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# executive outlook

## September 11th—Where Do We Go From Here?

On September 11th, the world as we know it changed forever when terrorists attacked the United States. On that fateful Tuesday, SLA lost members who died serving in "active duty." While, fortunately, many of our members escaped the horrific tragedy, they suffered terrible losses among their loved ones and colleagues, and they may suffer more losses in their ways of life or livelihood. We mourn our members' untimely deaths, and we share the concerns of those who have survived to face huge uncertainty. The images of September 11th are etched into our psyche, and they will shape the world we live in.

Sociologists, psychologists, and social commentators agree that the events of that morning will have more of an immediate impact upon us as a society than any other single event of the last hundred plus years. September 11, 2001, has already drawn dark comparisons to December 7, 1941. The political, social, and economic effects are evident as the world unites to wage a global war on terrorism. Certainly, we can see repercussions on businesses, governments, and professional associations, particularly on SLA, where the very nature of our members' beings is incorporated into information sharing, knowledge building, and global networking.

Like many organizations, SLA and its membership has stakes in the ground, which touch upon the worldwide aftermath of the events of September. On October 12th, during their monthly meeting, the headquarters staff shared views on these issues and attempted to gather some perspective on the overall ramifications of recent world events.

The discussion focused on topics like the vulnerability of information systems to sabotage and the impact that technological warfare could have upon us. We noted the changes in policy regarding the kinds of information freely available on many government web sites, and wondered how that might affect our members who rely upon that information to provide critical services to their clienteles. We wondered about our beliefs in information sharing, information censorship, and information privacy. We discussed some of our personal fears and concerns about our safety and the safety of our family and friends. We pondered what could we do as individuals to bridge the religious and cultural differences that have played a key role in the events leading up to September 11th, and continue to divide much of the world.

In the weeks since the attacks, we have all asked ourselves about the unique contributions that SLA can provide to make the world a better place. How, under these horrific circumstances, can we "put our knowledge to work?" We must recognize that our professional propensities to make decisions based on verifiable and source attributable information has greater value now. Our ability to organize information into intelligence has greater necessity. Our understanding of the confluence of content and connectivity provides more sensitivity to security concerns. As SLA members and knowledge leaders in the 21st Century, we have an obligation to put measures in place to help build a greater global understanding. Francis Bacon said "Knowledge is power." To paraphrase him a bit, knowledge is a powerful weapon!

# Talking About Customer Service
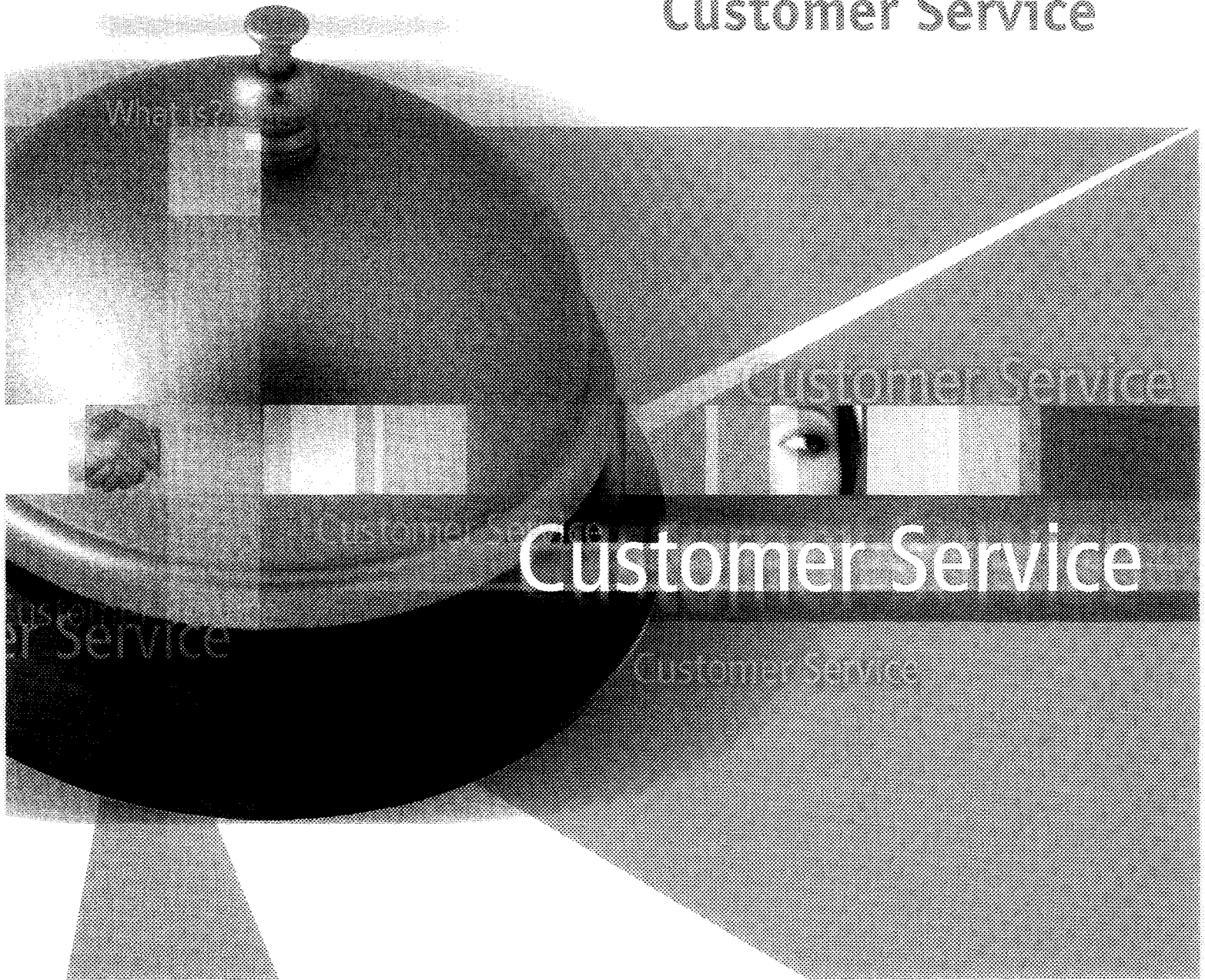
by Mary Talley
and Joan Axelroth

**Joan Axelroth** is the president and owner of Axelroth & Associates. She has over two decades of experience as a librarian and a consultant to governments, law firms, corporations and trade associations. She has written and lectured extensively on a wide range of topics, including space planning and collection development. Axelroth has an M.A. in library science from the University of Chicago.

**Mary Talley** is Axelroth & Associates' senior consultant and project director. She has been providing consulting services since 1983 when she founded Library Management Systems. She has performed information and cost audits for a wide range of organizations, including consulting, environmental engineering, petroleum, manufacturing, and law firms. Talley has her Masters in library science from the University of Michigan.

## IF TODAY'S INFORMATION PROFESSIONALS AGREE ABOUT ONE THING,

it is the importance of customer service to the success of our information centers. But after this point, agreement usually ends.

How we define customer service and what we do to provide it differs as widely in our work places as it does in the general market place. There are those who believe that the ability to provide customer service is ingrained in our collective psyche and, as professionals, the quality of our work should suffice. For others, customer service means standing ready to respond whenever a patron asks for assistance. Still others see excellent customer service as the single most important factor in their information center's survival and provide it from the back office to the front.

With these differences of opinion, many questions arise. Who's right and who's wrong? How far should we go to provide customer service and what is far enough? What does customer service mean to us as a profession and why should we care?

To answer these questions, we must first create a common language of customer service that answers why we care, targets our users, defines the meaning of the word service, and sets methods of measurement in its vocabulary. Without this common language, we will be stymied in our efforts to move beyond delivering service to providing excellent customer service.

### Competition and the Why of Customer Service

It's not surprising that our profession is not in agreement when it comes to customer service. In days past, customer service was not a focus of our jobs for an understandable, if not necessarily good, reason—it didn't have to be. We worked on the assumption that serving our customers was the natural focus of our work and, as long as we performed well, no additional efforts were required. Our customers knew where we lived and they came to us, or so we thought, when they needed help. These days, new challenges are shaking loose our old assumptions, compelling us to abandon our old, complacent notions in order to survive.

Now, as never before, our customers (and perhaps more importantly, our potential customers) can choose where

they go for information— and the information center may not be the first choice. The Internet, end-user databases, individual subscriptions to electronic news media, electronic or print document delivery services, and internal document collections mounted on an Intranet all contribute to a marked decrease in the volume of reference requests directed to information centers. In the focus groups we conduct with users of information centers, participants are increasingly citing the Internet as their most important information source, followed closely by their colleagues. The information center is frequently mentioned as a distant third. Information directors and professionals in all types of institutions confirm that there is a decline in the number of reference and research requests they are asked to handle. The sources mentioned here do not represent an exhaustive list of information choices, but it *is* exhausting just thinking about the competition.

The choices available to our users affect their expectations of our services and our products. As they experience new and different ways of receiving information, they assess the information center's services against these new experiences. For example, Internet users often develop a host of expectations for library service: they want their information center to provide the same fast and ubiquitous access to the center's information resources and an around-the-clock response to reference requests. Those who have had good experiences with Internet search engines may feel disgruntled and discouraged if the information center's Intranet search engine performs poorly in comparison. Some users will have opposite, negative experiences when they attempt to use electronic information sources. Many Internet users experience a high level of frustration when too much irrelevant information is retrieved from a search engine. These users may look to the information center to provide what they cannot find elsewhere: information that is filtered, on-point, and value-added.

New choices and new expectations force information professionals to compete for customers in new ways. If we

are to compete for our customers, it makes sense to look to industry, particularly the service industry, for customer service models. Strong customer service is linked with profitability and survival in business literature and in the minds of industry leaders. This year, two retail giants facing declining profits, Kmart and Home Depot, announced major customer service initiatives to increase their customer bases and prop up sagging sales.

singularly high level of customer service. But agreeing that customer service is important is one thing; agreeing what is meant by "service" is quite another. Customer service is an amorphous, hard-to-define concept because it encompasses every facet of an information center's operation, including things we do not traditionally think of as service. It includes the service provider, the products and services provided (research, interlibrary loan,
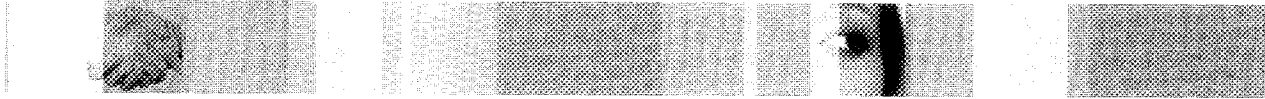
In the fiercely competitive, globalized marketplace, companies no longer rely solely on the advantages of features and price to sell their products. Instead, they emphasize and capitalize on high levels of service to create a competitive edge, and so should we. The most successful information centers understand the impact that choice and expectations have on their operations. They work to anticipate and fill their customers' expectations and information needs by providing strong new services that distinguish them from the pack. They continually pursue ways to attract and hold new customers while serving their existing customer base. Choice creates competition and drives the need for a common language of customer service within our profession.

### The Customer in Customer Service

Does it matter how we define the people who frequent our information centers? Creating a common language of customer service and fully embracing the concept of customer service requires a fundamental shift in the way we view these people. We must see and treat them as *customers*, rather than patrons or users. To accept this notion is to accept that they are actively engaged in selecting and purchasing our goods and services. In other words, customers evaluate our goods and services, then choose to buy them or not. To accept that we have customers is to accept that there is a class of people we want to attract so that we can sell our products and services. To accept that we want to sell our products and services is to accept that we must constantly promote and improve them in order to compete effectively. To accept that we must compete for our customers is to accept that we must run our information centers as we would a business. We cannot expect our customers to see an intrinsic value to our wares nor can we demand that they value us simply because we believe we are providing a beneficial service. As in the market place, our customers will value us if and when they believe we are providing the products and services that they want, when they want them.

### The Service in Customer Service

The most effective way we can compete is by providing a

current awareness services, circulation control), how the customer is treated by the service providers, the time and effort that the customer must expend to use the products and services, and the customer's foregone opportunity to do something else (what economists call the opportunity cost). All these things contribute to how the customer experiences the service and whether or not the customer will come back.

We, the service providers, are the most important component of customer service. If that seems obvious, what often is not recognized is that service is provided by more than just the people who respond directly to customer inquiries. It is provided by anyone who answers the phone, sends e-mail, processes serials, or has even the slightest chance of interacting with a customer. Everyone from the serials assistant to the cataloger to the filer to the director is a customer service representative. Each person leaves an impression, whether they are communicating face-to-face, on the phone, or via the written word. Bodies should be upright (not slumping) and faces should be smiling (not frowning). Voices should express interest and concern (not boredom or anger) and memos should be polite and well written (not abrupt or filled with typos).

It is not enough for the service providers to be interested and friendly. The information center must offer the products and services that its customers want and need, not what we think they need. It is not enough to provide the right mix of products and services; they must be made available in such a way that it is easy for the customer to use them. A CD-ROM may have all the data needed but users will go elsewhere if it is too slow, if they are frequently denied access, or if they are kicked-off. Web subscriptions are a waste of money if customers are not trained to use them efficiently. Intranets with poor search engines or none at all are more likely to turn customers away than to connect them with the information center's resources.

Another important component is communications. All

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materials produced by the information center, whether in print or electronic format or using words or pictures or sound, reflect back on the operation. Examine everything. Written materials include memos to management; the information center's site on the Intranet; notes to customers, whether formal or handwritten; manuals, guides, and pathfinders; and end panel labels, nameplates, and directional signs. The materials should contain accurate and current information and be easy and inviting to read. Manuals should begin with the positive things the center does for its users, not with a list of don'ts. Appearance counts as much as content. A standard look, including format, colors, logo, and fonts, insures that library products are always easy to identify by users and non-users alike.

Finally, how our customers experience the physical environment has an impact, negative or positive, on their overall perception of the information center's service. As with a good hotel, our clientele should feel welcomed and comfortable and they should not have to look too hard before finding what they want and need. The information center should look neat and orderly, not cluttered and claustrophobic. The first condition is conducive to an effective working environment—people want to stay and are anxious to return. The second is not. The lack of good lighting (the most common complaint from customers), uncomfortable furniture, and broken equipment will discourage customers from using the facility.

To make matters more challenging, customer service is in the eye of the beholder. If the customer does not experience the service as superior, then it isn't. The following quote captures this idea well.

*"Many librarians maintain that only they, the professionals, have the expertise to assess the quality of library service. They assert that users cannot judge quality, users do not know what they want or need, and professional hegemony will be undermined if they kowtow to users. Such opinions about service, in fact, are irrelevant. The only thing that matters is the customers' opinions, because without users there is no need for libraries except to serve as warehouses . . . Each customer evaluates the quality of service received and decides when (or if) there will be further interaction with that organization."*
—Ellen Altman and Peter Hernon, 29 American Libraries 53-54 (Vol. 29, issue 7)

Even more challenging is the fact that the one constant in the provision of customer service is change. Our customers' needs, expectations, and choices are never static. They are affected by many things, especially changes in technology. As a result, innovation is a basic element of excellent customer service (and of a competitive edge, customer loyalty, and profitability) and must be included in the vocabulary of our common language. To provide excellent customer service is to keep pace with our customers' needs by continually generating ideas to improve existing products and services or implement new ones.

## Measuring Customer Service

Can the quality of a formless concept like customer service be measured? Yes, but the task requires an honest assessment of what we are doing and how well we are doing it. The process of evaluating every component part of the operation is difficult and time consuming but the end result—the evolution of good to great customer service—can be well worth the effort.
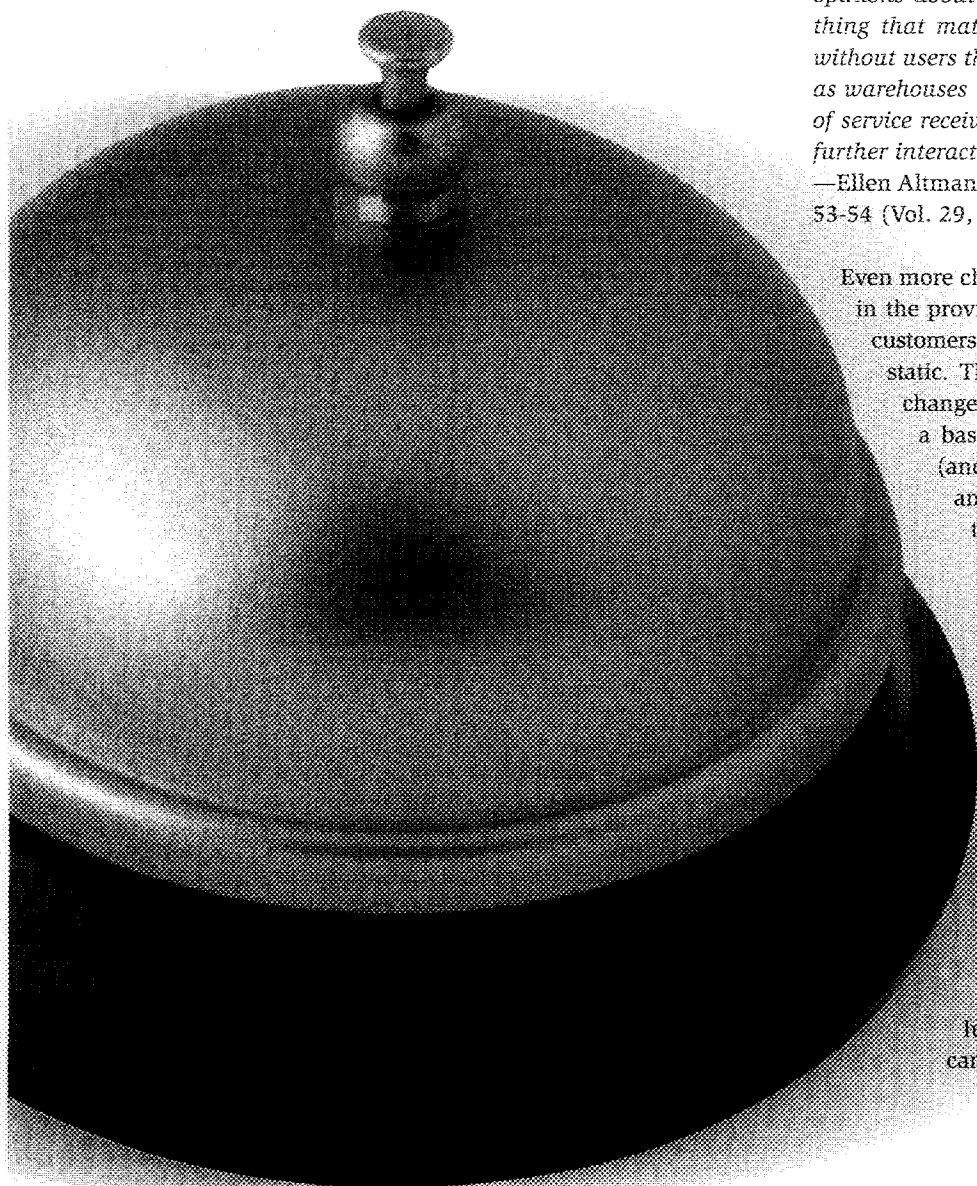
This is the service that provides the information that is found by the librarian who consults with the VP who formulates the plan to launch the product that beats the competition to market **by a mile. This is Dialog.**

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Because great customer service starts with the customers' perceptions and needs, the first step is to establish a dialog with them. Since those perceptions and needs are so mutable, the dialog must be on-going, flexible, and conducted in as many ways as possible.

You can create a dialog through the use of focus groups when you want to see the big picture, establish widely-held perceptions, and identify problems. This type of broad, extensive dialog supplies the types of information we need to build long-term, planning goals and change objectives.

Another tool for creating a dialog is the survey. You can use surveys when you need the dialog to produce quantifiable information that can be generalized to a larger population. Focus groups and surveys provide us with a snap shot in time of how things are and what people think at that moment

Although focus groups and surveys can be effective tools, they are impractical for establishing the type of ongoing dialog that allows us to capture fast moving, immediate changes in our customers' perceptions and needs. Learning about these changes as they occur allows us to react quickly and to be flexible. For this, the dialog must be constant, immediate, and less formal. One of the most effective methods is to simply walk around and talk to our customers and non-customers alike. If your customers are located elsewhere, visit them as often as possible or, at the very least, keep in touch via telephone or videoconference. Another method for creating dialog is to review reference requests on a regular basis, placing random, follow-up calls to find out if the service meets expectations or if there is more that could have been done. Attendance at department meetings is also effective, especially if you use the time to respond to issues and concerns and to bring new ideas and information to the table.

The primary rule in the on-going customer dialog is that we must never wait for the customer to initiate it—they probably won't. A common fallacy among information professionals is to believe that a lack of complaints proves that there is good or superior service. At the same time, many believe that if the service were not good, their users would surely let them know. A sad fact is that only two to four percent of dissatisfied customers direct their complaints to the person or organization that provided poor service. Dissatisfied customers are much more likely to tell others, such as potential customers, about their complaints. To combat this situation, look for ways to encourage your customers to talk to you about their experiences with your services, as well as their expectations, needs, and problems. Solicit feedback on research results and products; include an "I Wish" section on your Intranet site for suggestions and improvements; and form user groups among your customers.

Evaluating the information center's policies and procedures is an overlooked, but vital, step in the process of assessing customer service. The center's policies and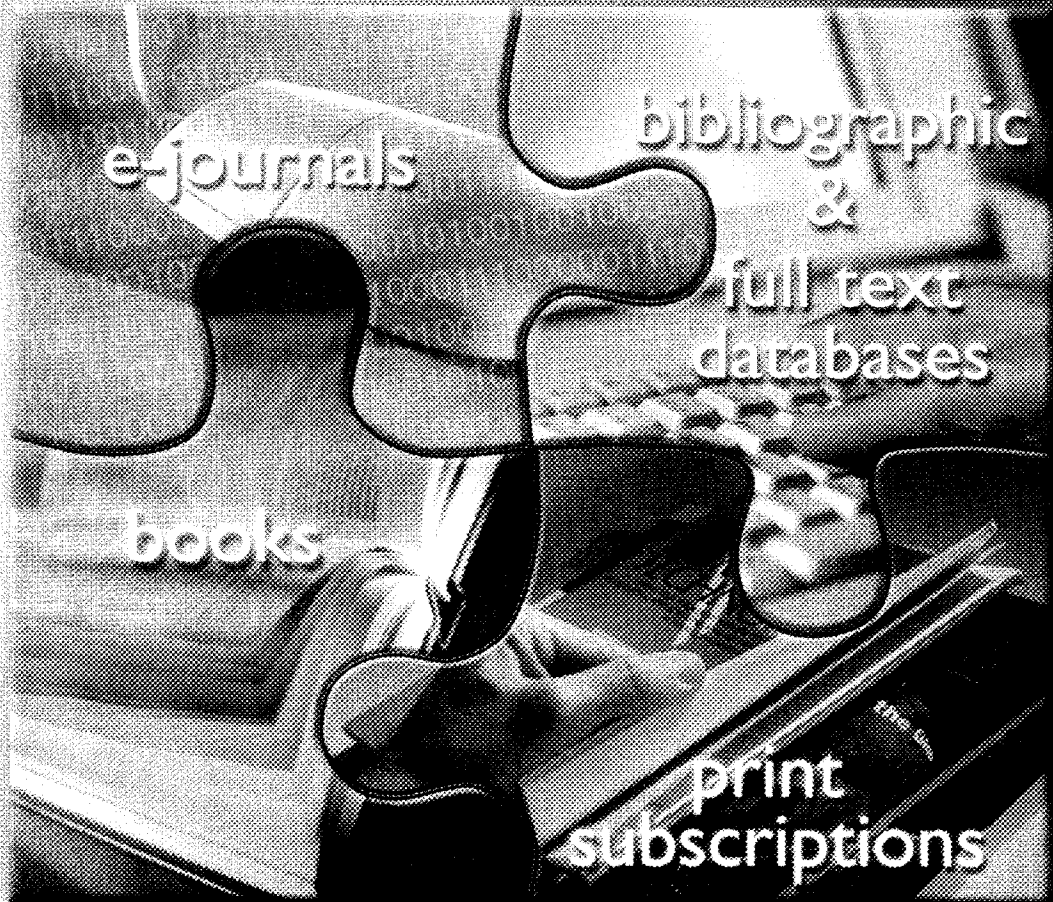 procedures form the underlying structure for the processes of providing services. For example, circulation policies are part of the structure for allowing customers access to print materials. Librarians have had a reputation for liking rules for rule's sake, and for implementing rules without regard to whether they inconvenience our customers or actually get in the way of the services we are trying to provide. In fact, many policies and procedures are established for our convenience, to serve the center's internal needs, and some of these may have a negative impact on our customers. If we are to be truly committed to creating outstanding customer service, serving our customers' needs must take precedence over meeting our internal needs. This is a balancing act, to be sure, because we must at the same time insure that our information center functions and that it serves the needs of the organization as a whole.

You can start by looking at each and every policy and procedure, written and unwritten, from the customer's point of view. Ask yourself if this rule/policy/process helps or hinders customers from getting what they need. Ask your users the same thing. Consider the language used to express each rule, including rules that are expressed in negative or limiting terms (do not do this, never do that, only do that when). Rules such as "our policy is to never pay for interlibrary loans," "we do not allow customers access to the circulation database," and "we're not in the book buying business" are rules for our purposes and not rules that serve our customers. The core problem for the customer is to locate the data or the book, or someone within the organization who can help when the information staff has gone home. The core challenge for the information provider is to identify the customer's problem and find a way to solve it. Where necessary, rework policies and procedures so that they are customer friendly, expressed as a positive rather than a negative and still serve internal interests and needs. We know information centers that do not buy print materials, but do provide their customers with direct links to online book vendors and manage the service relationship between the customer and the vendor.

In the end, what we talk about when we talk about customer service is survival. A common language of customer service, might, just might, help insure that more of our information centers survive, albeit as changed entities that reflect the same transformations our customers' expectations and information needs are undergoing. ☼
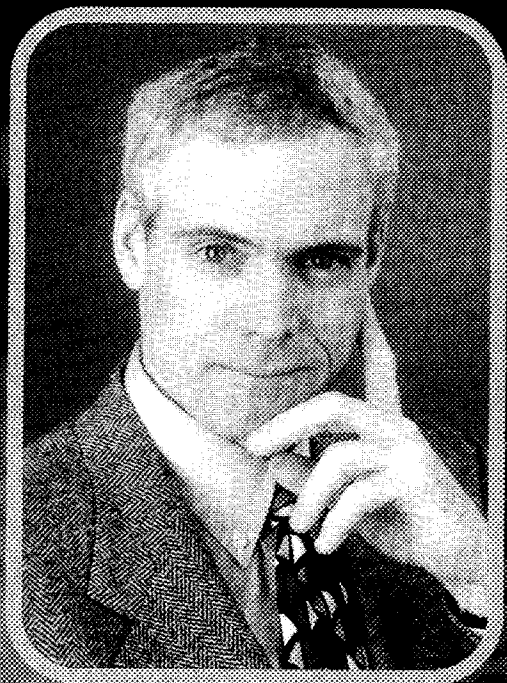
# Good to Great: A Conversation with Jim Collins

# INTERVIEW

... Take the Path to Greatness

## HOW DOES ONE COMPANY BECOME GREAT WHILE ANOTHER IS MIRED

in mediocrity? And just what does it take to be great? Author Jim Collins looked at these questions and others in his second book, *Good to Great*. Collins recently sat down to talk with *Information Outlook* about the path to greatness, how a company can't really pinpoint the exact time it becomes great, and even how to make dinner conversation more interesting.

**Information Outlook:** You once said that *Good to Great* found you rather than you finding it. I am wondering how it captured your imagination?

**Jim Collins:** Well, *Built to Last* caught me off guard. I never would have predicted that it would have sold a million copies worldwide.

That produced a certain degree of pressure that came from all kinds of people—publishers, agents, and myself—who felt we should try to capitalize on that success fairly quickly and do another book.

My wife Joanne made the observation that *Built to Last* went its deepest when there was a question I was really interested in answering and there was no pressure to answer the question. I just wanted to know the answer. That was what it takes to build a great company from the ground up and what separates great from good over the course of time. That question just appealed to me. So I answered it with *Built to Last*.

When I told her what I was going to write next and about all this pressure from all directions, she sat me down and said, "Don't pick another question. Wait until a question picks you." It was great advice. If you are going to do huge research projects, spend years on a book, and come up with answers that might stand the test of time, the question has to really grab you and force you to answer it.

I waited two years and the question finally appeared. One day at dinner a friend said, "We really loved *Built to Last*, but we feel that it is not a useful book."

"Well, that is interesting, having spent six years of my life on it," I answered.

"You found that companies have to get the genetics of greatness when they are young and small, and they must have great parenting," he said. "All the companies in

*Built to Last* have guys like Walt Disney and David Packard and have great parenting from the ground up, but there were companies that were only good for most of their life and then became great."

I thought to myself, "Well, there have to be organizations and companies that went from being average or good to being great. I may not know who they are, but they have to exist."

And the essential question became: can that which is good ever become great and, if so, how?

**IO:** Now that this question picked you, how did you set out on your journey to understand this good to great transformation? Where did you look to understand this challenge?

**JC:** The first thing I had to decide was if this was an answerable question. There are some questions that are big and interesting questions, but they are unanswerable.

It doesn't matter what the answer is. What matters is that we find the answer. The one thing that is really important about our work is that we did not set out to say, "Let's see how culture applies in *Good to Great* or let's see how technology plays a role." There was never any of that. We never came in with any assumptions as to what the answers might be.

I think most management and business literature thinking is so deeply unsatisfying because it is ultimately circular. People are starting out with a specific point of view and then ending up with that same point of view. They think culture is important, and, lo and behold, they find culture is important.

We said, "Let's find companies that had at least 15 years of being truly average." We defined as if you put your money in that company, you have done no better than if you would have put your money in a mutual fund.

Then the company exploded from that mediocrity and beat the market by accumulative returns to an investor. You put a dollar in the company. You would be three times better off after 15 years than if you put that money into a mutual fund.

Why did we come up with three times? Well, it is basically a benchmark for what most people consider to be great performance. A company like GE (during the Jack Welsh era) falls just short of three times the market. It is basically about 2.8 times the market. We said you had to go from being an average performer to one that would be General Electric at its best over 15 years.

IO: You and your colleagues identified three broad stages of organizational change, including the presence to discipline people, the prevalence of discipline fought, and the commitment to discipline action. I am wondering about each of these stages and how this idea of the flywheel applies to this particular framework?

JC: There are three broad stages of development in going from good to great, and the sequencing is very important.

These companies didn't just jump into doing new things. They stopped doing more things than they started in many ways, but the things they stopped doing were far more important. The interesting thing is that most companies run around saying what they should do, but that is really stages two and three. We found that stage one is to discipline people. You do that first. It is all about getting the right people on the bus, the wrong people off the bus, and the right people in the right seats. You do that before you ever decide where to drive the bus.

In the second stage, the question is what you are going to do. If you got the right "who's," then what is the what? That breaks into two components. One component is having the discipline to confront the brutal facts of reality. It is having the unwavering faith that in the end you won't prevail, but that discipline to confront the brutal facts is one form of disciplined thought.

A second form of discipline from this is that all these companies got a very crystal concept that eventually guided them. We came to call it the "hedgehog concept." They got this simple concept that guided their actions from then on out. That came from disciplined thought.

Then, once you have that hedgehog concept—that simple direction—you can then turn to stage three, which is disciplined action. You are always asking questions, but the real action is to drive things that come after stage one and two. Stage three is about building a culture of discipline, harnessing technology accelerators to your hedgehog concept, and putting those together in a very disciplined way.

Wrapping around all of this is this idea of how it feels as you are going through it. The best way I can sum it up is through a conversation I had with Charles "Cork" Walgreen, the chief executive of Walgreen. Walgreen is a company that broke out in 1975, after 40 years of being average.

As I was talking to Walgreen, I said, "Can you put your finger on the moment when the leap from good to great happened? Is there a key transition point that you can identify? If so, when?"

After thinking about my question for a minute, he said, "Well, I would say that was probably sometime between 1971 and 1980." That is a really profound statement when you think about it. It is like turning this giant flywheel. You are pushing on the giant piece of metal to make it go faster and faster over time. If you push really hard early on, you make very little progress. But if you keep pushing in a consistent direction that ultimately ties back to the hedgehog concept, you will eventually build more and more momentum in the flywheel.

Some turns may be big pushes and some may be small pushes. The key is the accumulation of the pushes over time. If I ask you when the flywheel made its transition to break through rotation, you wouldn't be able to tell me because of this cumulative process.

IO: You do say that it is important for organizations to get the "who" right before they get the "what" right. Most organizations want to do it the other way around. Why is it important to get the "who" before the "what"?

JC: Most companies will talk about the importance of getting their people and the importance of building the right team and all of that.

No level five leader walks in and says, "I know." Every level five walks in and says, "I don't know what to do, but if I can figure out the right 'who's,' then with those 'who's,' we will find the right 'what.' That is number one."

What happens if you do the "what" first rather than the "who" and you get 10 miles down the road and you have to change the direction of the bus? Well, if you have got everybody on the bus, what do you do when the bus needs to change direction? You have got a problem.

But suppose you've got everybody on the bus because of who else is on the bus? Well, that change is a lot easier because everybody looks at each other and says, "Fine with me. I didn't get on the bus because of where it was going. I got on the bus because of who else is on this bus."

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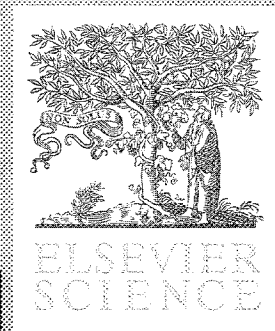
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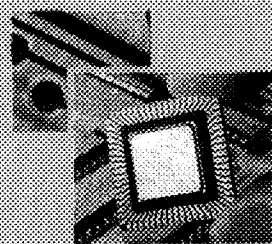
There is one other piece of that, though. Companies talk a lot about having the right people. What they don't do is exercise extraordinary rigor. At a management team level, every single member must have the capacity to be the best in the industry at what they do. If they don't have that capacity, they must be thrown up the ladder.

IO: As I understand it, the hedgehog concept is the clearest and simplest expression of how an organization is going to create value. Why do you think that is so important in the move towards greatness?

JC: Think about a great scientist. What does a great scientist do? You think of Einstein or Charles Darwin or Freud or Adam Smith. What all of these great thinkers had in common was an understanding of how the world worked. They simplified the universe.

Now, why was it simple? Well, it was simple on two dimensions. It was simple because it reflected such a peak understanding that you could get to simplicity. And in most cases the essential insight was right.

Now, what does that mean about the hedgehog concept? Well, we found in the good to great companies that they all had a very simple concept about the way their universe would work.

The good to great companies were like the great scientists. They got such a deep understanding that it produced simplicity. There are a lot of simple ideas filled up with physics, but they have no reflection of the way the world really works. These leaders got a profound understanding that ultimately was very simple and right.

IO: I wanted ask you about the three circles. It was so intuitive and elegant to think about the overlap of these three very core ideas. Could you talk a bit about that?

JC: Our first observation was the simplicity of these ideas and how they were right.

Then we went back and asked, "Is there any pattern across them? Is there any deeper understanding rather than having a simple idea that is right?" As we pulled at it and made sense of it, we came to see that there were three basic dimensions that cut across all of them. The hedgehog concept seemed to always have these three dimensions.

One, it had deep understanding of what you could do better than any other company in the world. And if they couldn't be the best in the world at it, they shouldn't do it.

The second dimension is a very deep understanding of the essence of what drives your economics. Every company got some clear single economic ratio—profit per X. Then they figured out which X best drove its economics.

The third thing was a deep understanding of what really makes it passionate. They put those three together and said anything that they are not passionate about, can't be the best in the world at, and that doesn't fit with what really drives their economics, they don't do.

I usually teach the three circles on a personal level. Suppose you were looking for your own hedgehog concept—for your work life to go from good to great. Well, imagine you found work or constructed work that meets three tests.

One, you absolutely love to do it. Even though there is drudgery, you are really passionate about what you do. Two, you are genetically encoded to be really good at it. When you do it, there is this feeling you were born to do it. Third, you are doing something of economic value or of value to others.

IO: What is level five leadership? What does it take for someone who is developing his or her self as a leader to achieve this level of excellence?

JC: Level five leaders are the antithesis of what our culture thinks are the most effective leaders.

If you take a look at the types of leaders who have made these leaps happen, first of all, they were largely insiders. They were rarely outsiders. They were not charismatic. They were self-effacing people who kept themselves in the background.

If you want to think of the ultimate non-level five leaders, think of Lee Iacocca or Al Dunlap. Both of these leaders praised themselves as great heroes. They had great personalities. One viewed himself as Rambo. The other saw himself as the savior of the free world. Their egos were not only the size of a city block. They were the size of the city.

But these are the antithesis of the level five leaders. Level five leaders tend to be reasonably quiet, even if they have an intense personality. They tend to lead by standard rather than by personality and they are the types of people who are media-shy. They avoid attention. Most of the level fives in our study are unknown people.

Part of the signature of level fives is they are always thinking about what their ambition is for the company, the work, and ensuring the greatness of what they are building more than their stature, celebrity, and personality. That is not what drives them. That is what is so special about the level five.

IO: If someone is moving in the direction of becoming that kind of leader, what is the advice you would offer them?

JC: When you have some managerial executive responsibilities, you are confronted with times where one choice will feed your ego and your own ambition more than the other. You can step forth and take more credit or, if something goes badly, you can look for something outside yourself to blame.

The real question is do you make the choice that will feed your own ego and your ambition or do you make a different decision that might ultimately reflect a greater ambition for the organization?

Colman Mockler at Gillette faced one of those choice points. He was facing takeovers and threats to the company. From a personal ambition standpoint, he might have been better off if he would have just capitulated to the raiders, taken his millions of dollars, and retired. But his ambition was for Gillette to be a great company. So he stared down the takeovers.

He wasn't very concerned about how it reflected on him. He was concerned about how Gillette would turn out in the end. The irony is that Mockler died from a heart attack in office. Though he never got to retire and enjoy the fruits of his labor, he would not have changed the way he led his life. There will always be a question of whether something is fundamentally about you or what you are building. If you are a level five leader, you make the choice in favor of what you are building.

I would also recommend getting biographies of people who are truly level five and learning from them. One book to get is David McCullough's biography of Harry Truman because I think Truman was a level-five President. A second level-five biography to get is Abraham Lincoln's from Carl Sandberg. The third book to read is Katharine Graham's autobiography. It is her view of how she became a level-five leader, and she is one of the great level-five leaders in American history.

IO: One of the things I thought was interesting was the importance of luck. Can you say a word or two about that?

JC: Have you ever noticed that some people just seem to be a lot luckier than others? Why is that? I know somebody who was just blessed with stroke after stroke of incredible good work. You wonder how that happened.

What is interesting is level fives always look out the window to find something or someone other than themselves to kiss the blame of success on. But when things go badly, they never look out the window to blame anyone. They look in the mirror and assume full responsibility.

They also credit good luck. These people view themselves as lucky people, and they tend to acknowledge the role luck has played in their life. I think this is part of their essential humility. The reality is they worked hard and did all of those things, but when people really begin to look at a lot of things that happen in their life, many of them happened because of good luck.

What is interesting about the level fives is they are very aware of their starting point and how their starting points have been so helpful to them. The flip side of that is they also had bad luck that they don't talk about.

IO: When you collected this research, what surprised you the most about the way it developed?

JC: Some of the things that surprised me the most were the things that we expected to find but didn't. You would expect to find a big conscious effort to go from good to great. But there was none of that.

I think one of the biggest surprises for me was the question of how you get consistency and commitment and alignment with the changes that you are bringing about. But the folks who brought the companies from good to great never thought about managing change, never thought about commitment, alignment, and consistency. They didn't do that, but it was a natural result of everything they were doing. That surprised me a lot.

I think what surprised me was the quiet certitude that people had as they moved through, even when they might have not been clear about what to do. I think the thing that really stands out about it is that most of what we spend our time doing is really just sound and fury that signifies nothing. These folks didn't work any harder than the rest of us. I think that is probably the most surprising thing to me. It does not take more work to take something from good to great. It basically means to stop doing a whole lot of really stupid stuff and focus on a few key essentials.

IO: What if you are not a Fortune 500 company? What should this idea of greatness mean to you and how can you go about striving for it if you are a sole practitioner or one of a handful of people running an internal information center?

JC: The first thing is to become very clear in your own mind about what defines results. For example, these companies have the wonderful advantage of gauging their results because they are publicly traded. For whatever organization you operate, you have to define what results are.

For a university, it could be any number of things, including the extent to which your graduates make lasting contributions in given fields. In a church, it could be the number of lasting conversions to your religion.

The question is: are the results really the reflection of the purpose of the institution? Then you begin to assume that your current run rate of those results is only good. If so, what would be the level that would reflect that you were truly great?

IO: Why are you so passionate about teaching? Do you think it is what you were genetically encoded to do?

JC: I am genetically encoded for two things. One is to bring order out of chaos. I mean thinking about a chaotic world and being able to extract the three-circle concept and the level five leader idea. The second thing is to be able to do it in a way that impacts students and their lives.

I remember reading that there are two fundamental ways to change the world. One is through the sword and the other is through the pen. I remember deciding I would do it through the pen. By the pen, I mean changing the way things operate by climbing inside people's heads and fundamentally affecting, infecting, and changing the way their brain works. Then you have an impact on the world through your students.

IO: I think that most people have lost much of their curiosity over their educational professional lives. Do you think it is possible for us to recapture some of our natural curiosity, and, if so, how would you encourage or invite people to go about doing that?

JC: You are absolutely congruent on one key assumption that I hold, which is that curiosity is the natural state. It is a matter of removing all the junk that is on top of it.

I learned a long time ago from a great teacher of creativity at Stanford Business School that we are all created curious. That is our natural state, but the real process is one of removal. You don't add creativity. You remove stuff that gets in the way. You don't add curiosity. You remove stuff that gets in the way. So it is really a matter of how we get back to that natural state.

I would suggest a few practical things that help with that. One is to read this book by Rochelle Myers and Michael Ray called *Creativity in Business*. It is based on a course that was taught at Stanford Business School. It is really about going through life as a curious and creative person. It takes a bunch of Stanford MBAs and teaches them how to be creative.

There are also a few key things that you can continually work on. One is learning to ask questions that people may think are dumb. It's okay to ask those questions because that is where your curiosity begins.

The second thing is to learn to suppress that internal voice of judgment that is always speaking and banging around in our heads and saying, "Well, you should know the answer to that," or "That is a really stupid thing to be thinking about."

I am also a big believer in pursuing the learning areas that you are interested in. You cultivate your curiosity. The question then becomes, "How do I fit that into my life relative to the time constraints that I have." I have found a couple of things really useful.

One is books on tape. Books on tape have been great in expanding my mind and exploring curiosity. I walk around with a tape player in my pocket a lot. If you see me going through an airport, there is an 80-percent chance you will see an earplug in my right ear. There is a lot of dead time, driving to and from, emptying the dish washer, cleaning the cat box, taking out the garbage, folding my clothes, and walking around the block.

The key is to get good writing. Never listen to bad writing. Good writing will make you curious.

The second key is to translate a statement that a great teacher gave me. He did not set out to be an interesting person, he set out to be an interested person.

He was talking about the idea of going into any situation and being interested in that situation. The way I have found this particularly useful in cultivating the curiosity side of things is in social events. I find them pretty dreadful.

His advice makes dinner so much more interesting because I don't make conversation by saying things. I make conversation by asking questions, like finding out where people are from.

Once, I was going to give a talk to a bunch of businessmen who looked so incredibly boring that I thought I was going to shoot myself. So I started asking questions, and it turns out that one of the people at the table had been on the TWA jet that was hijacked by Palestinian guerrillas floating around the Middle East.

He was on that jet for eight days and he thought he was going to die. He is a beauty and barber supply traveling salesman from Wichita, KS. You wouldn't think this person would have much interesting to say, but I stumbled upon this thing. It was fascinating.

I didn't want to go up and give my own talk. I just wanted to keep asking him questions.

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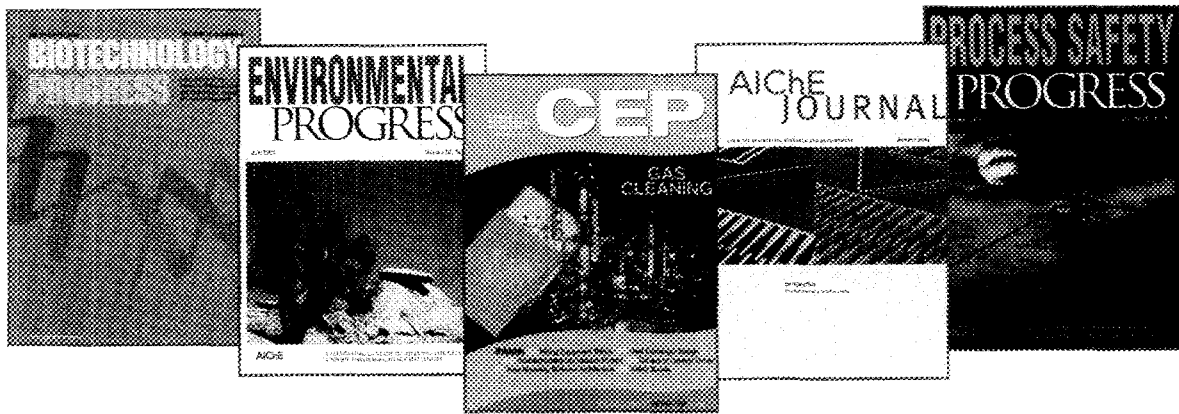
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# AIChE

# Making the Transition: Bulgaria Libraries Struggle in a Post Communist World

by Sherrie Kline Smith

Sherrie Kline Smith (klinesmiths@usa.net) is a consumer health information specialist and free-lance writer. She is a member of SLA's Heart of America Chapter and a member of the Medical Library Association. She has lived in seven foreign countries and traveled extensively throughout the world.

# Journey to Eastern Europe for a Look at a Special Library

**LIKE MOST EASTERN EUROPEAN COUNTRIES, BULGARIA HAS STRUGGLED** to find its way in the years since the fall of communism. The country's libraries have not been exempt from this transition, with much of the financial support they enjoyed under the old system drying up. Sherrie Kline Smith takes a look at how one library in Bulgaria is handling this problem and what it is doing to fill the shelves.

I paid the driver and climbed out of the taxi. "Was this the right place?," I asked myself. In front of the long two-story building was a Cyrillic sign that would have read "Central Technical Library" in English. Though the sign had more than three words, the last one—library—reassured me that I was at the right place.

I entered the front door and found myself in a small vestibule with two large living plants on either side of double doors leading into the library. The large fern on the right looked so healthy and green that I stopped to admire and feel it to see if it was real.

I then entered the lobby area, which was barren with empty shelves and display cases. A woman sat in front of several rows of these shelves and behind a low, long counter. I wondered if the "emptiness" resulted from the summer hiatus that took place here in Sofia when many went to the Black Sea. I greeted her and asked for Valentina Slavcheva, the director of the library, with whom I had an appointment.

She picked up the phone, spoke into it, and, not a minute later, a tall woman with blond, shoulder-length hair came from the far opposite side of the lobby area and shook my hand. "Hello! I'm so glad to meet you!" Slavcheva said.

She led me back to her office. It was very large with a bank of windows across the full width of the room. On the windowsill sat 10 or more plants—at least three six-foot ficus plants, one five-to-six-foot plant I didn't recognize, and several other plants decorated the room. I was struck by how extraordinarily healthy they looked.

I first heard of Slavcheva from a colleague. When I came to Bulgaria in June, I wrote my colleagues and asked if they knew of any librarians in the country. I soon received a message from Alexandra Dimitrov, a professor at the library school of the University of Wisconsin, Milwaukee. She wrote that the previous summer she had met Slavcheva at a conference in the Crimea. "She speaks English, and is a warm, wonderful woman." With the e-mail and phone numbers sent by Dimitrov, I contacted Slavcheva and made arrangements to visit her library and get acquainted.

"I do not speak English so good," Slavcheva explained, "so I have asked my colleague to join us to help with the language." At that moment another lady entered the room. "This is Lyudmila Velkova. She works in our acquisitions department." With preliminary introductions over and refreshments served, I asked them to tell me about the library.

## Inside the Library

The Central Technical Library (CTL), established in 1964, is one of four main divisions of the National Center for Information and Documentation (NACID). Formerly called the Central Institute for Scientific and Technical Information, NACID was established in 1961. The name changed to the National Center for Information and Documentation in 1993. Engineers and economists with a good command of foreign languages (English, German, French, Russian, etc.) comprise most of the staff at NACID.

The other three divisions include General Administration, Information Products and Services (IPS), and Automation of Information Processes (AIP). The IPS staff processes and submits information about the present state and trends in the world of science and economy; prepares branch analyses; carries out marketing surveys of Bulgarian industries; provides Internet services, online information services with in-house databases, and telecommunication access to leading host centers; and maintains close contact with companies within the country and abroad. The AIP is responsible for information technologies, the hardware and software, and it maintains NACID's web page.

"I know this is a special library functioning primarily to support the center, but can others use it?," I asked.

"Yes, anyone over sixteen years old can come to the library after obtaining an ID card," Slavcheva said. "We have 4,000 registered users who make 15,000 visits yearly to search the 4,950,000 items in our collection. We have books, conference proceedings, product catalogs, translations, microfiche, CD-ROMs, and periodicals. These are organized or cataloged with the Universal Decimal Classification scheme. In 1984, we automated the catalog using ISIS, the UNESCO designed software. To find items in the collection prior to 1984, though, users must search the card catalog. Just recently, the automated catalog was also made available via the organization's web site and five public workstations provide Internet access."

Materials cannot be checked out. Newest books, proceedings, and other items are shelved in a special reading room with free access. Another part of the collection that receives heavy use is kept in a special room and monitored by a librarian to limit loss of the valuable resources. After five or six years, the librarians remove older items to storage areas. Clerks can still retrieve these items if a user has a need for them. A sample of topics researched includes economics, telecommunications, software and hardware, power engineering, electronics, chemical technologies, protection of the environment, biotechnology, and medical equipment.

Employees of NACID, engineers, professors, scientists, and students who use the library will often request items the library doesn't own. The ILL department then goes into action, contacting libraries in Russia; the British Library; a library in Hanover, Germany; the Library of Physics in Vienna; and the National Library in Macedonia. The ILL department receives few requests from libraries in other countries, except for scientific materials in Bulgarian.

The CTL staff numbers 29. Eleven of these people have a library degree and five, who have taken university courses in librarianship, are specialists in other areas. (Velkova's degree is philosophy.) Engineers work in the library because of their technical expertise.

The National Patent Library shares the building with the Central Technical Library. The patent library used to be part of the CTL, but in 1994 it was separated and moved under the direction of the National Patent Office. It remains in the building, providing convenient access for library patrons.

"What about the NACID?" I asked. "Who directs its activities?"

"It was and still is a state organization, currently under the direction and funding of the Ministry of Economy. But, we do not know what will happen now with the new government," Slavcheva said.

### Political Transition

Just that week the newly elected National Movement Simeon II (NMSII) party had been approved by Parliament. Leading the party was Simeon Saxe-Coburg, boy/king exiled with his family from Bulgaria following World War II. After spending almost 50 years in Spain, the 64-year old returned to Bulgaria as prime minister. Whether it was his promise to improve the lives of Bulgarians within 800 days or his royal status that caught the fancy of Bulgarian voters, his party won a stunning victory by an overwhelming majority.

Talk of the government was a natural lead into my question about how things were going in what is referred to here as the "transition period"—communism to democracy—that began in 1990. Slavcheva and Velkova looked at each other for a moment, and then words began spilling forth.

"Our funds have been cut drastically," Slavcheva said. "There is no money. The collection has really suffered setbacks. Before 1990, we received 10,000 periodical titles a year. This year we only have 105, plus 150 subscriptions via exchange with other institutions. One of our most valuable subscriptions, Scientific Citations Index, had to be dropped. We used to buy about 6,000 books each year, and this past year we only purchased 435."

The CTL is not alone in its struggle to survive in the transition period. Many of the Bulgarian librarians I've met tell of drastically reduced revenues that limit purchasing new materials, let alone supplying reasonable salaries, refurbishing rundown facilities, and providing continued training in information management in the age of the Internet.

I contacted Snezhana Ianeva, the Information Resource Center Director at the United States Embassy in Sofia, to help me understand the state of Bulgarian libraries. Ianeva also serves as the International Relations Officer for the Union of Librarians and Information Services Officers.

"The principal piece of legislation on libraries in Bulgaria for many years before 1990 (even until 1996) was Decree No. 2 of the Council of Ministers of January 20, 1970," Ianeva said. "The decree established the Unified Library System, and in addition to the subordination of libraries to their institutions, called for coordinated activities in areas like acquisitions and library management. The Ministry of Culture, through its Department on Libraries, was the governing institution for the system. A number of libraries were mandated specific responsibilities concerning the centralized activities. For example, the National Library and its then established Methodological Department became the coordination center for library management. It also organized a number of qualification courses for librarians and technicians. Sofia University Library coordinated all university libraries; the Medical Library of the Medical Academy in Sofia correlated all medical libraries in the country, etc. The decree also established several coordinating bodies, like the Council of Directors (for managerial decisions) and Council of Acquisitions (to take care of coordinated acquisitions). Under the regulations of the decree, libraries used their funds for salaries and collection development, but some money, especially the so-called "hard currency" (US dollars), was given to designated libraries for the acquisition of western books and periodicals.

"In the beginning of 1990, everybody wanted to be independent in reaction to the previous regime. University libraries became more independent and many special libraries were closed. This practically ruined the centralized system, although the decree was formally in force until 1996. In 1995, on the initiative of the Ministry of Culture, a working group of specialists was established to draft a new law on libraries. It is to be based on the legislative experience in countries with developed library systems and is aimed at preserving the traditionally good Bulgarian libraries and their activities while giving more specific definitions to a number of principles underlying the work of libraries in the country and allowing them to take advantage of opportunities for individual development. While waiting for a new law, the Ministry of Culture passed several pieces of legislation concerning some types of libraries, none of them resulting in a better status for Bulgarian libraries and none of them satisfying the library community."

## Touring The Library

With the governing change in 1990, librarians established a non-governmental organization of librarians called the Union of Librarians and Information Services Officers (ULISO). "Before 1990 there was no way we could have had the union, so that was a major change," Ianeva said.

With 720 individual members, 65 institutional libraries, and 14 regional branches, the group is working and lobbying for better legislation for Bulgarian libraries. Unfortunately, there is no law yet. But, as Ianeva said, "We will continue to work with the new parliament on that."

Until then, Bulgarian librarians meet the challenge of moving from communism to capitalism with creative determination. Some have sister libraries in the United States. Colorado State librarian, Nancy M. Bolt, has been instrumental in establishing some of these relationships. The CTL does not have a sister organization, but would welcome such an alliance. Slavcheva, who came to the library in 1978 and became director in December 1999, approaches the reduction in financial resources with panache and hopes for better days ahead.

"Unfortunately problems and bad moments come unexpectedly, without asking us," she said. "Sometimes they pass away quickly, but sometimes they last unbearably long. But still we have to be patient and hope for better times to come—both in the personal and global aspects. Probably the prolonged period of transition in our country has made us philosophers, but sometimes philosophy really helps to overcome emotional and financial problems."

"Would you like to see the library?" they asked.

"Of course!" I answered.

"But before we do," I commented, "I want to tell you how wonderful your plants look. Someone takes very good care of them."

"We have many, many plants in the library," Velkova said. "Almost all our employees at this time are women, and I think we have a fondness for flowers and plants."

And as we toured the different rooms, I saw what she meant.

"In July and August, a lot of people take vacation; they go to the Black Sea," Slavcheva said. "So presently, we do not have a lot of patrons in the library. Here is the periodical reading room. Right now, some of the staff is removing older issues that will be put in storage. Our shelves are going to look so bare! Going from 10,000 titles to only a couple hundred leaves big gaps in the physical space. We've discussed what to do with all the unfilled shelves.

"We thought we'd put plants there," she said, with a twinkle in her eye.

Her attempt to make light of a serious reduction in the amount of information being provided by the library called to mind something a Bulgarian doctor said to me several weeks earlier. Throughout the evening he had shared amusing anecdotes and later apologized for telling so many funny stories. "Life in Bulgaria is not easy," he said. "If we don't joke, life is very difficult."

Bulgaria ranks as one of the poorest European countries.

Since the "velvet revolution" in 1990, when the country quietly changed from communism to a free market society, the nine previous ruling parties have struggled to adapt and change and have been severely hampered by corruption.

But hope rises on the horizon. Bulgaria has applied for membership in the European Union and NATO. Both are being diligently and purposefully pursued. The European Parliament estimates that Bulgaria will be set for joining the EU by 2007. And, on Tuesday, July 24, the 800-day countdown to October 2, 2003 began. Saxe-Coburg, the new Prime Minister whom the Bulgarians nostalgically call "The King," promised to place a clock on his desk to keep track of the time and his vow to improve the life of Bulgarians in 800 days.

Perhaps all these things, along with the active involvement of the union of librarians, will improve conditions for Bulgarian information providers. Then maybe Slavcheva won't have to put plants on the empty shelves of the Central Technical Library.

## Want to Find Out More?

### Web Pages

- National Center for Information and Documentation's web page, http://www.nacid.nat.bg
- Universal Decimal Classification scheme, http://www.udcc.org/about.htm
- Open Society Foundation, Sofia, Bulgaria, http://www.osf.bg/, is part of the global Soros Foundation, http://www.soros.org/
- Bulgarian Union of Librarians and Information Services Officers, http://www.nl.otel.net/uliso/
- "Bulgarian Librarians in Support of Intellectual Freedom Issues," http://www.ala.org/work/international/intlpprs/ianeva.html
- Valentina Slavcheva, vs@nacid.nat.bg
- Snejana Ianeva, shezha@pd.state.gov
- Sherrie Kline Smith, klinesmiths@usa.net

### For more information on Bulgaria:

- The Sofia Echo, Bulgaria's English Language Newspaper Online, http://www.sofiaecho.com/
- Bulgaria: A Country Study, http://lcweb2.loc.gov/frd/cs/bgtoc.html
- CIA: The World Fact Book 2000 Bulgaria, http://www.cia.gov/cia/publications/factbook/geos/bu.html
- Delegation of the European Commission to Bulgaria, http://www.evropa.bg/

# Packing Them In:
# 67<sup>th</sup> Annual IFLA
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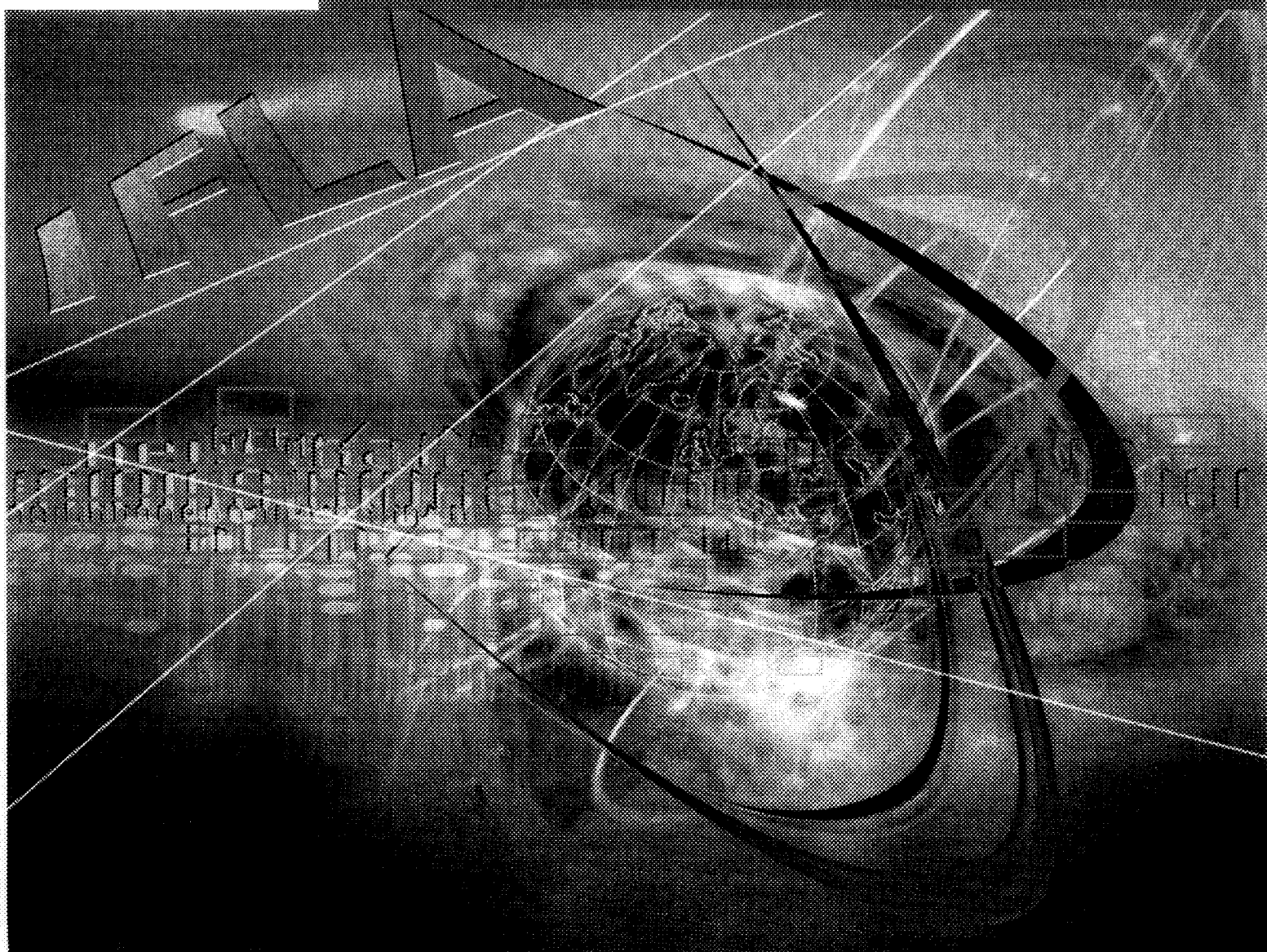
# ••• IFLA Goes to Boston

**BOSTON, MA, WAS THE SITE OF THE INTERNATIONAL FEDERATION** of Library Associations and Institutions (IFLA) record-breaking, 67th IFLA Council and General Conference The attendance figures for the conference, held August 16-25, 2001, broke all previous IFLA records. More than 5,300 people were involved in the conference, nearly 2000 more than in any previous IFLA event. Boston also had the biggest exhibition ever with 171 exhibitors, including SLA. The United States had the best representation, with more than 1,300 American delegates participating in the sessions and workshops. Other well-represented countries included China (with 166 delegates), the Russian Federation (with 145 delegates), United Kingdom (with 132 delegates), France (with 115 delegates), and Canada (with 108 delegates).

IFLA President Christine Deschamps opened the conference and then gave way to the event's 261 meetings, 68 poster sessions, and 27 workshops. More than 160 papers were available in print or on the CD IFLANET Unplugged. Many of these papers were translated into one or more of the other four IFLA working languages (English, French, Spanish, and Russian).

## Resolution Adopted at IFLA Council II

A resolution that addressed the obstacles involving Cuba and access to information had 553 supporters, 54 opponents, and 12 abstentions. SLA abstained from the vote so it could have time to gather input from its board of directors and members. For full details on the resolution, go to: http://www.ifla.org/IV/ifla67/iflaexp8.pdf.

## IFLA/FAIFE Introduces World Report on Libraries and Intellectual Freedom

The first IFLA/FAIFE World Report on libraries and intellectual freedom was launched at the IFLA conference.

"Libraries have a crucial role to play," said Christine Deschamps, the president of IFLA. "They are an essential tool for the achievement of democracy and social development. Libraries provide access to information, ideas, and work of imagination. They serve as gateways to knowledge. Libraries must reflect the plurality and diversity of society, opposing all forms of censorship without being influenced by any political, moral, or religious opinions.

"This first IFLA/FAIFE World Report is a major project, a first attempt to provide a picture on the status of libraries and intellectual freedom throughout the world. More than 140 countries have been contacted and 46 have submitted their reports. The result is very encouraging since this kind of information had never previously been put together nor published on a global basis.

"The IFLA/FAIFE World Report is a living document and more countries will join the project in the future. The world report is a living proof of the global aspects of IFLA/FAIFE and of IFLA's support to democracy and development."

Evaluation of the conference and professional program Ralph Manning, outgoing chair of the professional board, presented a conference overview at the final council meeting. The full text of his presentation is available on IFLANET (www.iflanet.org) and in IFLA Journal. Manning spoke about the work that goes into bringing people from all around the world to participate in IFLA's activities. Eleven satellite meetings, which covered everything from library consortia to the challenges and opportunities for the delivery of multicultural services in libraries, were held before the conference occurred. This was the most satellite meetings to ever take place in conjunction with an IFLA conference

The next conference will be held August 2002 in Glasgow, Scotland. Information about Glasgow and other upcoming IFLA meetings can be found at www.ifla.org

*Information Outlook* invited SLA's section representatives to provide their own reports. These reports follow and are available on the Web at: http://informationoutlook.sla.org

## IFLA REPORTS FROM SLA MEMBERS
### IFLA Section on Classification and Indexing
### by Marcia Zeng

The IFLA Section on Classification and Indexing and Section on Information Technology co-organized a pre-IFLA satellite conference, *Subject Retrieval in a Networked World*, from August 14 to 16 at OCLC Campus at Dublin, Ohio. The conference explored different approaches to subject retrieval of information and provided an opportunity to exchange views and to hear researchers at the forefront of subject retrieval in the Internet age. Nearly 100 participants from 15 countries attended the conference.

The section has two major projects going on. One is developing a new guideline for the construction of multilingual thesauri, which would replace the 25-year old current standard. The working group is chaired by Gerhard Riesthuis (University of Amsterdam, The Netherlands). Another working group, chaired by Marcia Lei Zeng (Kent State University, USA) is conducting a project entitled *Subject Access Approaches Used by Digital Collections and Information Directories*. Both groups had discussions during the IFLA Boston Conference. The section also hosted an open session called *Education and Knowledge Organization*. The standing committee of the Section on Classification and Indexing has 19 members from 13 countries.

### IFLA's Government Information and Publications Section
### by Jerry W. Mansfield

After eight years as a member of IFLA's Government Information and Publications Section (GIOPS) (including the last two as secretary/treasurer), I decided to become a member of the IFLA Government Libraries Section. The makeup of GIOPS includes information professionals in academic, special, and government libraries interested in government information and government documents. The Government Libraries Section is comprised of librarians employed in national libraries, parliamentary libraries, state libraries, and government special libraries. Our objectives are to:

* Promote government libraries and government information services
* Assist government libraries in working with each other
* Provide advice to librarians working in government libraries to better assist their patrons in utilizing government information
* Provide a means for librarians in government libraries to exchange information and communicate with each other.

The Government Libraries Section participated in an open paper theme, titled *Delivering Information Services Via the Internet: A Way of Reshaping the Government Libraries* at IFLA 2001. Speakers from the United Kingdom, Finland,

and the United States presented papers. Government libraries also organized a joint open session, titled *Knowledge Management in Not-For-Profit Organizations*, with the Marketing and Management Section and Social Science Section. The speakers were from the United States, Finland, Japan, and Denmark. The section also held an off-site workshop, *Strategies for Recognition–How to Promote Government Libraries and Services*, at the Middlesex Law Library. This featured representatives from the United Kingdom, Kenya, Finland, Sweden, and the host institution.

Officers were also elected this year. They are: chair, Lena Olsson, Stockholm Institute of Education, Sweden; secretary/treasurer, Robert Klaverstijn, ministry of health, Welfare and Sport, The Hague, Netherlands; and information coordinator, Christine Wellems, parliamentary Information Services, Parliament of the Free and Hanseatic City of Hamburg, Germany.

Much of our time at this year's business meeting was spent planning for the Glasgow 2002. Along with the British Government Libraries Group Government Libraries will sponsor a two-day pre-conference seminar in London on August 14-15. The program title is *Informing Government: Government Library and Information Services in the Information Age*. For further information or to register, visit the website. For our open paper session, Nancy Bolt (Colorado Department of Education, USA) and I will be organizing a session that will examine national information policies and the influences librarians have in their formulation.

### IFLA Section on Cataloguing
### by Dorothy McGarry

The IFLA Section on Cataloguing's program focused on positioning cataloguing for the future. Four papers were presented there including *The Impact of the FRBR Model on the Future Revisions of the ISBDs: A Challenge for the IFLA Section on Cataloguing*, by Patrick Le Boeuf (Bibliothèque Nationale de France); *Progress on the Multilingual Dictionary of Cataloguing Terms and Concepts*, by Monika Muennich (Universitäts Bibliothek, Heidelberg, Germany); *Functional Requirements and Numbering Authority Records* (FRANAR), by Françoise Bourdon (Bibliothèque Nationale de France); and *A Virtual International Authority File*, by Barbara Tillett (Library of Congress). The papers are available on the IFLAnet in several languages.

The section's standing committee met during the conference to hear reports on the activities of its working groups, to plan for the 2002 Glasgow conference, and to discuss its strategic and work plans for the next two years. A number of the standing committee's working groups also met.

The ISBD (International Standard Bibliographic Description) Review Group discussed revisions to the ISBD for monographic publications. A draft was sent out for worldwide review and it is now being revised. It will be published in early 2002. The group is also working on a recommended policy for application of the ISBDs when the material being catalogued involves

Daniel N. Ruheni, of Daystar University, Nairobi, Kenya, presented the most unique marketing solution to help overcome barriers to rural library service. Ruheni's approach is (pardon all puns) from the "eye of a camel."

The Camel Mobile Library service, started in 1996, spans a radius of 10 kilometers from a static library location.

"In spite of hardships, the camel library offers good marketing practices, moving library resources in the most rural areas of northeastern Kenya,"

the use of more than one ISBD. The review group is responsible for overseeing the revisions of the ISBDs and ensuring that the descriptions don't contradict each other.

The ISBD's working group for cartographic materials has reviewed several drafts of revision proposals. Since some of the reviews of the ISBD for electronic resources may affect this ISBD, work has been temporarily delayed pending finalization of revision and/or review of three other ISBDs.

The ISBD's working group for serials has been completing the new International Standard Bibliographic Description for Serials and Other Continuing Resources, which will be known as the IBDD(CR). This should be published in early 2002. A workshop on the ISBD(CR) may be held at the 2002 IFLA Conference in Glasgow.

The multilingual dictionary for cataloguing terms is being developed by a group of cataloguers. The multilingual dictionary for cataloguing terms is being devloped by a working group. To begin with, English terms will be extracted ..."

Another working group has been looking at various metadata schemes to identify the presence of data elements considered mandatory for bibliographic description in the *Functional Requirements for Bibliographic Records*. This work is continuing.

### The Camel Mobile: An Innovative Approach to Rural Library Service in Kenya
### by Christine M. Koontz

Library marketing professionals from around the world gathered in Quebec City, prior to IFLA in Boston, to discuss the state of library marketing education and successful marketing research techniques that improve library service in a sessions sponsored by the Management and Marketing Session of IFLA.

Camels caravan to marginal regions of the countryside where they are not only valued for transport, but for meat, skin, and medicinal purposes.

Three camels are tied together carrying tents, chairs, tables, an umbrella, and, of course, books. The service is managed by the Kenya National Library Service (KNLS), a government entity that manages all Kenyan public library systems. According to the KNLS, 85 percent of the rural population is illiterate, compared to the national average of 31 percent. Book donations are accepted from corporate bodies, both local and overseas. Library development committees include village elders and community readers.

The camels take books to school children and villagers, overcoming obstacles of rough terrain and travelling roads with little infrastructure. They move from region to region on Monday through Thursday. On Friday and Saturday, they are allowed to search for food and water and recuperate.

"In spite of hardships, the camel library offers good marketing practices, moving library resources in the most rural areas of northeastern Kenya," Ruheni said.

### Report of the Social Science Libraries Section
### by Jean M. Porter

The Social Science Libraries Section (SOC) joined the Government Libraries and the Management and Marketing Sections to sponsor *Knowledge Management for Not-for-Profit Organizations*. Speakers from the United States, Finland, Japan, and Denmark contributed perspectives on knowledge management.

The SOC also facilitated a Knowledge Management Discussion Group meeting immediately following the open session. The meeting began with Jean-Philippe Accart, a member of the SOC, reporting on a survey of knowledge

management activities in France. A lively exchange of information ensued. Karen Muller, a librarian and knowledge management Specialist at ALA headquarters, will be the convener of the discussion group at the Glasgow conference.

The Genealogy and Local History Discussion Group, also under the SOC umbrella, offered an open session with three speakers. Later in the week, the discussion group organized tours of two major genealogical organizations in Boston. The Genealogy and Local History Discussion Group plans to pursue status as a full section of IFLA.

SOC also organized a workshop held in Wong Auditorium on the MIT campus near the Dewey Management and Social Science Library. The workshop was titled *New Technologies for the 21ˢᵗ Century: Impacts on Social Science Libraries*. Speakers discussed virtual reference services, the Virtual Data Center of the MIT-Harvard Data Center, and the archiving of full text journals at JSTOR. Nearly 100 people attended this session. Prior to the meeting, some of the attendees met for lunch in Cambridge and made an impromptu visit to the Dewey Library.

The section's theme for the Glasgow conference will focus on history as a mirror to the future, looking at historical topics and areas related to future studies.

### A Report From the LTR Committee
### by Wilda B. Newman

The meeting in Boston was one to remember, especially for me, because it was in the United States. In most other countries, funding is in large part provided by the government of the host country, but sponsors fund United States events. Our success was due to all of the task forces that were set up to handle fund raising and vendor support, as well as all of the details that a major, international conference entails. It was a wonderful conference and a wonderful venue. Thanks to those that participated from all over the world and to all those Americans that gave so much of themselves.

Through Jim Neal's fund-raising efforts, the United States also provided money to sponsor 100 competitive fellowships for young professionals from developing countries to attend IFLA. I was a member of the task force that reviewed candidates for the $3000 individual scholarships and I coordinated the mentoring program for those candidates that made it to the conference. Many volunteers from the United States agreed to be mentors to one or more of the fellows and it appeared that the fellows gained a great deal from this experience, as did the mentors. Since the meeting, I have heard that the mentoring program is apt to be continued into future IFLA meetings. This program represents, I think, the American way—

support and care for the world and for information professionals everywhere.

As a member of the Library Theory and Research (LTR) Standing Committee, I can say that the Boston IFLA conference was very successful. The LTR programs included two sessions. The Monday program, titled *Collaboration Between the Library and Information Science Researcher and the Practitioner: Leadership Programs in the U.S.* was introduced by Beverly P. Lynch (Professor, Graduate School of Education & Information Studies, UCLA and Interim President, Center for Research Libraries, USA). Organizations and presenters at the workshop included: Association of Research Libraries, Management Programs, Duane Webster (executive director, Association of Research Libraries, USA); UCLA Senior Fellows Program, Jeffery Horrell (associate librarian of Harvard College and 1999 senior fellow, USA); Frye Leadership Institute, Deanna Marcum (president, Council on Library and Information Resources, USA); Association of College and Research Libraries/Harvard Program, Althea Jenkins (director, Florida State University Libraries and former executive director, Association of College and Research Libraries, USA); Urban Libraries Council Executive Leadership Institute, Joey Rodger (president, Urban Libraries Council, USA); Stanford, California State Library, Institute on 21ˢᵗ Century Librarianship, Anne Marie Gold (executive director of the Institute, USA); and Mortenson Center for International Library Programs, Visitors Program, Marianna Tax Choldin (director and distinguished professor, USA).

The second program was titled *International Cooperation in Library and Information Science (LIS) Research: Making a Difference in the Knowledge Age*. Program speakers and their papers included an example of European cooperation on research in librarianship, Francoise Bourdon and Elisabeth Freyre (Bibliothèque Nationale de France, Paris, France); *Research and International Technical Cooperation*, programmes, Ian M. Johnson (head, School of Information and Media, The Robert Gordon University, Aberdeen, Scotland, UK); and *Collaborative Efforts In Cross-Country Studies On Information Resource Sharing Infrastructure Between China And The U.S.: Introducing An International Cooperative Research Method*, Yan Quan Liu (assistant professor, Information and Library Science, Southern Connecticut State University, New Haven, CT, USA).

The LTR Standing Committee held two business meetings that were primarily focused on conference planning. Details for the Boston meeting were finalized and work on the strategic plan and action items were completed. Discussion also included LTR programs for upcoming conferences in Glasgow, Scotland, 2002, and Berlin, Germany, 2003. This year saw a significant change in the

leadership of LTR as Lis Byberg, Norway, completed her second term as chairperson of LTR. She did an outstanding job for the committee and IFLA and now moves onto another section of IFLA. The LTR Standing Committee is in good hands with Kerry Smith, Australia, assuming the position of chair (previously secretary/treasurer for LTR). Marian Koren, Netherlands, becomes the new secretary/treasurer. Wilda Newman, United States, continues as information coordinator for the LTR Standing Committee.

### The Library and Research Services Report
### by Donna Scheeder

The Section on Library and Research Services for Parliaments had a busy schedule of meetings at the IFLA conference in Boston. A pre-conference in Ottawa, hosted by the Parliamentary Library of Canada, had more than 100 delegates representing 46 different countries. The event, called *Parliamentary and Legislative Libraries: On the Cutting Edge of Information*, featured presentations from members of parliamentary libraries in Cuba, Costa Rica, and Brazil, as well as a panel of Canadian librarians led by Mary Dickerson.

The Boston program included two standing committee meetings, two open meetings (one of which was followed by a Town Hall), and two workshops. Speakers included Daniel Mulholian, director of the United States Congressional Research Service, Richard Toornsta, director of the Parliamentary Documentation Center of the European Union, and Karl Min Ku, head of Library and Information Service, Legislative Yuna, Taiwan. The highlight of the research day workshop was the presentations of Rosemary Crowley, a member of the Australian Senate, and Kosi Kadem, a member of the parliament of Ghana who discussed the legislator as client.

The all day management workshop was held off-site at the Massachusetts Institute of Technology. Section members had their choice of attending group meetings on a variety of topics where they raised issues and shared best practices. The section also agreed upon a work plan for the coming year.

### Academic and User Education Report
### by Jesús Lau

As an SLA representative to the IFLA Section of University and Other General Research Libraries, I compiled this report on the activities of this section, as well as on the work of the Round Table on User Education (RTUE), an IFLA group that I chair. The aim of the report is to encourage other SLA members to participate in the exciting international work of IFLA.

The Section on University Libraries had several activities including open sessions, discussion groups, and workshops.

- A satellite meeting, *Service Management, and Leadership: Essential Tools of Library Services to the Academic Community,* at Harvard University. This was an excellent meeting organized by ACRL but having as guest members of the IFLA Section on University Libraries.
- *Performance Measurement in Academic Libraries,* a group discussion.
- *Marketing of Library Services to the Academic Community,* a discussion lead by the Information and Documentation Group that was created to fill the gap created by the demise of FID.
- An open session on academic and research library partnerships.
- A workshop on managing academic and research library partnerships.
- A workshop called *Information Literacy: the Contribution of Websites.* A joint activity with the User Education Round Table.

The university section's has four main activities planned for IFLA Glasgow 2002. The themes include:
- *Change and its Impact on Staff,* an open session.
- *Evaluation and Quality Assurance: Focus on New Measures of Institutional Outcomes and Evidence of Impact,* a group discussion.
- *Shaping the Future of Scholarly Communication and Publishing: The Librarians' Role,* a workshop.
- *The Role of the University Library in Promoting Democracy and Diversity,* a workshop.

Members of this section also presented the final document of the IFLA licensing principles, which is available on the IFLA website. This is a useful set of guidelines for any academic library. A decision was made to accept scholarly communication as a high priority for the section work. A draft will also be prepared to discuss *Evaluation and Quality Assurance in Academic and Research Libraries* at the 2002 Glasgow meeting.

The Round Table on User Education had an open session devoted to discuss International Guidelines for User Education Across Continents. The five papers presented were:
- Loanne Snavely, "ACRL Information Literacy Competency Standards for Higher Education" (USA)
- Toby Bainton: "Information Literacy and Academic Libraries: The SCONUL Approach" (UK)
- Christina Tovote: "The Pedagogical Challenge and the Student as Customer" (Sweden)
- Benno, Homman: "Difficulties and New Approaches in User Education in Germany" (Germany)
- Hans Chopra, "Performance Appraisal of Library User Instructors in Developing Countries" (India)

As reported, this round table organized a joint workshop with the Section on University Libraries on *Information Literacy: The Contribution of Websites.* ❧

# conference countdown

## Look Ma. No Car!

by Lysbeth Chuck

In late 1999, the Los Angeles' Metropolitan Transportation Authority (MTA) asked some original thinkers how the city could use technology to solve its transit problems.

80-year-old Ray Bradbury, author of *Fahrenheit 451* and *The Martian Chronicles,* who has lived in Los Angeles for most of his life, was only too happy to oblige. Bradbury is only one of the more than 11 million people living in the Los Angeles basin. But he is not one of those who drive any of the area's seven million cars.

Bradbury criticized the sumptuous new $500 million MTA headquarters as a waste of money. So did about 10 million other Angelinos. He also said one of the most important things missing in the MTA's rail and bus system was "fun."

If he still thinks that, he's probably more or less alone. And he obviously hasn't had a chance to ride the two-year-old red line subway.

In the metro station located at Hollywood and Vine—perhaps the world's most famous intersection—artist Gilbert Lujan has created an environment that reflects the "history, glamour, excitement" of the Hollywood film industry "in its yesteryear and its great movie palaces."

At street level, the Hollywood and Vine bus shelters are designed after the Chinese Theater and the Brown Derby restaurant, and the station entrance resembles an actual movie marquee. The interior is star-studded with artifacts of the film industry.

Recycled film reels decorate the ceiling, and Paramount Pictures has donated two original film projectors from the 1930s for an exhibit. The floor reflects *The Wizard of Oz*'s "yellow brick road," and the plaza railing design incorporates the musical notes to "Hooray for Hollywood." Finally, Lujan's several ceramic benches depict LA's famous car culture and underline the automobile's significance to the city.

There are other interesting stops on the metro's red line. The Hollywood/Western Avenue Station attempts to reclaim a different past, paying homage to California's native Mestizo heritage and its original European settlements, not to mention the panethnic backgrounds of the more recent immigrants who make up the country's second-largest city.

Michael A. Davis' Vermont/Sunset Station transports commuters down escalators to a chart, which maps their place in the universe. The station's architectural details are borrowed from the neighborhood around it as well as from 1950s sci-fi and contemporary post-modern designs. The station floor and walls, for example, are inlaid with granite patterns of celestial orbits, and metal etched with spheres containing medical symbols and microscopic images of life forms—iconography commonly shared by astronomy and medicine, since the hospitals around the station and the Griffith Park Observatory are both visible to passengers exiting the station. The observatory's famous domed form is even echoed in the design of the building's elevator.

The Vermont/Santa Monica/L.A. City College station won an Architectural Design Citation from *Progressive Architecture* magazine. In another collaborative exercise with the surrounding neighborhood, artist Robert Millar worked with the nearby Braille Institute and neighboring Los Angeles City College, which boosts a strong theater curriculum, to incorporate a variety of interesting textures into the station for the visually-impaired, and even provided a performance area at the plaza level for aspiring theater folk!

Marked by strong simple lines, the station's design emphasizes natural vs. artificial light through a series of skylights that introduce natural light into the station. According to the designers, the station should heighten the awareness of riders to their location, by questioning the nature of "place" versus "space."

The station at Vermont and Beverly, on the other hand, celebrates the appeal of classical architecture and nature. Patinaed bronze column capitals provide a stark contrast to the natural-looking rock formations found at all levels of the station, including the entrance. Realistic-looking fake rocks, designed by artist George Stone, are the result of his painstaking study of the actual geology and rock formations of the site. The design is intended to remind riders that even great technological achievements cannot contain nature, and invites them to "question their relationship to both the environment and technology."

All of these stations are on the Metro's two-year-old red line subway. To get there from the Convention Center, SLA attendees can take the blue line from the Pico Station (right around the corner from the Convention Center), go one stop to the 7th Street/Metro Center Station, and change there to the Red Line to North Hollywood. To learn more about each station's art and architecture, log on to www.mta.net/metroart.
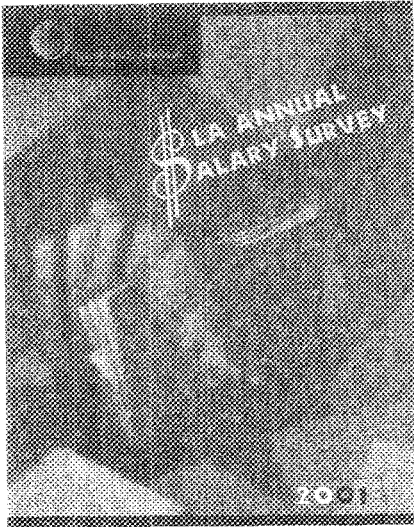
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# all about drucker

## The Essential Peter Drucker

by Bruce Rosenstein

If we could read only one writer on our management bookshelf, it would be Peter Drucker. Even at 92, his career continues to unfold, making it possible for us to study him in real time, rather than as a historical figure.

One of the new breed of hip business magazines, *Business 2.0*, featured him on the cover of its October 2001 issue, as the top name in "The Business 2.0 Guru Guide." Through the years he has had other endorsements from icons of business, such as recently retired General Electric CEO Jack Welch and Intel's chairman, Andy Grove.

We are particularly fortunate that he will be the keynote speaker at the 2002 Special Libraries Association annual conference in Los Angeles. We don't know what he will tell us about management, but we can try to understand some of his main ideas, to better appreciate his message when we hear it

One idea is that every knowledge worker (in other words, the entire membership of SLA) is a manager, whether your title says it or not. So you must learn to manage yourself. Another is that management is not for business alone. Governments, churches, and nonprofits of all types must be well managed.

Drucker has also advocated periodically looking at what an organization does, and deciding what activities would be dropped if it could start all over again. Ideally, it would then drop those activities and do something more worthwhile. But as he demonstrates in his writings, this is easier said than done.

In his 839-page opus *Management: Tasks, Responsibilities, Practices,* published in 1974, he lays out "five basic operations in the work of a manager. Together they result in the integration of resources into a viable growing organism."

These operations are setting objectives (one of Drucker's most famous management tools is "Management by Objectives"), organizing and classifying (this should be second nature to *Information Outlook* readers), motivating and communicating, measuring (including decisions on "pay, placement and promotion"), and developing people (including yourself).

Drucker has written about management for more than fifty years. Some of his most important thoughts were collected recently as *The Essential Drucker: Selections from the Management Works of Peter F. Drucker*. It draws from ten books written between 1954 and 1999.
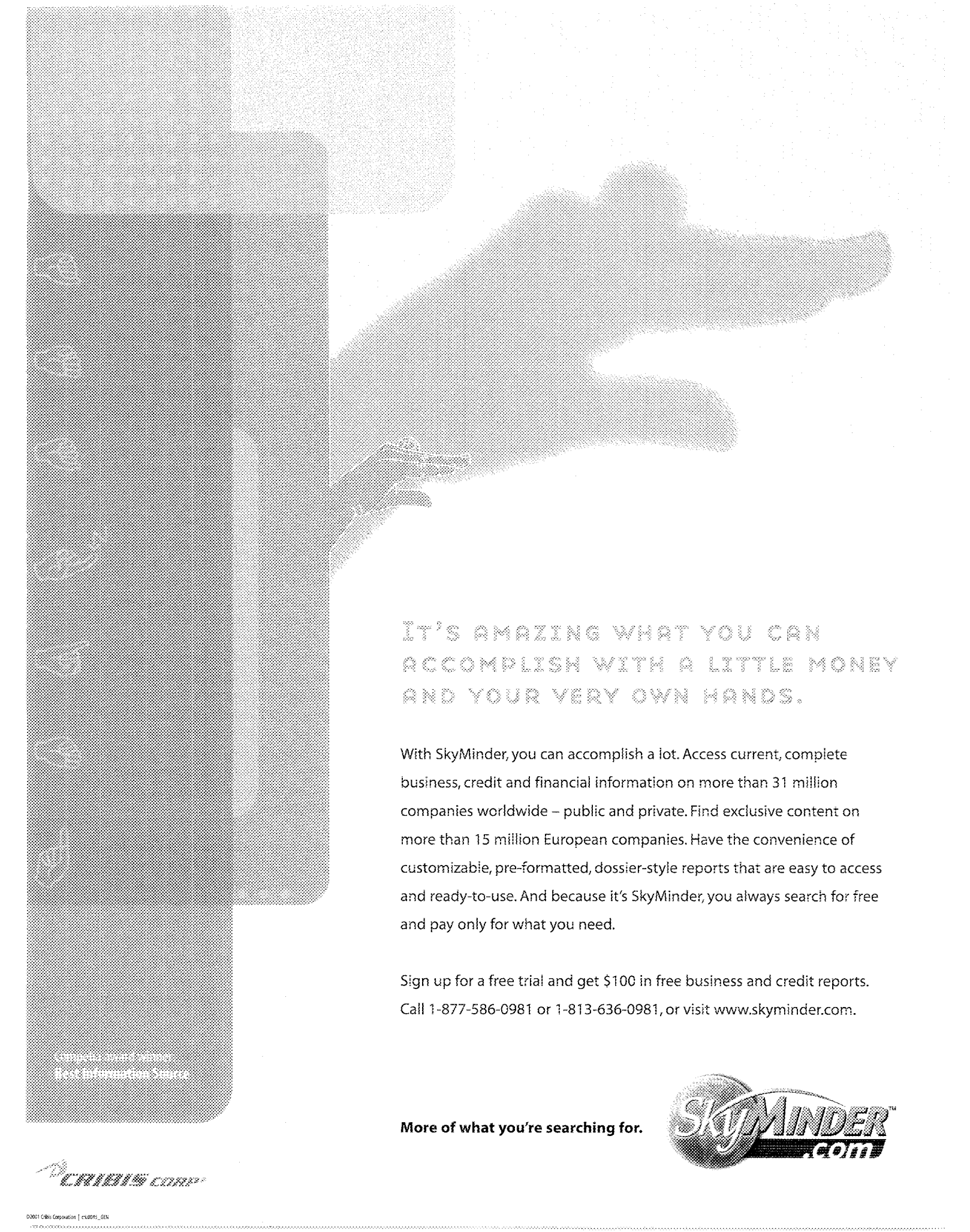
In a chapter taken from 1988's *The New Realities*, he attempts summing up "a few, very essential principles" on what management really is. He says it is about people and optimum joint performance; it is embedded in the culture of its country; it is a commitment to goals and values clearly set out and believed by the institution; it allows for growth and development of its individuals; it blends individual responsibility with communication; and it is a variety of factors that tell you how well you are doing, not just looking at the bottom line. Yet, in the end, only one thing matters. "The single most important thing to remember about any enterprise is that results exist only on the outside," he said. "The result of a business is a satisfied customer. The result of a hospital is a healed patient. The result of a school is a student who has learned something and puts it to work ten years later. Inside an enterprise, there are only costs."

We may not know what Drucker will say in his keynote, but we can look back to June 30, 1975, when he addressed the Association of College and Research Libraries, during ALA's annual conference in San Francisco. As reported in the September 1975 issue of *College and Research Library News*, Drucker "...demonstrated a knowledge of the primary functions of libraries and librarians, which is rarely expressed outside of the profession. He obviously uses libraries and consults with librarians, whom he characterized as people who understand the dynamics of information and act as catalysts to convert data into information."

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# copyright corner

## Librarian / Publisher Disputes In The Copyright Arena

by Laura Gasaway

Recent reports that Patricia Schroeder, president of the Association of American Publishers, referred to librarians as "the enemy" came as quite a shock to many librarians. Maybe I am jaded, but I found it neither shocking nor even surprising. The copyright debate has become increasingly acrimonious over recent years, and it is likely to continue to be so.

Librarians (on one side) and publishers and other producers of copyrighted works (on the other side) have very different core values. The differences often play out in discussions about copyright. These conflicting core values make it likely that disputes will continue to occur and that each group will view the other with suspicion, refusing to acknowledge that the other's position might have some merit.[1] This is unfortunate since librarians and publishers share an interest in making works available to the public. Moreover, the success of each group is actually quite dependent on the other. These conflicts are likely responsible for the increasing acrimony in the copyright debate.

It is impossible not to over generalize in any discussion of values, and I do recognize that there are differences among librarians, but much of the difference is based on the type of library in which the person works. There are also significant differences between types of publishers and producers. For example, there are nonprofit publishers, association publishers, and university presses that share a number of interests with commercial publishers, but all of their interests are not the same. In spite of the differences among publishers, the values being ascribed to them as a group relate primarily to commercial publishers. The extent to which noncommercial publishers share these values varies.

Publishers and producers value being paid for the copyrighted works they produce and distribute. When libraries reproduce copies of their works and give them away to users, this conflicts with a core value of publishers—compensation for their products. The law recognizes that some reproduction by libraries is exempted or is a fair use. But instead of referring to such activity as infringement, publishers increasingly call it "theft" or "piracy," which leaves little room for concepts such as fair use that relate to copyright infringement. The ability to reproduce perfect copies from a digital work exacerbates publisher concern about reproduction of their works.

Another core value of copyright holders is the ability to control their works in the marketplace. Certainly, in the digital world detecting infringement can be more difficult. Therefore, publishers and others are turning to technological means to protect their works rather than relying on traditional copyright. Publishers and producers also value the integrity of their works and seek to ensure that the original work is not altered to reflect negatively on the producer. Publishers value licensing as a way to control their works but also see

license fees as a valuable income stream. They also value the ability to market their works broadly and to explore new markets and new formats. Finally, a core value for publishers is that fair use is only a defense to copyright infringement and not a users' right.

Librarians also have deeply held core values. One overarching value may be described as the "public library ethos." Even corporate librarians often share this value since librarian education and training is based on it. A part of this is the belief that public libraries are educational institutions. While this may be true in the broad sense, under the Copyright Act, public libraries are nonprofit libraries and not nonprofit educational institutions. The second core value may be summed up as "information to the people." This means that public libraries are a shared intellectual resource maintained at public expense and copyrighted works generally should be made available to users at no charge to the user. The first sale doctrine[2] enables libraries to lend materials free of charge or even for a fee. Librarians support the rights of users of copyrighted materials, which includes the right to read, the right of access to ideas, and the right to browse. Librarians view themselves as advocates for users in the copyright debates.

The existence of a robust public domain is another critically important core value for libraries. Finally, librarians believe that fair use is a right and not simply a defense to copyright infringement. The Copyright Act actually supports this view in § 108(f)(4) which states, "... nothing shall affect the *right* of fair use ..." (emphasis added).

Society itself actually supports some of the core values of both groups. The most important core value for society in the copyright area probably is the value of an educated populace. Libraries play a vital role

in creating an educated citizenry through both literacy and reading programs, but also by making information available to users. Society supports the value of public libraries and public access to information. But society also values entrepreneurship and respects the ability to create a product and market it to the public. At the same time, society values the existence of the public domain since those works provide much of the intellectual commons that we all share as citizens. Free public access and commercialization of information certainly are opposing values.

The values conflict between librarians and publishers is evident. The core values that each group holds might help explain some of the statements they make in the copyright debates. The conflict also demonstrates why each group sometimes overreacts to statements of the other group—because those statements strike at the heart of a deeply held value. In addition to this conflict, librarians and publishers often do not understand the copyright law. Both are guilty of misstating the law and overstatements about the horrors that will ensue in the digital world if their own core-value laden position is not recognized and given primacy.

Where does this lead? This values conflict often shapes the debate about the proper role of fair use guidelines, whether the act should be amended, and whether the original balance the act struck between producers of copyrighted works and users is correct. Further, it affects which cases are cited to support given positions while other cases that take an opposite or even slightly different position are ignored.

It is too bad that discussions between librarians and copyright holders have become marked with animosity and mutual distrust. Agreements can often be reached when sides work together. But the very nature of negotiation is compromise, which means that neither side will get all that it wants. Can we live with that? Either we will live with compromise or we will continue to battle before Congress, the Copyright Office, and the courts. Copyright holders will increasingly turn to technological controls and restrictive licensing provisions to control access to and use of their works. Librarians will chafe at the restrictions their users have to endure and at the complaints they receive from their users because of these restrictions. And both groups will continue to view the other as untrustworthy, at a minimum, or, as enemies, at worst.

[1] The material for this column came from an article I wrote which was published late this spring (despite the 2000 date), *Values Conflict in the Digital Environment: Librarians Versus Copyright Holders*, 24 Columbia-VLA J.L. & Arts 115 (2000).

[2] See Copyright Corner, *Information Outlook*, May, 2001.

# communications outlook

## Understanding Tragedy Through Introspection

by Anthony Blue

Nearly three months have passed since terrorism hit the United States. The events of September 11th stifled us and our nation, permanently connecting us to fear, uncertainty, and uneasiness. Lost amid the chaos and confusion is the innocence of our nation—once thought to be immune from the horrors often seen on nightly news reports from abroad.

We are now, and will forever be, affected by the terror that has plagued many parts of the world for decades. At SLA, we grieve the loss of our members. Our hearts go out to their families who seek closure and a desire to move forward in a difficult time. We share their fears, concerns, and faith that there is hope for a better world. The images of September 11[th,] imbedded in our minds and hearts, remind us that tolerance, understanding, and respect for our fellow man must prevail.

On October 12th, during SLA's monthly staff meeting, Executive Director Roberta Shaffer opened the floor to discussion of these life altering events. For many SLA staffers, this was an opportunity to gain some perspective and share their views. While a variety of concerns were raised during the discussion, protection of civil liberties and understanding the differences in cultures and religions were the most talked about topics.

In her *Information Outlook* column this month, Roberta mentioned the staff's discussion and the contributions that SLA can provide, including the membership's responsibility to harness and disseminate accurate information.

Listening to President Bush's heartfelt address to the nation in the days after the attacks filled me with emotion. It also left me seeking answers. The president spoke of suspected terrorist, and mastermind behind the attacks, Osama Bin Laden and the Al Qaeda organization.

He framed the incident in simplistic terms and described the repercussions and consequences to those responsible. Bush said that terrorism attacks the heart of freedom, and vowed to bring the responsible parties to justice or bring justice to them. In an effort to build an international coalition of support for waging a global war on terrorism, the president is working too win over Muslim hearts and minds.

On the other front, Bin Laden and the Taliban have taken their cause public, painting a picture of the United States as an aggressor against Islam. Calling for a jihad (holy war) against those who support our cause. Night after night, television reports vividly show displays of anti-American sentiment from the middle east. But hatred toward America did not develop over night.

An article in an October issue of *Newsweek* magazine entitled "Why They Hate Us," answered many of my personal questions. The article examined the reasons behind the hateful views toward America and western culture in general. It delved into the obvious cultural and philosophical differences. It also explained how Bin Laden has cultivated hate that has become religious doctrine in certain areas of the Middle East and Asia. The piece provided insight and a clearer understanding of how someone such as Bin Laden can manipulate and control through fear, and justify numerous horrendous acts in the name of God. By the end of the article I understood why possibly millions of people hate what America stands for, why they fear our culture, and why they blame us for many of the problems in the Middle East and the world.

Six months ago no one would have fathomed that an act of this magnitude could happen in the United States. As an American, I plead ignorance to many of the issues the article raised. My thought process before reading the article would not have allowed me to even think that somewhere in the world people would justify murder and hatred. As Americans, we tend to dismiss problems in far off places of the world. As western culture transcends the globe, we must be cognizant of global problems because they affect us indirectly and directly.

The world's perception of us has merit. We must remember that our individual decisions reflect a larger movement. Believe it or not, we share a responsibility to look within ourselves and ask: What can I do to make this world a better place for everyone? The world as we envision it requires us to take time to learn about others and to put the proverbial shoe on the other foot. One man's paradise may be another man's hell. Because the world as we once knew it will never be the same.

# Valuating Information Intangibles:

*Measuring the Bottom Line Contribution of Librarians and Information Professionals*

by Frank H. Portugal, Ph.D.
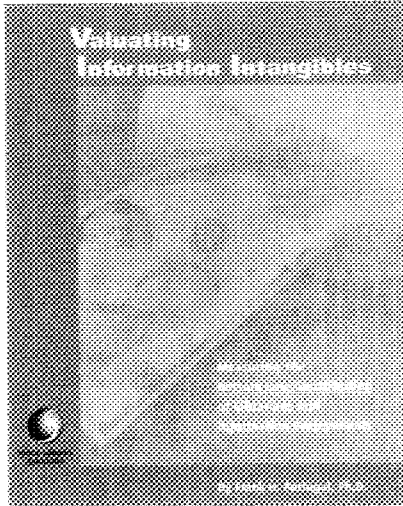
A determination of the bottom line value of libraries and information centers has proven difficult because of the intangible nature of the value and the use of archaic accounting systems that for the most part focus on tangible or physical assets rather than intangible ones. The problem is that the intangible value of libraries and information centers may be orders of magnitude greater than their tangible value. To overcome some of these measurement difficulties this workbork presents four different approaches to the intangible valuation of information resources.

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# strategic learning outlook

## Remembering 2001

by The Strategic Learning Team

2001 was quite a year. It began with the inauguration of George Bush after an unusual, close election, and it is ending with tragic national and international events dominating the news and our thoughts. Here at SLA, we had an extraordinary year as well. David Bender retired after 22 years as executive director, but his big shoes are being capably filled by our new executive director, Roberta Shaffer.

In 2001, SLA's Strategic Learning Team also had lots going on. We introduced new learning experiences, and we added a new team member, Samantha Streamer Veneruso, as our learning catalyst. To close this year in a different way, we thought we would let you see what you and your colleagues said about your learning experiences with us in 2001.

"I have many new ideas to take back to work and apply."

" [This course] has direct impact. I will use these skills this year for reporting to my company."

"Just what I was seeking! This was a step-by-step explanation of a five-step information audit--nuts and bolts ... I think I will be able to adapt and apply directly to my specific needs. [It was] worth every bit of time and money to attend."

"[I] Picked up some specific points and will change some of our products to appear more positive. [It ]

showed we need to examine our current image."

"It was perfect timing as our library is under review and I needed to write a value-added report."

"This was an excellent learning experience of value to those of us with lots of years since our MLS. I came away energized and with a new network of colleagues. I hope this experience will be replicated in other parts of the country and I will be recommending it to others."

"One of the best learning experiences I have had as a professional. Not just a educational session, but an overall learning experience on what is being discussed in our profession and also what is being accomplished in the information field."

"All of the MLS renewal sessions tested me, forcing me to look at, and reassess, my beliefs and opinions concerning our profession as a whole, and my individual work environment. Some ideas I kept, some I discarded, but the memories and bonhomie shared with my peers shall stay with me for a very long time."

"Well organized and excellent opportunity to learn."

"I am a seasoned practitioner with many years of attending learning related events in a diverse range of contents and industries. This was easily one of the best and easily one of the most practical and focused."

"All the elements of a truly great

conference were brought together at one time--facilitator, faculty, framework for discussion, network and open-space discussion sessions, and supporting/reinforcement activities all combined for a great learning experience. I came away with a fresh approach and understanding for what it is that I must do to champion KM in my organization."

"The KCI learning experience was well-thought out, energizing, stimulating. [It was] an altogether satisfying experience that exceeded my expectations. The care, level of sophistication, and professionalism that went into crafting the learning experience was obvious from the start."

Looking ahead to 2002, SLA's Strategic Learning Team is very excited. In 2002, the MLS Renewal experience will return along with the Virtual Seminar Series and the Annual Conference CE courses. We look forward to new learning experiences, such as *Innovating Information Services* and *Knowledge Forums*. We are eagerly anticipating the roll out of the SLA Learning Express in early 2002.

Also we are hoping to hear more from you, our learners, about what you need and want to learn. Email us at learning@sla.org or call us at (202)939-3627

If you joined us in 2001, thank you. We hope you had a great experience, and we hope you will join again us in 2002. If you were unable to be with us this year, it is okay. You will have many opportunities to learn with us in 2002, so do not miss out.

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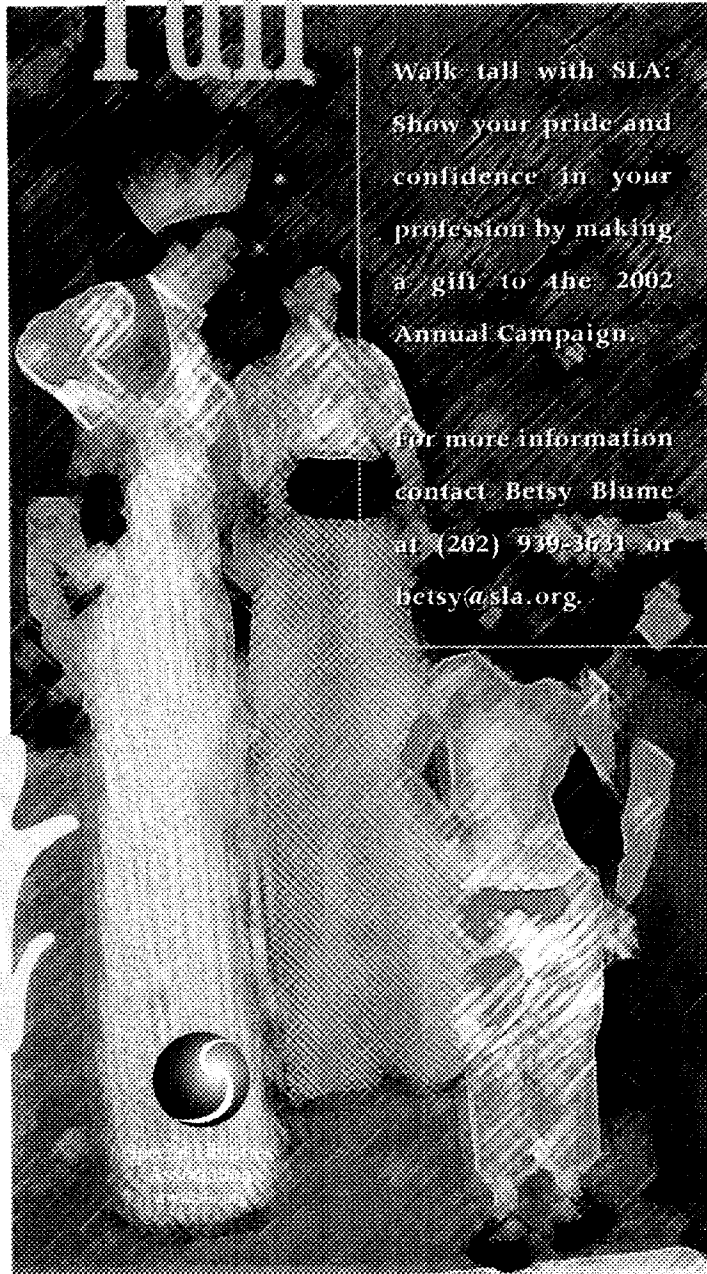
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2002 Annual Campaign

# making news

## sla news

### Management Guru and Pulitzer Prize Winner to be Featured At SLA's Conference

The Special Libraries Association (SLA) has confirmed that Peter Drucker and Doris Kearns Goodwin will be the featured speakers at SLA's 93rd Annual Conference, June 8-13, 2002 in Los Angeles, California, USA. Known as the father of management science, Drucker is a global management guru whose advice and expertise is sought out by CEO's from around the world, including Jack Welch and Andy Grove. At age 91, he maintains a busy schedule by teaching, consulting, writing, and doing speaking engagements. Kearns Goodwin is a Pulitzer Prize winner and best-selling author who has written numerous books and articles on everything from politics to baseball for leading national publications. She is also a regular panelist on PBS's *The News Hour with Jim Lehrer* and a frequent commentator on NBC and MSNBC.

# in memoriam

### Founding Member of PAM Passes Away

Joyce Watson, a member of the Physics-Astronomy-Math Division, recently died of cancer.

Watson worked at the Center for Astrophysics, a joint project between Harvard University and the Smithsonian Astrophysical Observatory, from 1969 until 1991. After this, she worked with SIMBAD and the Astrophysics Data System until her retirement in January 1997.

Watson was trained in library science in England, where she started in government documents control and became head librarian for two engineering companies. After coming to the United States and taking a child-raising break, she started and operated a small research library at Lowell Technological Institute. She joined SAO in December 1969. In 1976 she took her first coursee in online database searching at the University of Pittsburgh and was hooked. Soon thereafter, she brought online literature searching to the Observatory. In 1986 she learned about SIMBAD just when the Centre de Données Astronomiques de Strasbourg in France was eager to expand the usage of their object- based database. In the earliest days of SIMBAD, Watson did all the searching with a 300-1200 baud modem, a telephone with an overseas service contract, and a line printer. Watson was also involved in the early days of the Astrophysics Data System.

Joyce was also a member of the AAS and the Astronomical Society of the Pacific.

### Shaffer Joins GPO Council

Roberta Shaffer, SLA's executive director, recently joined the Depository Library Council to the public printer. Shaffer, who is one of 14 council members, began her three-year term in October.

The Council advises the Government Printing Office (GPO) on issues related to public access to Government Information products through the Federal Depository Library Program (FDLP). The FDLP is a nationwide system comprising more than 1,300 libraries acting in partnership with the GPO to provide the general public with local access to federal government information products at no cost.

Administered by GPO, the FDLP is a nationwide geographically dispersed system comprising more than 1,300 libraries acting in partnership with the GPO to provide the general public with local access to federal government information products at no cost.

### Shaffer Appears in *Los Angeles Times* Article

SLA Executive Director Roberta Shaffer was featured prominently in a recent *Los Angeles Times* article about the diversity of objects people can find in libraries.

The article was spawned by an exhibit called *The World From Here: Treasures of the Great Los Angeles Libraries* by Bruce Whiteman, the head librarian at UCLA's William Andrews Clark Memorial Library.

In the article, Shaffer comments about the transition of artifacts from private libraries to public libraries and the number of special libraries in the United States.

# index of advertisers

# coming events

## December 2001

**School for Scanning Creating Managing and Preserving Digital Assets**
December 3-5, 2001
Sponsored by the Northeast Document Conservation Center
Delray Beach, FL, USA
http://www.nedcc.org/sfsfl1.htm

**Enterprise Intelligence World Summit**
Enhance Corporate Knowledge Through Integrated Knowledge Sharing Practices
December 2-5, 2001
Sponsored Imark Communications
Orlando, FL, USA
http://www.enterpriseintell.com/

**Online Information 2001**
December 4-6, 2001
Sponsored by Learned Information
Olympia, London, UK
http://www.online-information.co.uk/online/

## 2002 and Beyond

**Association for Library and Information Science Education (ALISE) National Conference**
January 15-18, 2002
Sponsored by ALISE
Reston, VA, USA
http://www.alise.org

**SLAWinter Meeting**
January 24-26, 2002
Chicago, IL, USA
www.sla.org/content/Events/index.cfm

**Knowledge Forum**
January 25, 2002
Chicago, IL, USA
http://www.sla.org/calendar/

**Innovating Information Services**
January 26-29, 2002
Chicago, IL, USA
http://www.sla.org/calendar/

**The Association for Information and Image Management**
March 5-8, 2002
Sponsored by AIIM
San Francisco, CA, USA
http://aiim.aiim2002.com

**SLA 93rd Annual Conference**
Putting Knowledge to Work
June 8-13, 2002
Los Angeles, CA, USA
www.sla.org/content/Events/conference/2002annual/index.cfm

**The International Federation of Library Associations and Institutions (IFLA) General Conference and Council**
August 18-24, 2002
Glasglow, Scotland
www.ifla.org

**2nd South Atlantic Regional Conference**
September 22-24, 2002
Asheville, NC, USA
http://www.sla.org/calendar

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**Innovating Information Services**
January 26-29, 2002
Chicago, IL, USA
http://www.sla.org/calendar/

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