review. Nov/Dec90, Vol. 9 Issue 6, p386. 2p.

Suggests ways in minimizing the negative effect of system **changes** in libraries. Necessity of communication in ensuring a successful system **change**; Significance of training for both staff and pat...

Subjects: Library administration

is it @ CityLibrary?

- 109.

Change management in information services.

Full Text Available

Review

By: Maceviciute, Elena. Information Research. Oct2007, Vol. 12 Issue 4, p1-2. 2p.

The article reviews the book "**Change Management** in Information Services," by Lyndon Pugh.

Subjects: Information services; Nonfiction; **Change Management** in Information Services (Book); Pugh, Lyndon

HTML Full Text

- 110.

Change Management in Information Services (Book Review).

Full Text Available

Review

By: Tompson, Sara R. Journal of the American Society for Information Science & Technology. Jul2001, Vol. 52 Issue 9, p779-780. 2p. DOI: 10.1002/asi.1129.

Reviews the book '**Change Management** in Information Services,' by Lyndon Pugh.

Subjects: Information services; Nonfiction; **Change Management** in Information Services (Book); Pugh, Lyndon

PDF Full Text (267KB)

- 111.

Change management in information services/ Achieving cultural change in networked libraries (Book).
Full Text Available

Review

By: Morgan, Peter. Health Information & Libraries Journal. Jun2001, Vol. 18 Issue 2, p133. 2p. DOI: 10.1046/j.1365-2532.2001.00316.x.

Reviews the books '**Change Management** in Information Services,' by S. Penfold and 'Achieving Cultural **Change** in Networked Libraries,' edited by B.J. Reid and W. Foster.

Subjects: Nonfiction; **Change Management** in Information Services (Book); Achieving Cultural **Change** in Networked Libraries (Book); Penfold, S.

PDF Full Text (384KB)

- 112.

Disrupting class: how disruptive innovation will change the way the world learns.
Detail Only Available

Review

By: Abboushi, F. Choice: Current Reviews for Academic Libraries. Feb2009, Vol. 46 Issue 6, p1155-1155. 1/4p. DOI: 10.5860/CHOICE.46-3377.

The article reviews the book "Disrupting Class: How **Disruptive** Innovation Will **Change** the Way the World Learns," by Clayton M. Christensen.

Subjects: Nonfiction; Motivation in education; Disrupting Class: How **Disruptive** Innovation Will **Change** the Way the World Learns (Book); Christensen, Clayton M., 1952-

is it @ CityLibrary?Link to article on Publisher's site

- 113.

Sudden and disruptive climate change: exploring the real risks and how we can avoid them.
Detail Only Available

Review

By: Dickinson, M. Choice: Current Reviews for Academic Libraries. Jul2008, Vol. 45 Issue 11, p1977-1977. 1/6p. DOI: 10.5860/CHOICE.45-6189.

The article reviews the book "Sudden and **disruptive** climate **change**: exploring the real risks and how we can avoid them," edited by Michael C. MacCracken, Frances Moore, and John C. Topping, Jr.

Subjects: Nonfiction; Climate **change** prevention; Sudden & **Disruptive** Climate **Change**: Exploring the Real Risks & How We Can Avoid Them (Book); MacCracken, Michael C.; Moore, Frances; Topping, John C.

is it @ CityLibrary?Link to article on Publisher's site

- 114.

Making sense of change management: a complete guide to the models, tools, and techniques of organizational change.
Detail Only Available

Review

By: Garrett, W. A. Choice: Current Reviews for Academic Libraries. Oct2012, Vol. 50 Issue 2, p325-325. 1/5p. DOI: 10.5860/CHOICE.50-0961.

The article reviews the third edition of the book "Making Sense of **Change Management**: A Complete Guide to the Models, Tools, and Techniques of Organizational **Change**" by Esther Cameron and Mike Gr...

Subjects: Nonfiction; Organizational **change management**; Making Sense of **ChangeManagement**: A Complete Guide to the Models, Tools & Techniques of Organizational **Change**(Book); Cameron, Esther; Green, Mike

is it @ CityLibrary?Link to article on Publisher's site

- 115.

Ecological consequences of climate change: mechanisms, conservation, and management.
Detail Only Available

Review

By: Goldblum, D. Choice: Current Reviews for Academic Libraries. May2012, Vol. 49 Issue 9, p1673-1673. 1/5p. DOI: 10.5860/CHOICE.49-5039.

The article reviews the book "Ecological Consequences of Climate **Change**: Mechanisms, Conservation, and **Management**" edited by Erik A. Beever and Jerrold L. Belant.

Subjects: Nonfiction; Climate **change**; Ecological Consequences of Climate **Change**: Mechanisms, Conservation & **Management** (Book); Beever, Erik A.; Belant, Jerrold L.

is it @ CityLibrary?Link to article on Publisher's site

- 116.

Leadership and change management.
Detail Only Available

Review

By: Klinefelter, G. Choice: Current Reviews for Academic Libraries. Jan2010, Vol. 47 Issue 5, p937-938. 2p. DOI: 10.5860/CHOICE.47-2658.

The article reviews the book "Leadership and **Change Management**," by Annabel Beerel.

Subjects: Nonfiction; **Change management**; Leadership & **Change Management** (Book); Beerel, Annabel C.

is it @ CityLibrary?Link to article on Publisher's site

- 117.

Change Management in Information Services (2nd ed.).
Detail Only Available

Review

By: Fourie, Ina. Library Hi Tech. 2009, Vol. 27 Issue 2, p311-312. 2p. DOI: 10.1108/07378830910968263.

The article reviews the book "**Change Management** in Information Services (2nd ed.)," by Lyndon Pugh.

Subjects: Information services; Nonfiction; **Change Management** in Information Services (Book); Pugh, Lyndon

is it @ CityLibrary?Link to article on Publisher's site

- 118.

Harvard authors urge a change of mindset in HE library leaders.
Detail Only Available

Review

By: Keegan, Robert; Lahey, Lisa Laskow. Library & Information Update. Apr2009, p15-15. 2/3p.

The article reviews the book "Immunity to **Change**: How to Overcome It and Unlock Potential in Yourself and Your Organisation," by Robert Keegan and Lisa Laskow Lahey.

Subjects: Nonfiction; Resistance to **change**; Immunity to **Change**: How to Overcome It & Unlock the Potential in Yourself & Your Organization (Book); Keegan, Robert; Lahey, Lisa Laskow

is it @ CityLibrary?

- 119.

Change Management in Information Services.
Detail Only Available

Review

By: Moore, Simeon. Library & Information Research. 2009, Vol. 33 Issue 103, p36-37. 2p.

The article reviews the book "**Change Management** in Information Services," 2nd ed. by Lyndon Pugh.

Subjects: Information services; Nonfiction; **Change Management** in Information Services (Book); Pugh, Lyndon

is it @ CityLibrary?

- 120.

Followership: how followers are creating change and changing leaders.
Detail Only Available

Review

By: Safferstone, M. J. Choice: Current Reviews for Academic Libraries. Oct2008, Vol. 46 Issue 2, p354-354. 1/4p. DOI: 10.5860/CHOICE.46-0996.
The article reviews the book "Followship: How Followers are Creating **Change** and Changing **Leaders**," by Barbara Kellerman.
Subjects: Nonfiction; Dependency (Psychology); Followship: How Followers Are Creating **Change** & Changing **Leaders** (Book); Kellerman, Barbara

is it @ CityLibrary?Link to article on Publisher's site

- 121.

Change Management in Information Services. 2nd edition.
Detail Only Available

Review

By: Webster, Mandy. Legal Information **Management**. Autumn2007, Vol. 7 Issue 3, p230-231. 2p. DOI: 10.1017/S147266960700165X.
The article reviews the book "**Change Management** in Information Services," 2nd edition, by L. Pugh.
Subjects: Information services; Nonfiction; **Change Management** in Information Services (Book); Pugh, L.

is it @ CityLibrary?Link to article on Publisher's site

- 122.

From the ground up: grassroots organizations making social change.
Detail Only Available

Review

By: Seybold, P. Choice: Current Reviews for Academic Libraries. Jan2008, Vol. 45 Issue 5, p905-905. 1/5p. DOI: 10.5860/CHOICE.45-2912.
The article reviews the book "From the Ground Up: Grassroots **Organizations** Making Social **Change**," by Carol Chetkovich and Frances Kunreuther.
Subjects: Nonfiction; Social groups; From the Ground Up: Grassroots **Organizations** Making Social **Change** (Book); Chetkovich, Carol; Kunreuther, Frances

is it @ CityLibrary?Link to article on Publisher's site

- 123.

Speculative management stock market power and corporate change.
Detail Only Available

Review

By: Kahn, S. R. Choice: Current Reviews for Academic Libraries. Apr2006, Vol. 43 Issue 8, p1449-1449. 1/5p.
Reviews the book "Speculative **Management**: Stock Market Power and Corporate **Change**," by Dan Krier.
Subjects: Nonfiction; Stocks (Finance); Speculative **Management**: Stock Market Power & Corporate **Change** (Book); Krier, Dan

Search 2

Search Results: 1 - 25

- 1.
  Are Academic Libraries Changing Fast Enough?
  Detail Only Available

  Academic Journal

  By: Horstmann, Wolfram. Bibliothek Forschung und Praxis. Nov2018, Vol. 42 Issue 3, p433-440. 8p. 1 Diagram, 2 Graphs, 1 Map. DOI: 10.1515/bfp-2018-0061.

  Academic libraries are under a severe pressure of transforming towards a novel form of information organization. Book circulation, learning space and licensing digital content continue to be core...

  Subjects: Academic libraries; Information organization; Digital communications; **Change management**; Communication in learning & scholarship
  Add to folder

  is it @ CityLibrary?Link to article on Publisher's site

- 2.
  IT outsourcing contracts - the latest thinking on changes and resets.
  Detail Only Available

  Academic Journal

  By: Davies, Clive. Communications Law: Journal of Computer, Media & Telecommunications Law. 2018, Vol. 23 Issue 4, p209-213. 5p.
  Subjects: Artificial intelligence; **Change management**; Taylor, James
  Add to folder
  is it @ CityLibrary?

- 3.
  Spinning Communication to Get People Excited About Technological Change.
  Full Text Available

  Academic Journal

  By: Conrad, Suzanna. Code4Lib Journal. 8/9/2018, Issue 41, p9-9. 1p.
  Many organizations struggle with technological **change**. Often, the challenges faced are due to fear of **change** from stakeholders within the institution. Users grow accustomed to certain user interf...
  Subjects: User interfaces (Computer systems); Library users; **Change management**; Attitudes toward technology; Technophobia
  Add to folderCited References: (10)

- 4.
  But This Is How We Have Always Done It: Overcoming Resistance to Change in the Quest to Support Distance Learners.
  Detail Only Available

  Academic Journal

  By: Breitkopf, Mia. Journal of Library & Information Services in Distance Learning. Jul-Dec2018, Vol. 12 Issue 3/4, p148-164. 17p. DOI: 10.1080/1533290X.2018.1498627.

  The Standards for Distance Learning Library Services created by the Association of College and Research Libraries asks the distance learning librarian to be an advocate for an institutional cultu...

  Subjects: Library public service standards; Academic libraries; Communication; Librarians; Library science; Library associations; Alternative education; Attitude (Psychology); **Change**; Culture; Interprofessional relations; Leadership; **Management**; Organizational **change**; Occupational roles; **Change management**
  Add to folder

  is it @ CityLibrary?Link to article on Publisher's site

- 5.
  Assessment's role in building student support to facilitate change.
  Detail Only Available

  Academic Journal

  By: Thompson, Susan Meredith. Performance Measurement & Metrics. 2018, Vol. 19 Issue 2, p101-110. 10p. DOI: 10.1108/PMM-10-2017-0050.

  Purpose The California State University Library successfully improved its library's hours, including introducing 24-hour access, thanks in part to an assessment process that helped the University...

  Subjects: Libraries; Surveys; Universities & colleges; User charges; California; Quality assurance; Scale analysis (Psychology); Student attitudes; **Change management**
  Add to folder

  is it @ CityLibrary?Link to article on Publisher's site

- 6.
  An agile planning and operations framework.
  Detail Only Available

  Academic Journal

  By: Jaggars, Damon; Jones, DeEtta. Performance Measurement & Metrics. 2018, Vol. 19 Issue 2, p121-126. 6p. DOI: 10.1108/PMM-11-2017-0057.

  Purpose The purpose of this paper is to describe the design and implementation of an agile planning and operations framework for an academic research library, designed to facilitate an ongoing or...

  Subjects: Libraries; Strategic planning; Universities & colleges; Goal (Psychology); Organizational effectiveness; Quality assurance; **Change management**; Planning techniques
  Add to folder

  is it @ CityLibrary?Link to article on Publisher's site

  7.
  Media and the experience of social change: the Arab world.
  Detail Only Available

  Review

  By: Lenig, S. Choice: Current Reviews for Academic Libraries. Jan2018, Vol. 55 Issue 5, p601-601. 1/4p.
  Subjects: Nonfiction; Social **change** -- **Management**; Media & the Experience of Social **Change**: The Arab World (Book); Markham, Tim
  Add to folder
  is it @ CityLibrary?

- 8.

[**Awareness of, and Attitudes Towards the Paradigm Shifts Among Library and Information Science (LIS) Faculty Staff in Zimbabwe.**](#)
Detail Only Available

The study is informed by the Punctuated Equilibrium Theory and the Diffusion of Innovation Theory. The integrative theoretical approach allowed for methodological pluralism and enabled the resear...

Subjects: Library employees -- Psychology; **Change management**; Awareness; Diffusion of innovations; Educational **change**; Education -- Zimbabwe
Add to folderCited References: (78)

is it @ CityLibrary?Link to article on Publisher's site

- 9.
[**Challenges and Opportunities: A Survey of Practitioners' Perceptions on Risks in Chinese Library Transformation.**](#)
Detail Only Available

Chinese libraries, from academic to public, are undergoing or preparing for transformation, to meet users' ever changing needs and expectations in the new social, economic, and technological envi...

Subjects: Libraries -- China; Risk assessment; **Change management**; Leadership; Technology; Principal components analysis
Add to folderCited References: (70)

is it @ CityLibrary?Link to article on Publisher's site

- 10.
[**Ch…Ch…Changes: Restructuring Through Change.**](#)
Detail Only Available

What do you call a single unit that buys books, ensures electronic access, and shares resources among external libraries? Ch… ch… changed! **Change** is exactly what the Acquisitions & Continuing Res...
Subjects: Academic libraries; Interlibrary loans; Universities & colleges; Electronic publications; Organizational structure; Technical services (Libraries); Tennessee; Consolidation & merger of corporations; Motivation (Psychology); Organizational **change**; Personnel **management**; **Change management**
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- 11.
[**Analyzing Critical Incidents Stories to Understand Change Management Process in the Adoption of e-Resources at the University of Botswana Library.**](#)
Detail Only Available

This study used the critical incidents technique to gather the University Botswana Library staff's stories relating to the **changemanagement** process during the implementation of e-resources proje...
Subjects: Academic libraries; Open source software; University of Botswana; **Change management**; Judgment sampling; Grounded theory; Critical incident technique
Add to folder

is it @ CityLibrary?Link to article on Publisher's site

- 12.
  Implementation Task Force: A Broad Timeline.
  Full Text Available

  Academic Journal

  By: Keeling, Mary. Knowledge Quest. Sep/Oct2017, Vol. 46 Issue 1, p52-54. 3p.

  The article offers information on plans of American Association of School Librarians (AASL) to support states, school systems, and individual schools by the implementation of National School Libr...

  Subjects: School libraries; American Association of School Librarians; School districts; Standards; **Change management**
  Add to folder
  PDF Full Text (2.7MB)

- 13.
  Rapid transformation of two libraries using Kotter's Eight Steps of Change.
  Full Text Available

  Academic Journal

  By: Wheeler, Terrie R.; Holmes, Kristi L. Journal of the Medical Library Association. Jul2017, Vol. 105 Issue 3, p276-281. 6p. DOI: 10.5195/jmla.2017.97.
  Background: Two new directors were each charged by their institutions to catalyze transformational **change** in their libraries and to develop dynamic and evolving information ecosystems ready for t...
  Subjects: Communication; Medical libraries; New York (State); Illinois; Medical libraries -- New York (State); Goal (Psychology); Organizational **change**; **Change management**
  Add to folderCited References: (6)

  PDF Full Text (670KB)

- 14.
  Empowering healthcare librarians to anticipate and adapt.
  Detail Only Available

  Academic Journal

  By: Bryant, Sue Lacey; Stewart, David. CILIP Update. May2017, p34-36. 3p.

  The article discusses the Knowledge for Healthcare workforce planning and development workstream to empower healthcare librarians and knowledge specialists to anticipate and adapt to a changing e...

  Subjects: Medical librarians; Strategic planning; Labor supply; Leadership; Organizational **change**; Professional employee training; Self-efficacy; Workflow; Teaching methods; **Change management**
  Add to folder
  is it @ CityLibrary?

- 15.
  Evaluating the impact of a computerized surveillance algorithm and decision support system on sepsis mortality.
  Detail Only Available

  Academic Journal

  By: Manaktala, Sharad; Claypool, Stephen R. Journal of the American Medical Informatics Association. Jan2017, Vol. 24 Issue 1, p88-95. 8p. 2 Diagrams, 4 Charts, 2 Graphs. DOI: 10.1093/jamia/ocw056.
  <bold>Objective: </bold>We created a system using a triad of **change management**, electronic surveillance, and algorithms to detect sepsis and deliver highly sensitive and specific decision support...
  Subjects: Decision support systems; Electronic health records; Algorithms; Information storage & retrieval systems -- Medical care; Research methodology; Research; Mobile apps; Alabama; Septicemia; **Change management**; Electronic surveillance; Septicemia -- Diagnosis; Academic medical centers; Comparative studies; Medical cooperation; Patient monitoring; Quality assurance; Evaluation research; Hospital mortality
  Add to folder

  is it @ CityLibrary?Link to article on Publisher's site

- 16.
  Expanding a change management framework for Iranian information services centers: Applying fuzzy MADM techniques.

Detail Only Available

Change is an inevitable, almost daily phenomenon in organizations. Several **change** models have been designed in different contexts to facilitate the planning and implementation of **change**. Informat...
Subjects: Information services; Data processing service centers; Fuzzy logic; Information policy; Iran; **Change management**
Add to folderCited References: (55)

Linked Full Text

- 17.
Corporate Rebranding: An Employee-Focused Nonprofit Case Study.
Full Text Available

The purpose of this paper was to examine the process by which a nonprofit organization conducted corporate rebranding and to assess the relevance of the principles of corporate rebranding origina...

Subjects: Rebranding (Marketing); Corporate image; Nonprofit organizations; Employee participation in **management**; **Changemanagement**

HTML Full Text PDF Full Text

- 18.
Change communication can be so simple! The empathic change communication style.
Detail Only Available

Purpose Deliberate large-scale **changes** in libraries need an accompanying **change management**. One of the essential success factors of **change management** is the communication process, as insensitive ...
Subjects: Public libraries; Academic libraries; Communication styles; **Change management**; Social **change**
Add to folder

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- 19.
Build Your Program by Building Your Team: Inclusively Transforming Services, Staffing and Spaces.
Full Text Available

User feedback told the story of the largest and busiest campus library being dated in both physical form and programmatic function. Under the framework of a newly-developed strategic plan, librar...

Subjects: Academic libraries; Library space utilization; **Change management**; Corporate reorganizations; Civil service; Kotter, John P., 1947-

PDF Full Text (80KB)

- 20.
Mapping the Landscape of Practice across Library Communities.
Detail Only Available

Two academic libraries undergoing significant organizational **changes** were the location for a project that researched how staff members and subunits of the libraries made collective judgments, neg...
Subjects: Norway; Academic libraries -- Norway; Communities; Organizational **change**; Professional practice; **Change management**; Planning techniques
Add to folderCited References: (59)

is it @ CityLibrary?Link to article on Publisher's site

- 21.
  Transboundary water management and the climate change debate.
  Detail Only Available

  Review

  By: Gomezdelcampo, E. Choice: Current Reviews for Academic Libraries. Mar2016, Vol. 53 Issue 7, p1046-1047. 2p. DOI: 10.5860/CHOICE.194194.
  Subjects: Nonfiction; Water **management**; Transboundary Water **Management** & the Climate **Change** Debate (Book); Earle, Anton; Hansson, Stina; Jagerskog, Anders; Öjendal, Joakim; Swain, Ashok; Zausaeva, Yana; Cascão, Ana Elisa
  Add to folder

  is it @ CityLibrary?Link to article on Publisher's site

- 22.
  Editorial Board Thoughts: The Importance of Staff Change Management in the Face of the Growing "Cloud".
  Full Text Available

  Academic Journal

  By: Dehmlow, Mark. Information Technology & Libraries. Mar2016, Vol. 35 Issue 1, p3-6. 4p. DOI: 10.6017/ital.v35i1.9268.
  The article discusses the importance of effective **management** of staff **change** in libraries amidst the growing trend toward cloud or hosted information technology (IT) services. Topics covered incl...
  Subjects: Academic library administration; Information technology; Cloud computing; Indiana; Academic libraries -- Indiana; Organizational **change**; Personnel **management**; **Change management**
  Add to folder

  PDF Full Text (344KB)

- 23.
  Change management - the people side of change.
  Detail Only Available

  Academic Journal

  By: Maxwell, Jo; Osborne, Helen. CILIP Update. Feb2016, p23-23. 1p.

  Personal narratives from cataloguing training manager Jo Maxwell of Bibliographic Data Services and Area Manager Helen Osborne of Halton Libraries are presented which explore their experiences of...

  Subjects: Organizational structure; Great Britain; Libraries -- Great Britain; Organizational **change**; Vocational guidance; **Changemanagement**
  Add to folder
  is it @ CityLibrary?

- 24.
  Extending the Understanding of Critical Success Factors for Implementing Business Intelligence Systems.
  Full Text Available

  Academic Journal

  By: Yeoh, William; Popovič, Aleš. Journal of the Association for Information Science & Technology. Jan2016, Vol. 67 Issue 1, p134-147. 14p. 1 Diagram, 12 Charts. DOI: 10.1002/asi.23366.

  Extant studies suggest implementing a business intelligence (BI) system is a costly, resource-intensive and complex undertaking. Literature draws attention to the critical success factors (CSFs) ...

  Subjects: Business intelligence; Information storage & retrieval systems; Research methodology; Systems development; Corporations; Interviewing; Success; **Change management**
  Add to folder

- 25.
Change management in an academic library in the knowledge economy.
Full Text Available

Academic Journal

By: Du Plessis, Tanya; Mabunda, Tiyani Tyson. South African Journal of Libraries & Information Science. 2016, Vol. 82 Issue 1, p53-61. 9p. DOI: 10.7553/82-1-1596.
In the knowledge economy, knowledge is channelled in new ways which brings about **changes** to the structure and function of an organisation. Organisations such as academic libraries often introduce...
Subjects: Academic libraries; Information economy; Information & communication technologies; Technological innovation in libraries; **Change management**; Effect of technological innovations on higher education
Add to folderCited References: (42)

PDF Full Text (1.4MB)

Appendix 12 - Interview preparation Sheet

Introduction

Thank you for taking the time to participate in this Interview.

I will outline the format of the Interview and give you the opportunity to ask any questions you may have before we begin.

I estimate that the Interview will last for 30 – 45 minutes.

This is a semi-structured Interview, which means that we will use a combination of pre-defined questions and unstructured conversation.

I have prepared four pre-defined questions based on your responses to the questionnaire.

Do you have any questions?

| **Question 1a) To what extent do you agree/disagree with the following statement?** |
| --- |
| **Statement:** One either engages in actively managing change or endures it.

 In other words, if you do not engage in using models/frameworks/methodologies or tools/techniques, change is something that you cope with; grin & bear; put up with; resign oneself to; suffer.

      5) Totally Agree
      4) Somewhat Agree
      3) Neither Agree nor Disagree
      2) Somewhat Disagree
      1) Totally Disagree |
| **Question 1b)** What are the reasons for your answer to Question 1a? |
| Answer and unstructured discussion. |

Question 2) Interviewer to select a question from the table below depending on the answer given to Question 1[a] and the participant's questionnaire response.

	You DO use models/tools/techniques	You DON'T use models/tools/techniques
5) Totally Agree	You agree and you actively manage change. Does that mean that you do not 'suffer' change because you use models etc?	You agree but you do not actively manage change. Why? 1) lack of training 2) lack of resources 3) lack of awareness about the benefits of CM 4) other?
4) Somewhat Agree		
3) Neither Agree nor Disagree	How do you decide on whether or not to use models etc?	How do you decide on whether or not to use models etc?
4) Somewhat Disagree	You disagree and you actively manage change. Why do you use models etc. if change can be experienced in a positive way without them?	You disagree and you do not actively manage change. Does this meant that you do not use models etc. because you embrace change and transition through it with ease without using them?
5) Totally Disagree		

Question 3) Please indicate for each type of change highlighted below how successful you perceive it to be using the scale 1-10 below (prior to the interview the interviewer will highlight the change(s) that were ticked by the interviewee in question 15 of the questionnaire).

Merger / Acquisition	New IT System(s) (hardware or software)	Digitising a Collection
Restructuring	Outsourcing	Culture Shift
New Management / Ownership	Cloud Migration	Introduction of a KM Initiative
Staff Changes significant increase or reduction - 20%>	Budget Allocation (significant increase or reduction - 20%>)	Physical Move (different space / location)
Regulatory	Services added or withdrawn	Change in vendor(s) or supplier(s)

Scale 1 - 10
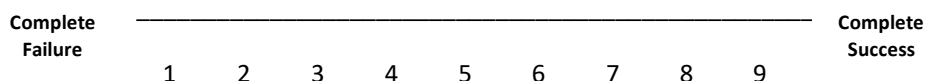
Complete Failure ──────────────────────────── Complete Success

    1   2   3   4   5   6   7   8   9

Complete Failure:

- Chaotic
- Change initiative abandoned
- Staff demotivated
- Users Leaving
- Reputational Damage
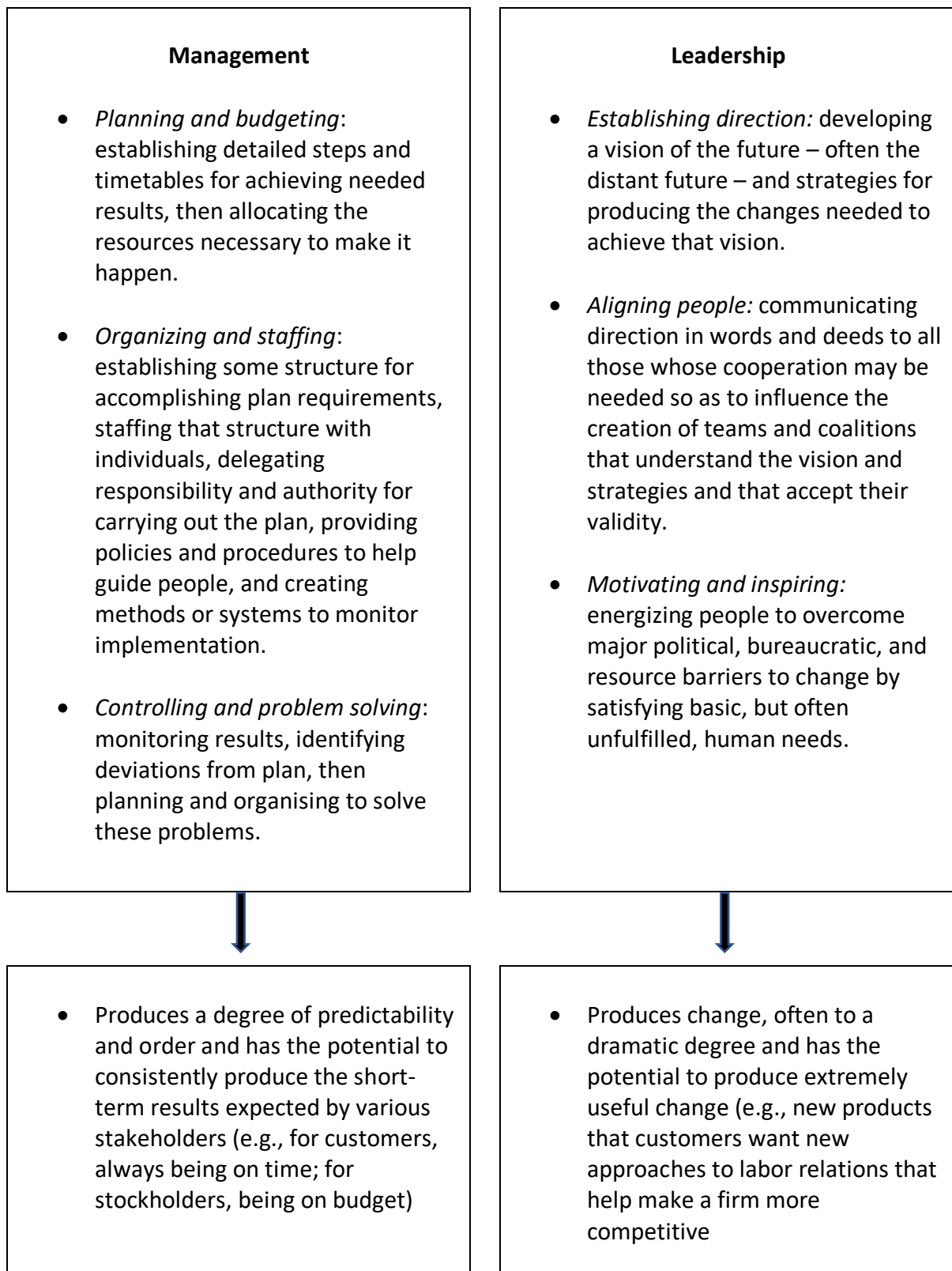- Withdrawal of funds
- Loss of stakeholder trust

Complete Success:

- No resistance
- Happy staff
- Happy users
- Happy stakeholders
- Transitioned: 'as was' to 'as is'
- On time
- On budget

Question 4) Who do you believe should be responsible for managing change? All LIS staff or just those at management level and above?

Appendix 13 - Management Versus Leadership

Kotter's Management Versus Leadership:

Management	Leadership
• *Planning and budgeting*: establishing detailed steps and timetables for achieving needed results, then allocating the resources necessary to make it happen. • *Organizing and staffing*: establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation. • *Controlling and problem solving*: monitoring results, identifying deviations from plan, then planning and organising to solve these problems.	• *Establishing direction:* developing a vision of the future – often the distant future – and strategies for producing the changes needed to achieve that vision. • *Aligning people:* communicating direction in words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies and that accept their validity. • *Motivating and inspiring:* energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying basic, but often unfulfilled, human needs.

• Produces a degree of predictability and order and has the potential to consistently produce the short-term results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being on budget)	• Produces change, often to a dramatic degree and has the potential to produce extremely useful change (e.g., new products that customers want new approaches to labor relations that help make a firm more competitive

Source: Kotter (2012, p. 29)[1]

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[1] Originally from A Force for Change: How leadership Differs from Management by John P. Kotter. Copyright © 1990 by John P. Kotter. Adapted with permission of The Free Press, a Vision of Simon & Schuster.