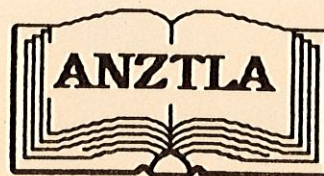


NOT  
FOR  
LOAN



# ANZTLA NEWSLETTER

No 36

December 1998



## AUSTRALIAN AND NEW ZEALAND THEOLOGICAL LIBRARY ASSOCIATION

ANZTLA is an association of libraries and individuals involved and interested in theological librarianship. It seeks to co-operate with Australian and New Zealand Association of Theological Schools and to promote its aims and objectives insofar as they apply to libraries and librarianship. However, membership is open to all libraries and individuals sharing the interests of the Association, upon payment of the prescribed fee.

The ANZTLA Newsletter is published three times a year to provide a means of communication between members and interested persons.

Contributions are invited of relevant articles and items of interest to theological librarianship; scholarly articles. information on all aspects of librarianship; book reviews; library profiles; and news about libraries and librarians. Articles should be typed, and submitted to the editor in hard copy (for scanning).

ANZTLA holds an annual conference, in association with the conference of the Australian and New Zealand Association of Theological Schools where practicable. Local Chapters of the Association in the major cities provide a forum for local interaction.

ISSN: 1030-701X

- President: Kim Robinson, Moore Theological College  
1 King Street, Newtown NSW 2042  
Phone: 02 9577 9880 Fax: 02 9577 9898  
email: library@moore.edu.au
- Vice President Philip Harvey, Joint Theological Library  
Ormond College, Parkville Vic 3052  
email: Philip.Harvey@ormond.unimelb.edu.au
- Secretary: Stephen Connelly, Joint Theological Library  
Phone: 03 9347 8480 Fax: 03 9349 1857  
email: Stephen.Connelly@ormond.unimelb.edu.au
- Treasurer: Lynn Pryor, Churches of Christ Theological College  
P O Box 629, Mulgrave North Vic 3170  
Phone: 03 9790 1000 Fax 03 9795 1688  
email: pryorl@wva.org.au
- Editor: Lynn Pryor
- Executive Member: Beth Prior, Adelaide Theological Library,  
34 Lipsett Terrace, Brooklyn Park, SA 5032  
Phone: 08 Fax: 08 8416 8410  
Email: Beth.Prior@flinders.edu.au

### ANZTLA Membership and Subscription to the Newsletter:

- Association membership (inc Newsletter subscription) \$A40 p.a.  
Newsletter only \$A20 p.a.  
Overseas surcharge \$A5 p.a.  
Payment to Treasurer  
Some back issues available from the Editor (\$7.00 each)

# ANZTLA NEWSLETTER



*Theological libraries:  
New fields in a changing landscape*

**ANZTLA conference July 1998  
Proceedings Part 2**

## **Contents**

<i><b>The changing landscape</b></i>	
Distance education : a student perspective / <i>Meredith Williams</i>	2
Site insight : Canberra College of Theology	6
<i><b>Fences and gates</b></i>	
Industrial issues and workplace safety / <i>Phil Teece</i>	7
Site insight : Rabbi Falk library	10
<i><b>Travelling by yourself but not alone</b></i>	
The OPALS many hats / <i>Toni Silson and Marion Steele</i>	14
Conflict resolution and management skills / <i>Maria Athanasatos</i>	17
"Superhero" or "mere mortal" / <i>Merilyn Tandukar</i>	25
A theological OPAL / <i>Catherine Halsall</i>	31
Change management / <i>Tony McCumstie</i>	36
The object of subjects / <i>Philip Harvey</i>	41



## The changing landscape

### Distance education : a student perspective

*Meredith Williams*

#### **Who am I as a D.E. student?**

Am I typical? Is there such a creature? I don't know - the point is, I did this alone. But my impression from brief contacts with others is that:

- We are all dealing with obstacles, trying to overcome barriers of some sort.
- Some of us are completely isolated from information, facilities, personal contact with educational institutions, teachers and fellow students. Most of us haven't met the people we're dealing with, including the "phantom examiner". Perhaps we've spoken briefly on the phone with a lecturer.
- Mostly we're self-motivated people. Even so, some stick with it, some don't. It's my experience that to do Theology by Distance Education successfully, you need to be well-organized and highly self-disciplined and directed. The initial stages of this sort of work involve a lot of "hit and miss". It takes energy, determination and mental gymnastics to keep going.

As a library user I know how to ask for what I want. I appreciate the importance of the reference interview and I try to be as clear and specific as I can about my request, including supplying alternative keywords and synonyms. When the reference interview is conducted over the phone, which is usually the case with D.E. students, the procedure is even more important. The feedback and checking process is made difficult by the absence of visual clues and aids.

I worked as a D.E. student from my home in Laurieton on the mid-north coast of New South Wales. I started out with a Lay Preachers' Course. Resources were not difficult to obtain - usually relatively cheap, standard texts that could readily be bought, or even borrowed from local ministers.

I moved from this into a Bachelor of Divinity Degree from Melbourne College of Divinity, concurrently with a Bachelor of Theology Degree from United Theological College in Sydney. For my B.D. work I attended some tutorial and information days for external students at a small college on the NSW coast. In my first year I did Preliminary and Intermediate Greek and exegesis of the Synoptic Gospels and Corinthians in English - nothing especially difficult about that. In 1994 I undertook Old Testament Survey and studied Romans and John in Greek. At this stage the materials I needed started to become increasingly more specialized, harder to obtain and more expensive. So my library needs increased significantly. In 1995 I did exegesis of Revelation, Hebrews and Philippians in Greek. In 1996 I studied Advanced Greek texts, including translation and detailed analysis of the Didache, as well as Christian Social Ethics and Early Church History. This is where things got interesting!

My main use of the library by this time was for Greek New Testament studies. As my work became progressively more complex, my needs became more specialized and the library more important.

In all this work, as an external student, I was supplied with very little material by the educational institutions I was studying with. I worked from a brief synopsis and bibliography, or a course outline, statement of assessment requirements and bibliography. The few tutorial days that were organized for external students were invaluable. Students could meet together, discuss issues, receive some input and guidance from tutors, and of course use the college library.

### **Some experiences**

The College I was working with for my B.D. has a reasonable-sized library collection, housed in one room. When I started, there was no librarian, and the policy was that external students could not borrow. Later in that year, borrowing facilities were extended to external students, but the loan period was for only 3 weeks. This was unsatisfactory since external weekends only happened about once every 3 months, and I lived 3 hours drive away. Some students lived close enough to be able to return books when due, but I would have to post them to get them back on time and this was an unwelcome burden. I either didn't borrow or negotiated extensions. Then, by the end of my second year, I started to disregard the borrowing period, and leave notes for the person in charge of the library: "If you want the books, let me know; otherwise I'll bring them back with me on the next external weekend."

When I was studying Revelation, I ran into some problems with periodicals. There were three issues of *Semeia* that I wanted to consult. This journal was held by my college library, but all the issues I wanted were missing, with no record of who had them.

Another article that I particularly wanted was in a journal we didn't hold. I rang the Melbourne College of Divinity to see if they could supply it, or tell me where I could obtain it. They suggested three possibilities. Library A and Library B didn't hold the journal. Library C did have it, but told me to go through my college library, which belonged to the same denomination. So I wrote to, and rang, the person in charge of my college library, but received no reply. Two months, and a number of requests later, I still heard nothing. And I felt trapped. I'd been told I could not deal with Library C as an individual, and yet my college library was functioning without a librarian, and the person responsible was too busy to respond to my request. So my time ran out and I didn't get to see the article I needed.

Because I had some connection with Library A, I was able to borrow books by post from them from time to time. However sometimes it happened that a book I needed was on reserve, or 3 day-loan, which prevented me from having access. On one occasion, books I needed were out on loan. They were finally sent to me about two months after my essay was due, which was frustrating for me, and dead money on postage. Obviously, we hadn't clarified the "use-by date".

For my work on the Didache the lecturer sent me an extensive list of material dealing with the Apostolic Fathers in general, but giving no indication of format, content or availability. I sent a copy of this to Library A, having marked with a highlighter what I hoped would be useful. The Librarian did a search and put a number of articles in the post for me. Unfortunately, the package didn't arrive. I waited about a week before I acted, which was probably too long. The package couldn't be traced; the librarian went on leave; my time ran out; and I never got the materials.

A couple of the references in my reading had lined up to indicate that a particular book would be extremely useful. Finding exact bibliographical details was tricky. Finding a location in Australia was even more tricky. I made a written request to Library A. They found a location and made an ILL request. But the book was not on the shelf - "lost, stolen or strayed". This was in April. That stage of my work was due in June. So, my bad luck! Library A tried again in August, because to a degree my work in this area was on-going. But the story was the same. A year later we tried again. By this time, I was in Sydney, no longer a D.E. student and preparing to continue in this work. The library still had my letter, and the original ILL request. This time we were successful. But after 18 months of waiting, I was only able to have the book for 3 weeks! - less, actually, because transit times had to be taken off the borrowing period.

### **Issues that emerge**

#### *Time*

Waiting is a fact of life for D.E. students. We're used to delays for locating, handling and postage, and because we can't be on the spot to follow up our requests. But deadlines still operate for us, just like with any students. To be successful or stick with D.E. for any length of time you have to be well-organised and plan ahead. But an extra week is lost in all work for postage back and forth, and time runs out. Also, while we are waiting for material we may be experiencing "dead time" - we can't make do or go on with something else, because we have nothing else.

#### *Energy*

All this organising and liaising and persevering takes a great deal of effort. Distance education, as well as being isolated and ill-resourced, is quite exhausting. Even dealing with people you don't know and have to keep reminding, and feel as though you are badgering, is very demoralizing. Continually having to explain who I was and what I was doing became an extra burden to me at times.

#### *Financial cost*

Postage can be expensive - books are heavy. Phone calls add up - for me it was always STD daytime peak rates. Photocopying also adds up over time. These costs are in addition to the normal institutional and course fees. But postage and telephone are vital. I communicated with my lecturers, received and set work, purchased materials and used the library all via the phone and the post. Now e-mail and the Internet offer some alternatives, but a lot of D.E. students wouldn't have access to these.

Photocopying can be a great help with articles, chapters of books, even contents pages, introductions or abstracts, if there is some doubt as to whether or not a book is worth sending. This, of course, is a staff-time cost for the library; but D.E. students can't come in and browse and choose. So the library and library staff are a vital link in this.

### *Link*

As my work became more specialized, the library became more important to me. Once I had established a working contact with Library A, that's where I stayed, and who I began to depend on. Time and cost were wearing me down, but the link with my library kept me viable. Even so, I felt as though I had to deal with the same librarian each time. Because although we hadn't met, she knew about me and in her enthusiastic, down-to-business way, she encouraged me. D.E. can in fact be desperately lonely, and the library and librarians become a personal contact of great importance.

All of these factors point to the importance of the reference interview. If done well, it can keep the costs down, save time, maximise the usefulness of material sent, and establish a firm and effective personal link.

### **What does a library need to consider?**

- You are a personal contact in my work. You are a vital link and often an ally against the pressures and demands of lecturers and examiners.
- Depending on a person's physical and financial resources, monetary costs can be a big or a bigger problem.
- Although D.E. students are prepared for some waiting, please don't forget about us because we are "invisible". We have deadlines too, and the same is expected of us, as of internal students.
- We have no direct or preliminary contact with the material. We can't browse. We have no access to catalogues, holdings lists or reference shelves. We are largely "flying blind".
- Loan periods are often inappropriate. There is a need for maximum flexibility. Take transit times into account when setting borrowing periods.
- Keep records and dates. The students must do this, too. It can save much time, money and energy. Tell the students what the library needs to know in order to help them. Ask for clear, specific details, alternative titles and key words. Clarify deadlines. Keep records of responses, dead-ends and works in progress, and tell the students to keep these too.
- Providing D.E. services is a big undertaking for a library. It consumes resources, money and time. The work may be best handled by one person, and written into their job description. It will involve adjustment of the priorities regarding acquisitions, availability of materials and the allocation of resources.
- D.E. requirements are often "unreasonable", and may seem to be "unfair" to normal library users. Should they be given special consideration? And what happens when the needs of different D.E. students compete with one another?

### **Conclusion**

I hope that this excursion into some of my thoughts and experiences has been helpful to any libraries thinking of, or being drawn into the provision of Distance Education services. It's a big undertaking, but a real need, and a very worthwhile area.

*Meredith Williams*

*Currently completing her B.Th. studies at the United Theological College, Sydney.*



## **Site insight : Canberra College of Theology**

Having only been a librarian for six months, the experience of attending my first ANZTLA conference was daunting to say the least. I felt more at home upstairs in the Moore College Library with the students, whose air of slight tension as they researched books for essays slightly overdue was very familiar to me. I completed my degree in Theology last year, at the Canberra College of Theology, a process which took a long time as I struggled to look after family, part time job, and study. This year I have become a graduate student at the University of Canberra, doing a Graduate Diploma in Library & Information Management. I have discovered the mystifying new world of acronyms such as ABN, OCLC, and now, AULOTS (could it be some prehistoric mammal discovered by ANZTLA), also the ARI ( is this the secret password for IRA, I pondered as I watched secret lunchtime meetings with suspicious characters whispering together).

The Canberra College of Theology is a small college affiliated to the Christian & Missionary Alliance denomination. This is a small and not well known church in Australia despite its long and distinguished history of missions. Because of its emphasis on missions, particularly in China and South East Asia, there are more ethnic congregations than western, especially Chinese and Vietnamese. This poses a problem for the college to meet their special needs. Also most of these churches are situated in the coastal capital cities, so the College has had to develop a strong Distance Education program.

The College has 10,100 monographs, and a modest collection of tapes (1000) and videos. We subscribe to 39 journals, a huge expense for such a small library. We are constantly reassessing these to ensure they are the most relevant for our needs, and to provide a balanced collection. Our strongest collection area is in Biblical Studies and Missions. Canberra is amply provided with excellent libraries. St Marks and the A.C.U library are frequently used by our students, also the A.N.U. library.



So, what does a student in a theological library most appreciate? Naturally, a helpful and patient librarian, who can direct them speedily to the right section of books for that impossible essay. Recent publications are a must, likewise a clearly displayed 'new books' area for easy quick perusal. Journals and indexes, accessible and well lit. A simple and easy to operate OPAC that doesn't require a computing degree to use. Lastly, an open borrowing system, as many, for as long as you like!!!

The last six months transition from student to Librarian has been, and continues to be a vertical learning curve. My sympathies are slowly but surely realigning towards the long suffering kind, self-controlled wonderful librarian.

*Susan Phillips*



## **Fences and gates**

### **Industrial issues and workplace safety**

*Phil Teece*

*Phil Teece, Industrial Services Manager in ALLA's National Office presented details of the changing nature of Australia's labour market in general and in the library sector particularly. In doing so, he referred closely to ALLA's recent national survey of employment conditions for library workers, the most comprehensive research project of its kind ever carried out. Among the many facts presented the following stood out:*

*The age profile of library workers is remarkable, by comparison with the general workforce: 72% of workers are aged 40 or older, compared to 40% of all Australian workers.*

In the past year, 66% of library workers received a pay increase. After analysis, the intuitively-felt pay disadvantage of library workers relative to the total workforce is confirmed. Library workers whose pay increased, other than via promotion or change of job, received an average wage increase of 3.4% - significantly lower than increases in Australian average weekly ordinary time earnings of 4.5% and increases from enterprise agreements (4.4%). This is notwithstanding the finding that library workers are better educated, more experienced and more stable in their employment patterns, relative to the total workforce. Given that a very high proportion of library workers is found in the public sector, real wage differentials for library workers can be seen as even greater when comparisons are made with average wage increases for public sector workers as a whole (6.1%). The relatively small proportion of private sector library workers fared much better than their public sector counterparts with average increases of 4.9%. Some gender differences were evident: for example, among full-time librarians 50.4% of men earn more

than \$800 per week, compared to 41.6% of women. Pay data from the survey is already being used in the New South Wales Pay Equity Inquiry.

Adoption of enterprise bargaining is relatively high in library work. 63% of workers in the sector are covered by some form of negotiated agreement. But awards remain important with a third relying entirely on an award to regulate conditions of employment. A further 40% are subject to an enterprise agreement which operates in conjunction with, rather than instead of, a registered industrial award. Individual arrangements are becoming significant, however, with 12% of librarians covered by either common law or registered individual employment contracts. Very few (1%) library technicians are subject to individual contracts.

Library workers are highly unionised. 57% of library workers are members of trade unions compared to 31% in the total workforce. This does not confirm the oft-expressed view that librarians, employment benefits are inferior to those of some other workers because many librarians are not union members. A more likely explanation is poor representation by unions of library worker members, coupled with, and arguably to some extent resulting from, insufficient involvement in union affairs by library workers.

Library work is less casualised than work generally. A higher proportion of library workers (17.2%) occupy permanent part time positions, compared to the general workforce (7.3%) or the public sector (11.6%). The proportion of casual library workers (5.6%) is surprisingly low. A large majority of library workers is generally satisfied with working hours, with 26% preferring to work less and 7% wanting longer hours. In respect of flexibility in standard working time, it is clear that enterprise bargaining has increased the numbers of library workers who can be rostered to work beyond the traditional Monday-Friday work week of workers covered by enterprise agreements, a much higher proportion are subject to 7 day rosters when compared to those subject to award coverage only. While 20% of librarians are working more than 8 hours overtime per week, full-time library workers as a whole work an average 3 hours less per week than the average for all Australian full-time workers. Overall, these data do not indicate a wholesale dismantling of jobs in the library and information sector which is sometimes suggested. They do suggest that, while the labour market's so-called core-periphery divide is of concern to some, its current effects on the sector generally may be slightly exaggerated. This impression is supported by the Survey finding that 94% of library workers are employed by only one employer.

Library workers are more positive than others in describing changes in the work environment. For example, 36% of librarians and 43% of library technicians reported an increase in job satisfaction over the preceding 12 months, compared to 30% in the total workforce. Library workers are particularly positive about autonomy and their ability to use their own ideas in their work with 41% of librarians and more than 57% of library technicians reporting this had increased in the past year. Only 10% and 3%, respectively, reported a reduction. But increasing dissatisfaction with management was evident, with almost 50% of librarians and 53% of technicians reporting a decline in satisfaction levels in the past year. Allied to this, 44% of librarians felt they now have less say in

organisational decisions affecting their jobs. And more than 60% of respondents are experiencing greater stress levels at work. The policy indication from this is that library workers are fundamentally positive about their work, but want and would respond well to greater effort by management to consult and involve them.

Finally, there is significant insecurity about the future among library workers. It is focused heavily on workplace and industrial relations issues, with more than 50% expressing major concern in this area. A third of respondents were worried about new technologies, some fearing that the very profession of librarianship was threatened by a prevailing view that 'anybody' can now use new information systems. Others doubted their capacity to keep abreast of rapid technological change. New technology skills are the dominant training need identified by respondents. From a policy perspective, it is true that many of the changes giving rise to these concerns are probably inevitable facts of life. But their ubiquity suggests organisations and senior managers in the sector will be well advised to address, and where possible minimise, employee fears if organisational performance targets are to be met.

*Phil Teece  
Industrial Relations Officer  
Australian Library & Information Association*

*After completing his formal presentation, Phil conducted a highly-interactive workshop on current industrial issues confronting delegates at the workplace level.*

## **ANZTLA Conference 1999**

**Luther Seminary**

**Adelaide**

**1<sup>st</sup> – 4<sup>th</sup> July 1999**

**Plan to be there!**



## Site Insight : History of the Rabbi Falk Library

*"A place for bookworms"*

The Rabbi Falk Library had its genesis in 1934 when 400 books were purchased from the estate of the late Rabbi F. L. Cohen, to be housed in the Great Synagogue for use by the congregation. The collection was called the Rabbi Cohen Memorial Library. In 1935 a handsome bookcase was presented to the synagogue to hold the collection which was located in the ministers' room. It was, however not yet ready for use by the congregants. During 1936 the collection was catalogued. In 1938 it was ready for congregational use as a reference library, but no borrowing was allowed; permission for use was through the secretary.

In spite of the hijack attempt, the collection was still being considered for relocation. The collection was as yet too small to be considered a proper library. During 1945, the Great Synagogue Journal noted that there was no Jewish library in Sydney. At that time no public Jewish collection was held in the New South Wales Public Library; the August 1946 issue of the Great Synagogue Journal stated that B'nai Brith were compiling a list of books in Jewish "libraries" in Sydney, "libraries" meaning personal collections of a reasonable size.

In 1949, a Library Committee was appointed by the Synagogue board of management with the aim of establishing the Rabbi Cohen Memorial Library "as a useful reference instrument for religious, historical and philosophical subjects". The committee wanted donations of books of Jewish interest in Hebrew and English. More books were purchased and additional bookcases were purchased; however, people still had to contact the secretary to use the collection.

During 1951 and 1952, new books continued to be added to the collection. In 1953 it was decided that Rabbi Falk's book collection should be purchased for the Rabbi Cohen Library. The Rabbi Falk collection consisted of 5,000 items valued at 8,000 pounds, which was added to the original collection after sorting for duplicate material. In March 1954 the president of the synagogue announced the acquisition of Rabbi Falk's collection at a cost of 3,000 pounds. In February 1957, the Rabbi Cohen Library moved to the Great Synagogue War Memorial Centre.

On 11 August 1957, the official opening of the Rabbi Falk Library was held in the Rabbi Cohen Room. Sir Charles Bickerton Blackburn, Chancellor of the University of Sydney, opened the library. By 1961 it comprised three main collections, from Rabbi Falk, Rabbi Cohen and David James Benjamin. This brought the holdings (unsorted) to 15,000 items. In 1962, the holdings of the library included 2200 Hebrew items and 3000 other items, plus 500 donations making a total of 5700 items. After sorting in 1963, the total library holdings excluding duplicates was 4500. In 1965 total holdings were 6,000 items. The collection then was valued at 10,000 pounds. In 1971, 9,000 books were held.

The library has on several occasions been threatened with closure. In 1965 the Synagogue board wished to make room for additional classrooms and hall space by the removal of the library. One option was transferring the Rabbi Falk Library to the Fisher Library at Sydney University. Another option was to house the collection within the Public Library of NSW in the Mitchell Library section, also the Mitchell Library agreed to accept the collection. Mr John Metcalf from the University of New South Wales proposed moving the Rabbi Falk Library into a public library. Other options included transferring it to a Jewish school or college. The Melbourne Jewish community would also have been prepared to take the collection. The Falk family, however opposed any move. In March 1967 the Synagogue board decided to have a two-year trial to promote the collection and if this did not work the collection would be transferred elsewhere.

In 1971, the NSW Jewish Board of Deputies set up a commission of enquiry into the Rabbi Falk Library. Proposals included shifting the collection to Victoria, creation of a Sydney Jewish collection or transfer to a public or university library. One comment from a congregant was: "We have too few bookworms reading the books and too many bookworms eating them", underlining the need for preservation of the collection and lack of use.

Also in 1971, students who called themselves "The Ad Hoc Committee for Preservation of Jewish Books, Jewish Museum Items and Jewish Identity" hijacked several hundred books. The books were hidden in the air conditioning unit in the southern dome of the Synagogue. The group did not intend to return the books unless they were retained in Jewish hands. Some books were accidentally dislodged and fell, becoming damaged. After ten hours the Ad hoc committee helped return the books. Police were notified of what was occurring. The Rabbinate praised the actions of the young people. Rabbi Abramson said the students had done "a great service to the community" in providing a reminder to the entire community of the Rabbi Falk Library's existence.

In spite of the hijack attempt the collection was still being considered for relocation during 1972. The Great Synagogue board was still considering moving the collection to Fisher Library or perhaps purchasing property in Bellevue Hill to house the collection. Rabbi Porush believed that the collection should not go outside Jewish hands. During 1973, Rabbi Apple was promoting the retention of the collection. During 1975, donated funds were used to rebind deteriorating books. A further donation of money was used to restore and rebind an additional number of books. Mr Gerald Falk donated an antique lamp, previously owned by Rabbi Falk to be used as a Ner Tamid to enhance the appearance of the library. In 1978 Prof. Sol Encel and Prof Melvin Weinstock proposed moving the library to the University of New South Wales. But such suggestions are no longer seriously considered by the Synagogue.

In 1979 the Library and Archives Committee was re-established. Mr Solomon Stedman donated some books. A special ark and reading desk were installed for religious services held within the library. The library was once again safe, and no more threats of closure have occurred since then.

The library has often been used for a range of functions and groups. In 1961, a book evening held in February included a Bible display from the collection. Between 1962 and 1966 the Jewish Adult Study and Discussion Group met in the library. The library was also being used as a classroom. In 1973, the library was being used as a Synagogue for morning and evening weekday services, as a room for children's and adult classes, and as a library and quiet reading room. In 1979, Rabbi Apple's students, the general public and university students used the library. The library continued to be used for morning and evening services; worshippers would also browse through the collection whilst they were there. Shiurim (adult study groups) met in the library. Rabbi Silberman was running a Talmud study group in the library on Wednesdays. The library was also being used by a variety of people including research students and academics. In 1982 the library was re-located to the other side of the building near the main office. Students and researchers were still the main users of the collection. The library was and continues to be used for Shiurim, adult courses and weekly worship. It has always been a place of interest to tourists and visitors.

In 1982, Ulpan classes were being conducted in the library. The library was also being used for Synagogue executive meetings. It was not a lending library but books were available on interlibrary loan. In 1987 the tour guides course was conducted in the library. The library continues to be used as a room for adult education classes.

Maintaining the collection has been the work of a dedicated group of both paid and volunteer library staff. In 1953 Rabbi Falk was working on listing the collection prior to its incorporation into the Rabbi Cohen collection. In 1954-1955, Miss Zoe Bertels was cataloguing books for the library. During 1958 Rabbi Hassida catalogued the Hebrew books and was in charge of the collection. In the later part of 1958, Mr H. I. Wolff became custodian of the collection. In 1960, Mr Emmanuel Holding was cataloguing the English books. Between 1962 and 1964, Mr A Dobrovitz was organising the library collection. In 1964 Gillian Lupton and A. Harkness were assisting him. During 1966 and 1968 Dr George Bergman was the librarian. He resigned after differences of opinion with the Synagogue board. In January, Mr Wells was the honorary librarian and was involved in Hebrew book sorting. Jacqueline Crown was part time librarian until March 1969.

Since 1973, Rabbi Apple has supported and promoted the library and its services. He has sorted, purchased and selected books. In 1982, Mrs Helen Bersten was cataloguing new acquisitions and incorporating them into the library. Mr Asher Solomon assisted in unpacking books. During the early 1990s, Mrs Shirley Cohen was looking after the library, cataloguing and sorting materials. From 1992, Mrs Pearl Cutter and Mrs Ilana Cohen have worked on maintaining, cataloguing and conserving the collection with the assistance of various other volunteers.

The library is composed of a number of large collections from people such as Rabbi Leib Aisack Falk, Rabbi Francis Lyon Cohen, David James Benjamin and Mr Eric Meth. The collection also includes smaller donations from congregants and from Rabbi Apple. There are now approximately 7,000 books held in the library. The Rabbi Falk collection consists of four sections: English and other European languages; Hebrew and Yiddish; rare books;



and journals. There are many scholarly works within the collection, which are of interest to rabbis, scholars and learned laypeople. The collection includes valuable Bibles, (several printed before 1800), Talmuds and related commentaries, and historical works on the Jewish people of Europe, Israel and Australia. Books on Hebrew language and Jewish customs abound. There is also a collection of Jewish novels and the works of Flavius Josephus. Newspapers and journals from Australia, England and America complete the collection.

The Rabbi Falk Library continues to stand proudly within the historic sandstone walls of the Great Synagogue. Its leather bound tomes, in neat rows, having been treasured by generations past, are ready to serve, entertain and educate for many years to come.

*Ilana Cohen*

\* \* \* \* \*

### **The Worst Subject Heading of the Year Award**

At this year's conference different cataloguers (even non-cataloguers) had examples in mind of religious subject headings that defied belief, as well as the rules and common sense. Some ANZTLA librarians are quite evidently perturbed by absurd, meaningless, uninformative, incongruous or just plain bad subject cataloguing that is showing up in records as authorised proper subject access points.

In an attempt to reassure ourselves that we are not alone in thinking there is something fishy about some of the subject headings that pass under our noses, it has been decided to institute an unofficial Worst Subject Heading of the Year Award. When you see a subject heading that seems to be all a bit odd by the rules and tradition, you are invited to submit the said subject heading (with the title of the work it is meant to describe) to one of the following emails :

Philip Harvey at : [Philip.Harvey@ormond.unimelb.edu.au](mailto:Philip.Harvey@ormond.unimelb.edu.au)

Helen Greenwood at : [Helen@stjohns.auckland.ac.nz](mailto:Helen@stjohns.auckland.ac.nz)

Submissions can be kept anonymous if you wish, though personal comments on why the subject heading is thought a particular howler can always be included.

No correspondence will be entered into about the results, though we are always ready to talk about individual subject headings if you need to talk about the why and wherefore of such a cataloguing wonder.

At a certain time of the year, probably close to the next conference, a Top Ten will be announced on ANZTLA-forum, and the winner (if he/she agrees to be identified) will be presented with award (very likely in the form of a large chocolate bar!)

Just to kick things off, the following offering has already gone into the barrel :

Book title : *A 12-step approach to the Spiritual Exercises of St Ignatius* / Jim Harbaugh (Sheed & Ward, 1977)

Assigned Subject Heading : Twleve-step programs – Religious aspects – Christianity – Meditations

Comment : Meditations on 12-step programs? Not feasible surely!

Please do not hesitate to submit your howlers, if only for your own peace of mind!

*Philip Harvey*  
*Joint Theological Library*  
*Parkville*

*Helen Greenwood*  
*Kinder Library*  
*St John's College*

## ***Travelling by yourself but not alone***

### **The OPALS many hats**

*Toni Silson & Marion Steele*

#### **Introduction**

I am going to start off the session today on one person libraries with a short discussion about the many hats we wear in our work as one person librarians. This paper was prepared with Marion Steele, the librarian at AWCH library, who unfortunately could not be here today. I will then be followed by Maria Athanasatos from the Australian Consumers Association who will be talking about conflict resolution and negotiation in the workplace. Our next speaker will be Marilyn Tandukar from Ryde Hospital Library who is doing a paper entitled *Super hero or mere mortal : stress and time management in the one person library*. Then we will hear from Tony McCumstie from Corpus Christi College Library who will be telling us how we can best cope with change in the workplace. After Tony, we have Catherine Halsall from the Prebyterian Theological Centre Library who will be looking at how the purposes of the parent body mould the mission of the library and its librarian, and how we can empower ourselves within the organisation, with specific application in a theological library. After the speakers have finished we would like to encourage a general discussion about managing a one person library, and all the panel members will be happy to answer any questions you may have, as well as welcoming your thoughts on the subject.

So what do I mean when I talk about the many hats we wear? I mean that each of us is many things to many people in our organisations. For example, some people in my workplace see me as the computer person, or the printer fixer. To others I'm the information provider they come to when they want statistics, or 'books on [something]', to help them with their studies or research or care of the patients. To still others I'm the archivist that finds old files and photos for them. To some of the patients, I'm the person that comes around periodically asking them to answer questions about what they thought of their stay in the hospital. But I am not unique. I'm sure many of you here today could tell similar stories of multi-skilling in the face of adversity and necessity.

#### **Attitude**

I have just outlined some examples of the many different roles that a one-person librarian may take. Now I want to emphasise how important your attitude to those roles is. One can look either positively or negatively towards these different roles. The positive approach is to treat the multitude of different roles as promoting interest and variety, which in turn will lead to motivation: boredom is rarely a factor for a multi-functional librarian. Alternatively the negative approach creates frustration in not having time to finish any one job well, or becoming bogged down with half finished requirements, as well as

having to function in roles for which one has received little or no training. Obviously the positive approach promotes challenge and career satisfaction whilst the negative simply foster dissatisfaction and disillusionment. I'm sure you can all guess the attitude Marion and I prefer to take!

### **What hats?**

It is important to be aware of new opportunities as they arise, as these may help you to use your versatility to expand the role, either of you personally or of the library, in your organisation. Try to make yourself and your library so necessary that they can't imagine what they would do if you weren't there! It may not always work and your management may still decide to close the library down, but in the process you'll be expanding your skills and experience and helping yourself progress to another job where these will be appreciated.

For example, in late 1996 the person who had been coordinating the computer network at the hospital where I work decided to leave, and they offered me the job. I think they thought I was the next most computer literate person in the hospital, as I had had a lot to do with the computers as a result of my determination to put things like the catalogue and Medline CD-ROMs on the network. I decided to take it on, with the proviso that I get some assistance with my clerical work, and that they send me on some courses to get me up to scratch. This was agreed to, and I have been doing it ever since.

Similarly, when they needed someone to look after the archives, they asked me, and I agreed, again with extra training being given and an increase in my hours (I had been part time). I could have seen these as extra work, too much to do, but instead I saw them as opportunities for personal and professional development and more than that, as a way of making myself necessary to the organisation. This was very important at the time as the hospital, which had previously been a Dept of Veterans' Affairs hospital, was being sold to the private sector, where I knew libraries were a very low priority. I thought that I would have a better chance to keep my job there if I had more than one "string to my bow", which eventually was the case. Then again earlier this year there was major cost cutting, and staff retrenchments. I was again given one of the best deals in the hospital. I know it wasn't the library that the executive wanted, but the computer support. But my agenda is to keep that library open and functioning, and if I have to fix a few printers to do it, I will. We both got what we wanted.

Marion's case is also an example of taking on "another role". AWCH library is the Information and Resource Centre of the Association for the Welfare of Child Health, operating as an "independent unit within the University of Western Sydney, Nepean library system. The University restructured in 1997 and required that all sections "fit" under the direct mission statement of the University as a teaching institution.

Essentially AWCH library is a community library focusing on consumer child health issues. Its clientele is drawn from all over Australia with contact by phone, fax, email as well as in person. Subsequently AWCH Library added to its functions the task of directly supporting a course within the university teaching structure. To this end the Senior



AWCH Librarian (Marion) became instrumental in promoting the development of the professional training of Hospital Play Specialists, initially as part of the Bachelor of Health Studies (Play Speciality and then progressing on to a postgraduate diploma, masters and doctorate. The AWCH Senior Librarian is part of the Steering Committee playing a major role in the coordination between the university and the profession of play specialists.

Just like me, Marion's main agenda was to keep the library open and functioning, and she gave her management what they wanted in order to get what she wanted - a win-win situation. In doing that she has also extended herself professionally and personally and increased her skills immeasurably.

Our examples may be a little on the extreme end of the spectrum of extra things we are often asked to do, but I'm sure many of you in the audience could tell other stories with the same theme - we all need to wear many hats in order to be successful in our work.

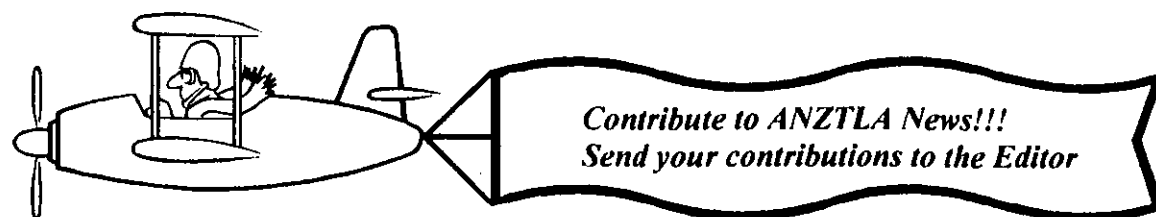
### **Necessary skills**

Finally, in order to create a balance in keeping all the roles functioning at the same time, one needs to develop the following skills:

- the ability to be flexible
- the willingness to view possible change not as a problem, but as a challenge or opportunity, either for yourself or for your library
- the development of patience to help combat frustration
- the practice of using all the creative parts of oneself
- good communication skills
- the ability to work independently and use initiative
- the ability to adapt and to implement change, and above all
- a highly developed sense of humour.

Sometimes you may feel like the "Cat in the Hat" juggling so many things in the air but you notice he still has a smile on his face - and I hope you can too.

*Toni Silson  
Marion Steele  
Librarian, Association for the Welfare of Child Health, Sydney*



# Conflict Resolution and Negotiation Skills

*Maria Athanasatos*

## **Introduction**

We, librarians are required to learn and utilise a range of skills to ensure that the library responds to the needs of our clients. Considering the high level of personal interaction we engage in on a daily basis, there are two specific skills we need to be aware of and use, Conflict Resolution and Negotiation.

We deal with people who are coming into the relationship with varying needs, backgrounds and value systems. In these situations, we must be aware of the potential for conflict whether it be obvious or just starting to fester. To ensure that it doesn't impede our work, we need to learn how to recognise a situation as a potential conflict, decide on the best resolution method to use and implement it.

In first half I'll focus on:

- the role of conflict in the workplace,
- sources of conflict and
- methods for managing/resolving conflict

In the second part, I'll be looking at negotiation skills we employ in our personal and work lives everyday. Some negotiations are short and straightforward while others require some preparation.

In this part of the talk I'll cover:

- preparing for negotiation,
- communication techniques to use during the process and
- the stages of negotiation and what they involve

While this talk won't answer all your questions about conflict resolution and negotiation. I hope it will provide you with insight into recognising a situation as a potential conflict or negotiation and dealing with it. Conflict is a part of our lives, there is no denying it. We may not encounter it everyday but it does exist and will arise at a moment's notice or develop over time. Your first thought might be that conflict is destructive but the opposite can be true. Conflict doesn't always signal doom, it can play a positive role in our work and personal relationships. Learning how to manage it can prepare us for change, help us to understand differences and help us in becoming a more effective member of staff. The best place to start is going through some myths and truths about workplace conflict.

## **Role of conflict in the workplace**

### ***Myths***

- Conflict is disruptive - this can happen but when handled carefully, conflict results in goals being met

- If avoided, conflict will eventually go away - this is a common view. Small issues can be resolved in this manner. But other issues, if left alone, can fester into bigger problems - when you get right down to it - all conflict must be managed at worst and resolved at best.
- Conflict represents a communication breakdown - not really as some conflicts are generated because people tend to interpret an issue differently. In those cases, breakdown in communication plays no part in it. But when communication breakdown is the cause, conflict can provide the opportunity to clarify issues and reach a successful outcome.
- All conflicts can be resolved - if that were true, it would be a perfect world. Since we each carry differing emotional and cultural baggage, there will be times when a conflict can't be resolved but if addressed, it can be manageable
- Conflict always results in a winner and a loser - not true. If both parties desire a resolution than in all probability an answer will be found with a win/win result

### *Truths*

- Conflicts will occur - that's a given, when different people are involved in active interactions. But the important question remains, what will you do when it occurs?
- Most conflicts can be managed - while not every conflict can be resolved, most can be managed. There are five approaches to consider: Competition (Win/Lose), Accommodation (Lose/Win); Avoidance (Lose/Lose); Compromise (Win-Lose/Lose-Win) and Collaboration (Win/Win)
- Conflict can help build relationships - In dealing with the differences that are important to you, it's possible to strengthen your relations with clients, peers and managers. Often, negative first impressions or bad feelings can be altered through these interactions
- Conflict motivates change - While dealing with a conflict, it's a good idea to examine yourself and identify certain behavioural characteristics in your communication skills which can help you change for the better

### *Sources of workplace conflict*

In the workplace, there are two types of conflict - interpersonal and organisational. Of the two, interpersonal is more common and hardest to handle.

### *Interpersonal Conflict*

Interpersonal conflict occurs when you value a situation or issue differently from another person. We each have a value system and it determines our priorities in the workplace.

### *Value system*

Our value system is conditioned by different stages of our life - early childhood, school years, adolescence, early adulthood and significant events in adulthood. Our core beliefs are established during the first four stages and they become the centre of our value system when we enter adulthood.

While its harder to alter our core beliefs, there are some advantages to interpersonal conflict. We can be taught to appreciate a new perspective and modify our behaviour by identifying and admitting our personal feelings. Secondly, we are opening ourselves to further personal development and ideas regarding other people's abilities.

In the library environment, we deal with differing information needs/wants and value systems. Our ability to handle these differences becomes an important factor in maintaining a healthy interpersonal environment and satisfying our users.

### ***Organisational conflict***

As opposed to interpersonal, organisational conflict is a byproduct of the changing dynamics within a structure. If not addressed quickly, these dynamics can lead to conflict.

*Sources of organisational conflict* are:

- change - whether internally (changes to policy, procedures) or externally (law, economics) driven
- clashing goals and objectives - a result of poor communication and planning between departments
- limited resources - means competition between departments eg. lack of space, not enough staff, budgetary constraints, outdated equipment etc
- domino effect - when one department's activities directly impact upon another. Usually a result of poor planning and communication breakdown

As illustrated above, communication breakdown can be a cause of organisational conflict. In such cases, it is up to upper management to ensure that communication is ongoing. For a librarian, the main task is maintenance of communication between our management and clientele. It will make a difference to how our service is perceived and its survival.

### ***Methods for managing conflict***

Now that you know the sources of workplace conflict, the next step is how to handle it. What approach will you use. In conflict resolution and negotiation there are five established methods and depending on the circumstances, each method has its use.

#### ***Competition (WIN/LOSE)***

This approach is used when one side is trying to exercise complete dominance of the proceedings. The objective is to win the person over to your position.

Common characteristics of competition are:

- the ability to argue the issues
- one party has a certain rank within the organisation eg. higher level manager
- economic sanctions
- coercion and force

Appropriate uses

- When quick decisive action is needed
- When an unpopular decision needs to be implemented
- When used as a last resort in resolving a longstanding conflict

#### ***Accommodation (LOSE/WIN)***

This approach shows you are willing to yield your position. It is usually associated with nonassertive behaviour. It can also signify an unwillingness to resolve the conflict.

**Appropriate uses**

- When it is vital to preserve the relationship
- When the issue is more important to the other party
- When a degree of reasonableness needs to be indicated
- When encouraging others to express their point of view

**Avoidance (LOSE/LOSE)**

This approach can be used in a positive and negative manner. In the negative, it signifies you're unwilling to cooperate or are in denial of the problem. It places you in a weaker position and leaves the other party without a solution. The result is that both parties leave the meeting dissatisfied. But when used in a positive way, it gives both parties time for a breather and regrouping.

**Appropriate uses**

- When others can handle the conflict better
- When both parties see the issue as minor
- When the impact of the situation is too negative for both parties
- When additional time is required before a resolution is possible
- When both parties need time to cool off

**Compromise (WIN/LOSE - WIN/LOSE)**

This approach involves tradeoffs, swapping of ideas/solutions, flexibility for both parties, finding a common ground to resolve the issues and finally, negotiation (which will be covered later)

**Appropriate uses**

- When seeking a common ground from each party's competing goals
- When achieving temporary settlement in complex matters
- When a solution is needed because of limited time
- When maintaining personal objectives while preserving the relationship

**Collaboration (WIN/WIN)**

This is the ideal but most difficult approach to use. It establishes a climate where each party can understand the other's point of view. It involves identifying areas where agreement and differences exist, evaluating alternatives and selecting solutions. For it to be successful, it requires the support and commitment of both parties.

**Appropriate uses**

- When preserving important objectives while maintaining the relationship
- When merging the feelings and experiences of people with different perspectives
- When both sides are willing to explore alternatives together
- When attempting to get at the unresolved root problems



Now that you know about the above methods - I need to highlight that being aware of these approaches is the half of it - the real question is how you will read the situation and which method you will use to resolve it. That is the deciding factor in successfully resolving the conflict and maintaining your relations with the other party.

### ***Communication methods***

When using any of the above approaches - you should also keep in mind how you plan to use communication in facilitating a resolution. I have included three models which can guide you in handling certain conflicts.

### ***Six Step Model***

The Six Step Model is best used when dealing with an organisational conflict eg. a problem has arisen between you and the Admin Dept concerning the shared use of the PC with Internet access.

- A** - define the conflict - state what you think is the problem
- B** - analyse the situation - who is involved; what happened; where did it occur, why, how
- C** - generate alternatives - brainstorm possible solutions
- D** - project results of each alternative
- E** - select and agree on the alternative
- F** - implement and evaluate

### ***DESC Model***

The DESC Model is best used in interpersonal conflict and only when the problem has become very serious. eg (you have set in place a series of procedures for clients when they are accessing confidential information but there is one client who is repeatedly not following them)

- D** - describe the situation - be specific
  - E** - express your feelings
  - S** - specify what you want to happen
  - C** - consequences - emphasise the negative and positive results
- Whenever you plan to use this model, plan your strategy beforehand - it can prove to be a delicate situation.

### ***AEIOU Model***

The AEIOU model is effective when dealing with different levels within an organisation eg employee to boss, peer to peer (you have noticed that your new manager is continually checking up on you and asking to see your monthly statistics)

- A** assume the other person means well
- E** express your feelings - state your concerns
- I** identify what you would like to happen - propose changes which could take place
- O** the outcomes expected - emphasise the positive expectations for both of you
- U** understanding on a mutual basis - the aim is to get an agreement, if not a compromise

Whichever model you use here are some questions to ask yourself when planning your strategy:

- how is the person going to react?
- what do you think will be the greatest point of resistance?
- when is the best time to approach the person?
- what will the benefits be for them?

### ***Negotiation***

Negotiation is a process which exists in its own right or is used as one approach to conflict resolution. We use it everyday in our interaction with clients, managers, suppliers etc. Often, it will be swift but at other times the process requires forethought eg. discussing next year's budget, purchase of new equipment and resources

### ***Types of negotiation***

Negotiation falls into four areas:

- Industrial - awards, enterprise agreements, collective bargaining
- Financial - takeovers, assignments/deals
- Commercial - purchasing, selling, contracting
- Human Resources - management, decision making, discipline, performance

### ***Preparing to negotiate***

To ensure your position throughout a negotiation is stable, there are points you need to consider while preparing :

- the style and behaviour of the other party when approaching the negotiation eg are they competitive or co-operative
- the style and behaviour you intend to use
- the authority and power of both parties
- the range of interpersonal skills you will need to conclude the negotiation
- the outcomes you wish to achieve - the position you want to settle in and your bargaining range - the range you decide on must be realistic and flexible
- the climate of the negotiation - physical environment and timing and
- the communication techniques to be used

### ***Communication techniques***

As with conflict resolution, communication is a critical part of negotiating. Often the final outcome can rest upon the other party's emotional state of mind. In all negotiating, all parties will be acting in self interest, will tend to avoid making a decision for as long as possible and will want their views heard.

So, while you are negotiating, consider these techniques:

#### ***'I' Messages are effective for***

- summarising the situation, keeping control/regaining control and showing your feelings about the situation

### *Signalling*

- using verbal and non verbal signs to indicate your agreement/disagreement or shifting position

### *Reframing*

- is used to clarify the issues being negotiated, provides a better picture of the situation, summarises the issues at stake, requires active and reflective listening, signals to the other party your eagerness and attention to their feelings and ideas.

### *Sensitivity statements*

- illustrate your understanding of the other party's position, can be used to bypass irrelevant issues that are thrown in to waylay the process - use the 'I' messages eg. I believe, I understand

### *Stages in negotiating*

Now that you have decided upon your approach and tactics, it's important to know the formal stages in the negotiation process.

#### *Presentation*

You should establish your most favoured outcome and bargaining range. At this stage you listen, ask open questions, signal, summarise, be responsive and assertive.

#### *Preparing*

Map out the issues you wish to discuss and their value. This will define the bargaining stage and all the possible outcomes are put forward. At this stage you can agree without conceding, seek room to move, link ideas and the issues, ask the whys, why nots and what ifs, use firm language and acknowledge the differences between the parties.

#### *Bargaining*

At this stage you can summarise the issues signal the concessions, reframe the issues,

- focus on the problem, think creatively, keep your options open and value your concessions in the other party's terms

#### *Closing*

To close the negotiations you can summarise issues, concessions and the rewards offer the concession to seal the deal offer the 'or else' and offer the 'either/or' option.

### **Conclusion**

In the above, I have given you the various components of identifying and dealing with conflicts and preparing for negotiations. While this information can help you recognise a situation as a conflict or negotiation, remember that you will be dealing with a person who has a different value system and behaviour to you.

To ensure that you have a successful outcome, you need to recognise these differences, know the person/party you will be dealing with and the situation at hand. You don't need to be an expert in conflict resolution and negotiation, just being aware of the above factors

can impact on your behaviour, attitude and approach when interacting with your clients, managers, subordinates and peers.

### **Bibliography**

Robert Bolton, *People Skills*, Simon & Shuster 1995  
Employers' Federation, *Negotiating Skills: Commercial & Interpersonal* Course Material, 1998  
Stephen Kozicki, *The Creative Negotiator*, Gower Publishing 1993  
Kitty Smith, *Serving the Difficult Customer*, Neal Shuman Publishing 1994  
Jerry Wisinski, *Resolving Conflicts on the Job*, American Management Association 1993

*Maria Athanasatos*  
*Australian Consumers Association*

\* \* \* \* \*

## **Gleanings from *Bulletin of ABTAPL* June 1998**

### **ABTAPL now online**

ABTAPL now has its own website, which can be accessed at <http://www.newman.ac.uk/abtapl/home.html>

The site includes information on the aims and history of ABTAPL, details on how to join (including a membership form in both HTML and Microsoft Word format), Committee Member information (with e-mail links where appropriate), activities and publications (including Bulletin subscription details), the ABTAPL Mailing List, and links to related organisations. Submissions of site details to about 20 different search engines should hopefully raise our "online profile".

*Stephen Dixon*  
*Library and Theology Department*  
*Newman College of Higher Education*  
*Birmingham*

*(extracted from BULLETIN of ABTAPL Vol. 5, No. 2, June 1998)*

### **Some interesting articles to read**

*Theological libraries in New Zealand / Barbara Frame.*

*Increasing the overlap : an introduction to the work of the Librarians' Christian Fellowship / Graham Hedges*

*Multi-faith information resources : Religions in the UK and Multifaithnet Paul Weller*

*And a note on :*

*Index Islamicus* : this bibliography of publications on Islam and the Muslim world, covering worldwide literature from 1906 to 1996, is now available on CD-ROM, produced by Bowker-Saur.

# **“Superhero” or “Mere mortal” Stress and time management in the one-person library**

*Meryllyn Tandukar*

## **Abstract:**

*The recent controversy over the image of librarians as "Superheroes" may reflect the dilemma of many one-person librarians balancing the demands of users or clients, while attempting to satisfy the expectations and standards required by the organisation in which they work. Add to this all the daily tasks, clerical, administrative, professional or unprofessional that the librarian needs to perform to keep the library running may result in stress and in some cases, burnout. Symptoms can be prevented or avoided by using stress management and time management strategies. This paper will provide you with examples tailored to the person working in a one-person library to help you survive in an ever changing technological and cultural environment.*

The current controversy caused by the latest poster put out by ALIA for Australian Library Week 1998 with its "Super Hero" image reflects the dilemma of the one-person librarian. The expectations of our clients or users are in part built up by the media, some from public opinion and partly from past experiences, positive and negative, they may have had with those in our profession.

Managers in many organisations, be they corporate, government, educational or theological, also may have unrealistic expectations of librarians, and may therefore place pressures on them to perform on various levels without a full understanding of what their everyday work entails.

Unfortunately, many librarians often appear to be, by nature, perfectionists, and try to be "all things to all people". This means that the more that is expected of them the more they try to perform, often with the result that they become stressed or become subject to burnout. We are after all mere mortals, with partners; children, and some of us, elderly parents to care for; bills and mortgages to pay, in other words a life to live. We also all have our strengths and weaknesses and with the pressures of life in today's world are often subject to stressors and influences within our personal and working environments. Most of us cannot afford a "life coach" to help with career and financial advice, goal setting, personal grooming etc. - most of us have to sort it out ourselves!

We have, over the past five to ten years, experienced an incredible change in the workplace where "restructuring" and "downsizing" have become part of everyday language, budgets for most libraries in all spheres diminishing, being told to "do more with less" on a regular basis. This atmosphere demands of us as "one-person librarians" (OPALS) to be more creative in the way we manage our libraries and information centres and promote them to our organisations in order to survive. One way we can do this is to manage our time better.



Time can be regarded as a commodity or a resource. Whichever way we look at it there never seems to be enough of it. Richard Neville, in a recent article in the *Good Weekend*, asks:

*Where has it gone? The faster everything happens, the quicker time disappears. Food, news, knowledge and puberty comes at us quicker, leaving us breathless. The fax from afar doesn't 'save' us the week formerly lost to airmail - it devours it. The triumph of tea bag over teapot allows neither minutes nor mind state to savour the brew. (Neville,1998)*

The huge increase of fact-based knowledge, especially on the Internet had led to a new sense of time - "net time". Neville claims:

*Cyberspace can resonate with inner space. A mouse-click captures Christian liturgies, the classics of philosophy, obscure Buddhist mantras. Seven minutes on the Net can equal seven years in Tibet. (Neville, 1998)*

We still all have 24 hours, or if you prefer it, 1440 minutes in each day. We need to be effective in the way we manage the time we have available to us, especially as OPALs because we are the one person the library service depends on, and this can be a huge responsibility or a challenge. Taking on the challenge and managing our time well can make our lives easier and our jobs even more enjoyable.

Helen Gothberg, in her article "Time Management and the Woman Library Manager", lists time wasters:

#### **External**

Telephone Calls  
Meetings  
Lack of objectives  
Handling emergencies  
Distractions - visitors, email, etc

#### **Internal**

Indecision  
Estimating time realistically  
Inability to say "no"  
Lack of self-discipline  
Unclear communication

#### **Telephone call tips**

##### *Outgoing calls*

- Take the initiative in making calls - don't hesitate if it's difficult or unpleasant
- Don't make calls too early in the day - give people time to settle in - and don't ring too late - we all have a home to go to!
- Keep the call short and to the point .

##### *Incoming calls*

- Don't let the phone ring more than three times - a quick response spells efficiency.
- When answering identify the library or organisation and your name to let the caller know who they are speaking to.
- Check your Voice mail or answering machine regularly and always reply to messages.
- If you cannot answer your caller's question immediately, take their details and call back, if possible the same day.

### **Meetings**

- If you do have to chair meetings, keep them short and don't let people stray from the agenda.
- When the meeting is finished - make two lists - one of everything you did right and one of things you could have done better - review these before the next meeting.

### **Self-discipline**

We can all find time to do the tasks we enjoy - for me personally it's doing literature searches and the more varied and challenging the better! But while I'm searching there are always journals to be accessioned, books to be catalogued, staff members to liaise with and the list goes on. With all OPLs there is the constant balancing act between managerial and professional duties and those tedious clerical tasks which make up the day. Of course it is the one thing which makes our jobs so interesting! With time management a well planned day can achieve most of the assigned tasks by using prioritisation.

### **Nine steps to efficient time management**

1. List your goals
2. Rank your goals as: Most Important; Second in importance; Least important
3. Set priorities to achieve most important goals
4. Make a daily "to do" list
5. Prioritise your list
6. Continually ask "What's the best use of my time right now?"
7. Handle each piece of paper only once
8. Delegate some tasks if you have voluntary help
9. Do it now!

Ideally we can plan our weeks or even our days to a certain extent and it's always advisable to use a diary, a desk calendar or a computer schedule as found on many of the word processing packages, as a prompt. We all know that in every day there are the inevitable interruptions, the requests for urgent interlibrary loans, the telephone request for that little bit of trivia, which can disrupt our routine, but these require flexibility and an ability constantly to adjust our schedule or daily plan so that Task A becomes Task B and Task C may become tomorrow's problem!

### **Stress and stressors**

Stress may be defined in many ways. Occupational stress can be described as: *'the reaction in people to excessive demands, pressures and expectations'*. (Worksafe, 1997). Berry (in Ollendorf) describes burnout as: *'a specific way of coping with stress caused by a lack of sufficient internal or external resources'* (Ollendorf, 1989).

We are all too familiar with the symptoms of stress and burnout: anxiety; irritability; sadness or lowered self-esteem; fatigue; and related psychosomatic problems such as : insomnia; headaches; backache; high blood pressure - the list goes on!

Stressors are cited by many studies (Elliott, Hodges, Ollendorf), some of which are listed below. We can no doubt recognise those particular to our own organisations and library situations:

### **Stressors**

- Paperwork
- Work overload
- Physical environment
- Decision making
- Technological change
- Workplace conflicts
- Organisational climate and structure
- Communication – with clients & management
- Performance evaluation
- Accreditation
- Low pay rates
- Isolation from peers
- Decreasing budgets
- Unrealistic expectations – clients, management

There are many stress management courses and programmes available – and many practical self-help books in bookshops and libraries. While it is not possible to summarise all of the information available I have compiled a few tips which may be helpful in the workplace and also in your daily life. Remember they are only suggestions and what works for someone else may not work for you.

### **Stress breakers**

#### *Workplace*

1. Reorganise your workplace - make it as comfortable as possible for you and your users, ergonomic furniture, safe handling procedures but also posters, flowers, lighting, etc can do wonders for your morale and feeling of well-being.
2. Set goals (performance plans, mission statements) and stick to them!
3. Network, network, network - local, state, national, global (ANZTLA, List-Servs, Newsletters, ALIA OPL Group)
4. Professional Development - attend courses on computer software or Internet skills; get involved in: conferences, seminars, workshops, journal clubs.
5. Learn to say NO - when overcommitted.
6. Be assertive in your relationships - state your limitations.
7. Make a weekly list of achievements - books catalogued, searches done, etc.

#### *Self*

1. Cultivate a sense of humour - find friends to laugh with!
2. Include some physical exercise in your daily routine - walking, swimming, etc
3. Take up a hobby - gardening, belly dancing, pottery, craft, accapella - whatever you enjoy.
4. Try meditation/yoga/tai chi for their relaxing effects.
5. Give yourself a break at least once a week - have coffee/tea with a friend, see a film, concert, buy something special for yourself!
6. Find a good listener - a colleague or a friend to discuss issues and problems.

## Conclusion

Remember one thing : as one -person librarians we are not "alone". As members of ANTZLA and ALIA and many other groups we are part of one huge group of professionals doing our absolute best for our institutions and organisations.

In order to survive we need to:

Promote our libraries to our organisations - tell them what we do; and how well we do it!

- Set realistic goals for ourselves and our libraries.
- Define our objectives with performance measures and indicators.
- Develop competencies for our particular group (OPL's) to give us more esteem and clout in the workplace.

Guy St Clair, in the rationale for the OPL Manifesto, published in February 1998, describes the OPL of the future:

*One Person Librarians are leading the way into a productive and successful information future for society. OPLs have the information skills, professional expertise, management ability, organisational proficiency and the complete and recognised mastery of customer service and interpersonal relations that guarantee success for information providers in today's information delivery marketplace. (St. Clair, 1998)*

Whether we see ourselves as "Superheroes" or "Mere Mortals" is really a turn of phrase - what really matters is what we achieve on a day to day basis, meeting the needs of our clients in the most effective and efficient manner. If we can do this while still maintaining our common sense and humour, and with an eye to our own personal well-being and health , we will be well on our way towards "surviving" as one person librarians in the Year 1998!

## Bibliography

BERNER, Andrew. 'The importance of time management in the small library'. *Special libraries*. Fall 1987; 78(4) : 271 - 6.

CAHILL, Janet et al. *Reducing occupational stress*. Proceedings of the Work, Stress and Health '95 Conference. September 1995. Washington DC.

CHRISTIANSEN, Peter ; QUARRY, Peter. 'Time management in libraries'. *Australian school librarian* Winter 1981; 18(2) : 52 - 54.

ELLIOT, Jannean ; SMITH, Nathan. 'Burnout: a look at coping with stress'. *School library media quarterly* Winter 1984 ;12(2): 136, 140 - 5.

FREEMAN, Jane. 'Get a life'. *Sydney Morning Herald*, Sat., May 30, 1998 : Employment:1 -2.

GOTHBERG, Helen. 'Time management and the woman library manager'. *Library journal* May 1, 1987; 112 (8) :37 - 40.

GOTHBERG, Helen. 'Time Management in Special Libraries'. *Special libraries*. Spring 1991:83(2) : 119 - 131.

HODGES, Julie E. 'Stress in the library'. *Library Association record* Oct 1990; 92 (10): 751 - 754.

HUDIBERG, Richard. *Collaborative solutions to technostress: librarians lead the way*. Proceedings of the Annual Meeting of the American Library Association, July 8, 1996, New York, NY.

KIRSTA, Alix. *The book of stress survival: how to relax and live positively*. London, Allen & Unwin, 1986.

MORRIS, Jocelyn. ' "Who is on the Lord's Side?" : theological libraries on the edge'. ALIA Health, Law & Specials Conference Proceedings. Perth. October. 1997.

NEVILLE, Richard. 'The future isn't what it used to be'. *Good weekend*. May 16, 1998 : 16 - 20.

OLLENDORF, Monica. 'How much do librarians know about stress management?' *Behavioural social sciences librarian*. 1989; 8 (1/2) : 67 - 98.

ST CLAIR, Guy. *Twenty-five years of one-person librarianship: identity, trends and effects*. SMR International, 1998.

SILSON, Toni. 'Managing a one-person-library'. *Incite*. May 1996; 17 (5) : 15.

THIBODEAU, PL; MELAMUT, SJ. 'Ergonomics in the electronic library'. *Bulletin Medical Library Association* 1995 Jul; 83 (3): 322 - 9.

TANNER, Susan; BALL, Jillian. *Beating the blues*. Sydney, Auckland, 1997.

WORKSAFE WESTERN AUSTRALIA. 'A Guide to Work-Related Stress'. 1997.

Website: [http://www.wt.com.au/safetyline/d\\_pubs/stress2.htm](http://www.wt.com.au/safetyline/d_pubs/stress2.htm)

*Marilyn Tandukar*  
*Librarian*  
*Ryde Hospital*  
*Sydney NSW*





## A theological OPAL

*Catherine Halsall*

A few weeks ago I was reading the weekend newspaper and noticed an article in the careers section on librarianship. Naturally I immediately began to read : "In the ideal workplace, all your workmates are kind, friendly people. There's no hard sell, no dirty or hard, physical work and the job involves helping people. Libraries do not quite reach this nirvana of labour but they come close. Surveys have put librarians right at the bottom of the list of how stressful jobs are." Well obviously the writer was not talking to an OPAL nor did the librarian being interviewed recently acquire the Gillespie library which must be very high on the list for filth. Actually it was suggested that we wear gloves when handling the Gillespie books but I don't think I could have kept up with the laundry! No dirt, no hard physical work, no stress!! My heart specialist said to me recently, "Oh you just carry a few boxes occasionally - perhaps you had better look at some regular walking." I thought 'Does running count? Weight-lighting? Stair-sprints?'

I would like today to talk about my personal experiences in a one-person library many of which will be most familiar to other one-person librarians. When I first went to the Presbyterian Theological Centre I was very fortunate. The Presbyterian Church had had to re-establish its education of prospective ministers after church union. The library therefore was only started in the early 1980s but had as its foundation an excellent collection of biblical studies from the library of the late Rev. Stuart Petrie who had been a scholar of some note. It had not been set up by a librarian but the Principal had sought expert help and then carried out the task himself Thus that which had been done was basically correct in the areas of acquisition, classification and cataloguing but all these tasks had been done in a simplified fashion. Consequently when I was appointed in early 1989 as the first librarian my objective was to build on what was there. Obviously there were problems in that there needed to be more specific classification and more comprehensive cataloguing; some works had to be married; and books which did not follow normal author entry rules such as Bibles and Conferences needed to be re-done. Nevertheless I did not have years and years of horrible blunders to repair.

One of the most amazing things I encountered was that quite a few times in the early days the Principal would say "If you run out of things to do you could always help in the office"!! Fortunately he now sees a whole range of library services which he did not know existed and is always trying to find funding so that I can work more hours. This I think can be a major problem in smaller and even in some medium size institutions (although not at P.T.C.) Some Principals and faculty are short-sighted when it comes to libraries. Even though they may have studied for their qualifications at university libraries they do not realise how good a small library can be or how vital it is to make the small library effective. How many times do we come across people without library experience being given the small college library to run? I feel for these people - the task of operating a one person library is so complicated and demanding without having to be floundering in the dark as well. In this regard I think we, as an organisation, owe it to both them and our profession to institute some strategies to improve the situation. Obviously the quarterly

Chapter meetings and the Annual Conferences go a long way to help but we could consider the possibility of two-day seminars on particular issues perhaps a couple of times a year. Reading lists could be circulated or at least be available. Our Pettee group in New South Wales is hoping to meet more frequently for example. Another option is a mentor system when an experienced librarian would be available for each person. The problem of professional isolation is a very real one with the lack of daily contact with other librarians - something which is taken for granted in larger libraries. A mentor system could overcome frustrations with classification; provide new avenues of supply; expose a greater availability of works in your field; build a support system for encouragement. I maintained my own unofficial mentor system in that, in the early years, I harangued Hans or Kim on reference or Ann Prichard on classification. Last year for three months I had the opportunity to work at the Camden Library and not only was I exposed to a far different collection from mine but I saw a greater variety of publishers' catalogues and learnt of some interesting smaller collections that are held there. At the same time I "grew" a relationship with my colleagues there. An official mentoring system would benefit so many one person librarians.

One person librarians need to be constantly open to learning as much can be gleaned from larger libraries with larger resources in staffing and finances. Although budgets are generally restrictive some practices can be adapted on a smaller scale. Automation and on-line facilities are obviously one option to be followed through but even a study of another's Reference Collection can provide much fruit and often great excitement. Another way of building and improving your collection can be in the improvement of your subject knowledge. I know it has been said in the past at these very Conferences that a librarian should be able to research any field of knowledge successfully by using his or her professional skills. This is true in a general reference sense but I don't believe that in-depth research can be directed or carried out without a really good subject knowledge. This is a long-term project but essential when there is no-one in the library to turn to for help. (Although I notice the Theology Librarian at the Library of Congress classified a book called *The Laments of Jeremiah* at Lamentations instead of Jeremiah - who did she ask for help? She certainly didn't check the Bible or she would have found she had too many chapters for Lamentations!) I myself find tremendous benefit in the fact that I am doing an Advanced Diploma of Theology - albeit at a very slow pace. Even attending lectures occasionally can give you a greater insight as to the direction the course is taking and can often highlight gaps in the library collection particularly if you are trying to do an assignment.

Of course there are many problems like the importance of subject knowledge which are peculiar to one person libraries. I was asked if I would include in my talk something on the topic of empowerment. The day this request came about was most appropriate. For three years we have had a visiting lecturer from the Presbyterian Church in America and on his departure for home I was asked if I would help clean his house! Being an old house it was not an easy job and all the time I was taking apart the toilet to scour its hidden parts I was thinking - what has this to do with librarianship? But it does have to do with working together in the College and building relationships with faculty for they were there too and, after all, what did house cleaning have to do with lecturing? This is where

theological libraries can differ somewhat from other specialised libraries. For I see librarianship in theology as a ministry rather than a job or a career. (In fact there is little point using the one-person library as a career move as there is basically nowhere to go!) In addition there are huge benefits in coming to the one-person library at the end of one's career than at the beginning for experience in a number of library situations can prove invaluable. My service to the library and to the college community is tied in with the service exercised by the faculty and the office assistant and anyone else who is committed to the Mission Statement of the P.T.C.

The Presbyterian Theological Centre exists to glorify God and advance his gospel mission by equipping candidates for the ordained ministry of the Presbyterian Church of Australia, deaconess candidates and other Christian men and women to walk with God; to understand, apply and communicate the Scriptures; and to lead God's people in diverse forms of Christian service.

Please don't misunderstand me - I don't want to appear smug; we are not a higher breed of librarians by any means and I'm sure you would find the same strong commitment amongst medical librarians, for example. However we might be able to cope with the frustrations and set-backs more easily when we are committed to a fine purpose. Morris West stated in a recent interview that "the exercise of power involves service". But note he said service not 'servile'. Yes, we can draw the line at helping in the office and answering the telephone when everybody is unavailable but going the extra mile in a lot of cases brings untold benefits to the library. If, for example, I have a backlog of books to be processed I might invite faculty to see if there is anything they need for a course that I can pull out and process immediately. If someone is looking for an older book and it is not in the catalogue I will check the donations and if it is there will process the work for loan availability. My objective is to have the Gillespie collection available for use in some acceptable way instead of waiting until it is processed.

In return I encourage faculty to tell me of anything useful they might turn up in their research outside the college. I pick their brains for new authors in theology or new trends I might have missed. Our American lecturer browsed widely and put me onto at least two theologians I had not discovered in my reading. Being a small college I have been able to organise birthday morning teas for staff. Even though the librarian is neither faculty nor student and thus not privy to faculty meetings these morning teas provide great sources of information for future benefit. Every cake baked is worthwhile! - and the fellowship is great too. If you are asked to join or lead a fellowship group or if everyone, staff and students are all at Chapel Service except you do you refuse to partake? No - if you really worry about the time lost come in an hour earlier or leave an hour later. This time might be a real source of refreshment. You may be the middle child of the college family but you are an integral member of that family and can sometimes be the lynch pin between staff and students. These are matters peculiar to theological libraries but by spending time building one to one relationships I often find that others set boundaries for me - for example, sometimes the Principal will ask the students not to bother me with trivial requests that they can, with more effort on their part solve themselves, because I am

particularly snowed under at the time. The Student Representative Council will point out to students the fact that they might be "using me" without any prompting on my part.

This serves to illustrate what I believe about working relationships. At the risk of being controversial, and I know it is because it is a subject which spilled over into the library from an recent Ethics lecture, may I say that if we look to our responsibilities others by the same method will be taking caring of our rights. That, of course, is not an attitude strongly nurtured in today's world and human nature being the way it is it doesn't always work! But it does seem to function most of the time in my situation.

Now everything in the garden is not always rosy. You are not only isolated from other librarians but you are also isolated in no-man's land - or should I say no-woman's land? It is probably well known that in the Presbyterian Church a decision has been made not to ordain women. May I add that this is never a viewpoint pushed at the Centre but there are some there who believe it is a correct biblical decision and sometimes you may feel your status is unconsciously neglected because of your gender. Of course this has benefits in that, if for example, there is a family problem which needs attention there is never any question as to where the priority is and great understanding is given. May I stress however that this matter is really not worth worrying about!! Sometimes I feel it might be more my imagination than anything else. The only time when it may have been an issue was when we embarked on a large building extension project in which the size of the library was approximately doubled. I approached the person in charge of the project on a number of occasions with the objective of establishing exactly the details of the new library set-up. A vague wave of the hand and the architect's drawings shown to me were meant to suffice. Numerous requests for a meeting with the architect and builder were politely shelved. I was not to be thwarted! Here was an opportunity to develop the library to its best potential. I prepared a four page brief on the matters which needed to be considered - sound proofing, electrical wiring, telephone points, lighting, security, air-conditioners, workrooms, furnishings, access during building and the procedures for physically moving the collection back and forth. I then gatecrashed one of the faculty's leisurely lunches (very politely of course) and handed each a copy of the brief. The silence was deafening and the results gratifying. My meeting with the architect was organised. To ensure every detail was followed through I worked through whilst everybody conveniently avoided the disruption by going on vacation. This proved to be invaluable as many on the spot decisions needed to be made - size of a doorway, positioning of switches, retention of sinks, etc, etc. I should add here that the person in charge of the building project had a particularly heavy work-load at the time. With the Principal on sabbatical leave he was Acting in this role in addition to his normal duties so obviously attention to detail was something which was almost an impossible priority but nevertheless it was essential to me!

This brief was an example of the benefits of reporting. I have never been asked to present an Annual Report but have always done so. Any major project such as the building extensions or the Gillespie Library procedures has been reported. Every so many years I carry out a survey on book buying covering subject categories and average prices of books in each subject area. I always draw faculty's attention to the ANZTLA statistics so that

they can compare our progress with other libraries. Over the years this reporting seems to have enhanced the value of the library. I am also very fortunate in that all the faculty have always been most supportive of the library and keen to build on its strengths. In fact the building extensions were undertaken primarily to increase library space.

Incidentally my method of procuring a library meeting is often the only way to go in a small college where every member of faculty is so overloaded with extra tasks that programming a library meeting as such seems to them to be another extra they don't need. I could probably take this as a compliment that they feel everything is running well but there is always more to be achieved. However I know I can always go straight to the Principal with a problem as it arises and it can be discussed and solved instantaneously. But regular library meetings are naturally beneficial and I aim sometime in the future to establish them. Possibly the best way to achieve a good response is to just suggest every couple of months that I join the faculty for lunch to discuss some library matters. It would be a good opportunity for me to take a lunch break!! Lunch to me, if it occurs, is a quick bite at my desk perusing book reviews or the latest journal articles. In a one-person library the housekeeping must be done systematically and the in-basket empty at the end of the day or panic sets in. Busyness often also means that you are not on the "need to know" list as often as possible but I keep in touch through the Office Assistant or through checking the Minutes of Committee meetings.

There are of course great benefits in doing all the jobs! By the time you have picked up a book in a publisher's catalogue; read a review; checked it against holdings and present orders; ordered it; taken delivery of it; given it its acquisition number; classified it; catalogued it; covered it; displayed it; shelved it; it tends to stay in your brain to the point where you can even find a book which is only vaguely described by subject content but specifically described by the colour and design of its cover. Even with the assistance of 'compulsory' student volunteers you need to be most careful as to what you give each to do. You must be aware of their gifts - are they systematic or not, for example - before you allot them duties. Shelving to me is only doled out to those with a proven record. Let volunteers return books and file on the trolley but shelving must be a carefully assigned duty. With the time constraints of a one-person library I don't need to be searching endlessly for a book which I know should be there. It is much more economical in time for me sometimes to shelve books than waste time searching everywhere the following week. Because of the essential tasks which must be done day by day larger projects have to be slotted in over long periods and sometimes you think they are never going to end. I am finding even after nearly ten years that there is still one major job to be undertaken before I face the huge task of processing the Gillespie collection. I have to be realistic and acknowledge that I may never process all the donations. However they are shelved by author/editor so that they are an accessible collection and I occasionally take a trolley load back to my workroom. But work is an exciting challenge even when I sit up in bed at one in the morning surrounded by catalogues. A one-person librarian once said to me "What do you find to take home to do?" I still can't understand that question.

*Catherine Halsall, Librarian  
Presbyterian Theological Centre  
Burwood NSW*



# Change Management

*Tony McCumstie*

We live in a time of change and the idea of trying to manage change can seem very daunting when we consider the number, variety and scope of the changes many of us face in our professional lives. But when you think of it, we are all of us very experienced change managers. We either manage or at least cope with change every single day of our lives. We just don't think of it in terms of "change management". We manage change when the train we were intending to catch is cancelled, when we forget to take something out of the freezer for dinner, when we decide spontaneously to head off for a picnic on a particularly nice day.

Clearly, the type and scope of change that we deal with in our professional lives usually varies significantly from that with which we deal in our private lives but it is important to realise that we are quite accustomed to change and that, on the whole, we manage it fairly comfortably. We need to be, and in fact can be, confident in our own minds that we can manage change. This confidence is particularly important because the reason that change is an everyday occurrence is the simple fact that change is inevitable. But another reason to sustain our self-confidence is the fact that the underlying principles of change are the same regardless of the relative size of the change.

## **Change analysis**

One approach, albeit a simplistic one, to both analysing proposed changes and actually managing the implementation of change is based on questions beginning with 'who', 'what', 'when', 'where, and 'why'. When analysing any proposed change, the underlying questions are what, why and who. It is important to determine exactly what is being proposed, why it is being proposed and who will be affected by the change if it is introduced.

The 'what' needs to be defined very clearly so that when the proposal is being considered, everyone involved is quite clear about what is being changed and is actually discussing the same thing. A second (but no less important) consideration is the issue of side-effects. Quite often, a proposed change can involve other changes that were not considered when the original proposal was made. It is essential that, time permitting, you take an overall view and try to spot any flow-ons that may occur if the change is implemented. A proposal may prove to entail undesirable or an unacceptable number of other changes. It is not unusual for the number and the significance of side effects to be a determining factor in deciding whether or not to proceed.

The "why" question must be very seriously considered. In a time when so many changes are occurring and when people find change daunting and unsettling, the last thing we should be doing is introducing unnecessary changes of any magnitude. Before we proceed with a change, we should take great care to weigh up the anticipated benefits against such costs of the change as financial expenditure, training/retraining and confusion or loss of confidence among users.

While any change (especially a procedural change) has to be evaluated and found to be worth the disruption caused by the change process, changes involving computer systems need to be evaluated very carefully. Unless support for your existing release is being withdrawn or there are significant improvements in the functionality of a later release, a software upgrade can prove to be unacceptably expensive in terms of financial cost, retraining of staff (accompanied by a temporary loss of 'productivity') and a renewed learning curve for users. Alternatively, the decision to automate in the first place should only be made in light of a very thorough cost-benefit analysis which includes the human factors as well as the basic financial considerations.

The "who" question can be just as wide-ranging as the "what" question because it, too, is double-sided. Hopefully, the reason a change was proposed in the first place was that it would be of benefit to an individual or a group of people. It is equally important, however, to ask whether or not any one or any group will be disadvantaged if the change is implemented. After due consideration, it may be found that the anticipated benefits of a change are offset by originally unconsidered disadvantages that are discovered when the fuller implications of the change are thought through. Then the question becomes very much a values-based one - is the change worthwhile?

Another "who" question may also need to be asked. That is, who will implement and oversee this change? In some cases, the existing staff may not have the knowledge, expertise or time to fill this role. If this is so, then there may well be additional costs and logistical issues to be considered. Again, the decision to proceed will be based on values-based criteria within the overall context of the institution, its purpose, its style and its population.

Answers to the "where" and "when" questions are often inherent in the proposed change itself or emerge from consideration of the earlier questions. In the case of a significant change, however, timing can be an important issue to be considered. The successful implementation of change can depend on the level of enthusiasm and commitment in those involved in the project. While anticipation can be half the pleasure and a responsible approach takes time, if the planning stages stretch over a period of time, enthusiasm and commitment can wane. Like a sports team, we can run the risk of 'peaking' too early. If the change process is likely to be lengthy, then a staged approach in which enthusiasm and interest in each particular stage can be sustained is preferable.

### **Culture and communication**

The professional literature on organisational change tends to refer to different types of change: planned, unplanned, proactive, reactive, spontaneous, etc. The determining characteristics in most of these categories of change are the degree to which you have a say in deciding to introduce change and the timeframe within which change is to be implemented. These characteristics introduce the single most important factor in managing and responding to change: your understanding of and your place in the culture of your organisation.

Every institution exists for a reason, has a goal and has an internal dynamic that is unique to that institution. If we have a sound understanding of our own institution's purpose, goal and dynamic, then we are in a good position to assess the value and impact of proposed change at "gut level". This "feel" for the institution becomes critical when you are called on to introduce or implement change over a short timeline. The extent to which you make the right decisions will depend to a large extent on your (often subconscious) knowledge of your institution and the people in it.

Similarly, within any institution, there are numerous channels of communication (both formal and informal) via which we can contribute to discussion on proposed or desirable changes and, conversely, learn of proposed changes that we have neither initiated nor previously been consulted about. It is vitally important that we recognise, establish and maintain these communication links. They may consist of formal committees which meet regularly and of which we may or may not be members. They may just as easily consist of a casual network of people through whom your thoughts and reactions can be channelled to those in a better position to make and influence decisions.

Another reason for establishing and maintaining effective communication channels within the organisation is the simple fact that institutional changes can be far more broad-reaching than the initiator realises. While a proposed change may result in bringing about the obvious benefit, it may have other repercussions that were not considered by the initiators of the change. It is only by encouraging discussion of the change among as wide a group of people as possible that the full implications on implementing the change can be foreseen. In the case of spontaneous change, it is, again, your knowledge of and feel for the institution that supplies you with an understanding of what the change may actually bring about.

The 'who', 'what', 'when', 'where' and 'why' questions become easier to answer if we are so inculturated into our organisation that we subconsciously 'understand' it. If we have time to consider and plan a proposed change, then we know who to consult and what issues to ponder. If the change is more spontaneous, then we have a better feel for the organisation and can more easily intuit answers that are likely to be accurate and useful.

#### **Limits to communication**

The significance of a proposed change and the extent to which we have to rely on indirect input into the decision making process should determine the limits of our input. There is a fine line between persuading people (through persistence) to champion your cause and pestering them to the extent that they simply cease to listen to you. Where that line is drawn will depend on the relative significance the other person puts on the proposed change, the rationale you present for your case and, of course, the personalities involved.

We should always feel free to oppose change. We would be irresponsible if we didn't oppose a change that we think inappropriate. We should use all the communication means we can to argue against the change. If it becomes apparent, however, that the change is actually going to be implemented in spite of our arguments, then we must accept the fact. There is absolutely no point in continuing to oppose a change after the decision to actually

proceed with it has been made. It is a waste of time, a waste of intellectual and emotional energy and it creates a negative image which can have repercussions not only for how you are perceived within the organisation but how the library service is perceived.

### **Bitting the bullet**

Mention was made earlier of the "when" factor involved in change in terms of committed planning and implementation. Another factor in the when question has to do with people's tolerance for change. Because change is so common in our society and lives today, the prospect of yet another change looming ahead can for some people become oppressive. Unless they are actually involved in planning and implementing (and therefore to some extent controlling) the change, many people prefer to get it over and done with so they can begin to evaluate the effects of the change and get on with the business of adjusting to it. If one is not actively involved, anticipation may not be pleasurable.

At the same time, the person or people planning a change can become so enmeshed in the subtleties involved that they end up procrastinating and 'stalling'. At some point, it becomes necessary to bite the bullet, and proceed. This may result in a messier and less efficient change implementation - it may even mean that some elements of the change are inappropriate. Changes can always be fine-tuned during and even after implementation. Proposed change that never eventuates can lead to a debilitating and paralysing period of having change ever-threatening on the horizon but never actually being realised and faced.

For both the people planning the change and those being affected by it, change is a psychological and emotional experience. People are always the most important and usually the least predictable factor in the change process.

### **Emotional stages**

In 1969, Elisabeth Kubler-Ross published a book called *On death and dying* in which she detailed five emotional stages in the dying process - denial, anger, bargaining, depression and acceptance. These stages can be used to describe the emotional states people experience as they confront change.

Naturally, the significance of the change will determine the intensity of a person's emotional reaction to it but it is very important to realise that the perceived significance of any particular change may vary greatly from one person to the next and therefore different people will react more or less intensely to exactly the same change.

If we are responsible for proposing and introducing a change, we must be aware that those people effected by the change may be responding to it on an emotional level as well as (or at times instead of) a rational level. A sensitivity to the other's emotional state is crucial in determining what, how and when we communicate with them.

If we are not responsible for the change but are to be affected by it as well, then an added dimension enters - namely that of being aware not only of the other's emotional state but our own as well.

Unfortunately these emotional stages, as defence and coping mechanisms, last for different periods of time and are not necessarily sequential. It is not unusual for people to skip a stage or to slide backwards and forwards between stages. This makes it all the more difficult for us to assess our own and other's emotional state in the face of an imminent change.

### **Hope**

On a more positive and optimistic note, Kubler-Ross found that the one thing that persisted throughout all these stages, even when the person was confronted with the most daunting of all changes, was hope.

While the changes we introduce or have imposed upon us may vary in significance and the range of their effects, the principles underlying any change are the same. In our respective institutions, we are not alone. We are part of a culture, of an organisation made up of people that share a commitment to a common goal and purpose. Any change that occurs must be seen in the context of the institution and its purpose and as a process that not only affects but involves people. Through an understanding of our common purpose, considered and considerate communication and as thorough an analysis as possible, we not only can but do manage change.

*Tony McCumstie  
Librarian  
Corpus Christi College,  
Clayton, Victoria*

## **ANZTLA Conference 1999**

**Luther Seminary**

**Adelaide**

**1<sup>st</sup> – 4<sup>th</sup> July 1999**

**Plan to be there!**

## The object of subjects : some common theological subject heading problems.

### *Part Two : Contributions, doctrines, and controversies.*

*Philip Harvey*

#### **Contributions in ...**

Soren Kierkegaard wrote on the Greek word *skandalon* (scandal offense, stumbling-block) and complained about how the Bible translators did not represent the full depth of its meaning. A work by David McCracken called *The scandal of the Gospels* picks up this Kierkegaardian bone of contention, with the result, one of my favourite subdivision howlers: 'Kierkegaard, Soren - Contributions in biblical doctrine of scandal or offense or stumbling-block.'

The basic common sense use of the subdivision 'Contributions in...' is worth repeating. The subdivision is used for works on a theologian's endeavours in a particular field, and the general consensus is that we select topics that have common headings of their own and which everybody readily understands. We add topics that are recognizable and sensible in the context. The subdivision is wide open to fanciful pursuits, and two sins are regularly committed, the first out of senselessness, the second by breaking a rule. Senselessness produces a heading that names the theologian then attaches 'Contributions in doctrine of ..' where such a thing is not a doctrine or anything like what you would make contributions to. The rule that people sometimes overlook says 'Contributions in...' is not used for a work discussing the discipline for which the person is solely or primarily identified. 'Thomas Aquinas, Saint - Contributions in theology' is ponderous and needless. One favourite to appear in searching is 'Husserl, Edmund - Contributions in phenomenology', which looks pretty good really until you know that Husserl was the inventor of phenomenology. In such cases it is required simply to supply the person's name without subdivision. To what extent Husserl can be called a theologian is another argument.

Related free-floating subdivisions are 'Career in..', for works describing events in a person's career other than their most famous (e.g. 'John Paul II - Career in skiing'), 'Knowledge - [Topic]' for explicit discussion of a person's knowledge of something. And 'Views on [topic]' for discussion of a person's opinions or attitudes on a particular topic.

Because LC does not expand on 'Contributions in..' it makes no distinction between 'Contributions in the doctrine of [subject]' and 'Contributions in [subject]'. Nor between 'Contributions in doctrine of [subject]' and 'Contributions in theology of [subject]', though it does seem to drop the article 'the' before 'doctrine' and 'theology'. Because the subdivision is uncontrolled any subject term can be used within reason. One example that has come to light in our library is the instances of 'Contributions in doctrine of the church' and 'Contributions in ecclesiology', the difference between these two being hard to tell.

### **History of doctrines**

It has been remarked how the subdivision 'Biblical teaching' is attached to modern and postmodern terms unheard of by the biblical writers and of dubious relation to the words of Scripture as such. Related to this problem in many respects is 'History of doctrines', attached to terms that were never a matter of doctrinal concern and which only a modern theologian would even know the meaning of.

Indigenous church administration – History of doctrines

Anthropomorphism – History of doctrines

Intersubjectivity – History of doctrines

This is in danger of getting out of control. In fact it is starting to be used as freely and meaninglessly as the omnipresent 'Religious aspects'. Worse, it is being linked with that subject menace in most verbose ways.

Paradox – Religious aspects – Christianity – History of doctrines

Romanticism – Religious aspects – Christianity - History of doctrines

Emotions – Religious aspects – Christianity – History of doctrines

Depression, Mental – Religious aspects – Christianity – History of doctrines

I almost went and started reading that 1st book after contemplating the looseness with which the term 'doctrines' can now be applied.

All of this has come about because the word 'History' is in the subdivision. Many see it as the one way of dealing with special topics that are talked about in an historical way. In the process the theological understanding of the subdivision, i.e. THE history of THE doctrines of THE church, has been lost sight of and clouded over with any old subject of the moment. The Free-floating subdivisions manual states bluntly that 'History of doctrines' be only used for theological topics. But what cataloguers around the world regard as a theological topic is coming to mean almost anything a theologian happens to talk about, or that anyone talks about if it happens to have theological connections.

It is worth making this just grievance because the distinction between other doctrines and other matters of religious concern is getting lost. My own feeling is that some other subdivision is needed to assist the user. Things are not made any easier either when 'History of doctrines' is used for works by the ancients, so that Augustine on the Trinity will get this subdivision even though Augustine wrote about the Trinity and not the history of trinitarian debate. Again, our understanding of history needs to be thought through, as well as our grasp of doctrinal debate.

### **Controversial literature**

LC is seriously thinking of scrapping the subdivision 'Controversial literature' so what I say next may very soon be an argument from the past, much ado about nothing.

The subdivision 'is used under certain religious headings for works that argue or express negative views toward the topic'. Sounds straightforward. The problems begin as soon as the cataloguer must judge what is controversial, and controversial enough. One person's raging controversy is another's statement about reality. When used with topics, the book must 'argue against or express opposition to a doctrine, practice, etc'. We know though

that 'Baptism – Controversial literature' could be a firm argument for or against a particular position on baptism and still be controversial in the terms proposed. When used under religions and orders it is meant to be a work expressing 'opposition to these organizations and their beliefs', 'esp. by authors outside the group being discussed'. A moot point when using 'Jesuits – Controversial literature', the great bulk of which seems to be written by Jesuits. When used with sacred works the subdivision will express 'opposition to these writings, question their authoritativeness, dispute their inspiration, etc'. A very broad definition that could include everything uncontroversial as well as controversial. Added to which, many a theologian is known for arguing against something, not because he disagrees but in order to prove a point or to show he can argue.

People have their own definition of the word itself. 'Controversial' can mean literature that is the subject of debate, literature that causes controversy, literature that stands in opposition, literature that is no more than apologetics worded negatively. And in many of the examples on and in our own catalogues the subdivision has been used in just these senses, to denote a work that is connected with controversy in some way. Which is a long way from the definition set out in the Rules.

Being objective or neutral in our judgment of what is 'controversial' might be a gallant foray on behalf of the mind; it might also be quixotic in its finality, more representative of one's own position. Hence the increasing caution when applying this subdivision, if it is applied at all. Proposals for alternatives (eg. 'Opposing viewpoints', 'Contradictory views') are thrown around, but all of them presuppose what the original does as well, that every argument has just two sides, rather than many. The journalistic position, that where argument exists it follows there must be controversy. A need has been acknowledged, to help divide literature into pro and con positions; but a perfectly adequate means of distinguishing the different sides on a religious topic has yet to be imagined.

*Philip Harvey*  
*Technical Services Librarian*  
*Joint Theological Library*  
*Parkville, Victoria.*

\* \* \* \* \*

**The Archives of Australian Judaica**  
Have a web page which includes their catalogue  
at : <http://www.library.usyd.edu.au/judaica>

Makor library in Melbourne will be putting up a web site soon.

\* \* \* \* \*



## News from ATLA of Product Changes

(gleaned from ATLA Newsletter v.45, no.5, 1998)

Several product changes are in place for the coming fiscal year:

### ***RIM*** *Research in Ministry* (RIM)

will be published in paper for the final time in February 1999. By February 2000 RIM will be available on the ATLA Web Site at no charge to individual or institutional members.

***IBRR*** *Index to Book Reviews in Religion* (IBRR) will be published in print form for the last time in 1999 with the final Annual shipped in the spring of 2000. By January 2000 IBRR will be available on the ATLA Web Site as a separate product. It will also continue to be available as part of the *ATLA Religion Database on CD-ROM*, in MARC format, and in the versions of the database developed by FirstSearch, SilverPlatter, and OVID.

### ***Single Invoice***

With the implementation of ATLA's new Association software, we will be sending all customers a single invoice on September 1, 1998. The single invoice will list all products to which the institution currently subscribes and provide an opportunity for purchasing additional products. The single invoice will dramatically reduce the amount of paperwork and mailing needed for ATLA staff and for libraries and should give clear and accurate information about each product purchased.

### ***OTA***

With the spring edition of *Old Testament Abstracts on CD-ROM*, all retrospective data will be included. When ATLA first produced *OTA* on CD-ROM we included only the data from 1992 onwards. In cooperation with Father Joseph Jensen, editor of *OTA*, ATLA has been converting all of the data between 1978 and 1992. The result will be a comprehensive *OTA* that will be sent to subscribers in May 1999.

### ***New Windows Version for ATLA Religion Database on CD-ROM***

ATLA is working with NexData to develop a new Windows version of the *ATLA Religion Database on CD-ROM*. The beta version of the new Windows version will be shared in late fall with all ATLA customers who purchase the database on CD-ROM. It will include a number of improvements including the link to local holdings, cross reference searching, and, as a 32-bit version, will be fully compatible with Windows NT as well as other windows platforms. There will be no additional charge for this new windows application.

### ***OVID Version of ATLA Religion Database Available***

Ovid Technologies, Inc. will have its version of the ATLA Religion Database available by the end of August. Interested customers can view a trial of the Ovid version by sending e-mail to [sales@ovid.com](mailto:sales@ovid.com) or calling (800)950-2035, extension 249.