

Department of Applied Social Sciences

CMP073N

Innovation and Development in Information Services

Semester 1

2007 - 2008

Readings in information, innovation, power and politics

Some items are not included in the electronic version of the Readings.
Please email Shiraz Durrani if you wish to receive these or the complete
print version.

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Introduction

This Resource pack had been developed for the Module “Innovation and Development in Information Services”. The Module is part of the development opportunities offered to participants in the Quality Leaders Project – Youth (see: <http://www.seapn.org.uk/qlp/>) which is sponsored by the Paul Hamlyn Foundation.

The resources included here provide material for learning and reflection to meet the Learning Outcome of the Module. It should be read in conjunction with the resources placed on WebLearn (including Lecture notes) as well as the bibliography in the Module Booklet.

The Readings will be made available in print form as well as being placed on WebLearn. It is expected that the material will be useful not only for Coursework, but will also be of use after the Module has been completed in work situations. It should encourage further reflection on the issues raised in the Module.

Also included in the Readings is the first issue of *Ideas and Issues* (November 2007) which is an irregular current awareness service which “alerts you to new ideas, experiences, reports and developments of relevance to the key themes of the module. It is meant to supplement the recommended readings and aims to give you a wider perspective and increase your awareness about current developments in Britain as well as in other countries”. Also find included some information about the journal *Information, Society and Justice* which will carry the project summaries as per Coursework 2 and 3 of the Module.

Please send your comments and suggestions to:

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November 2007

Information, communication, politics and power

The place of the book and new ideas in the struggle to free humanity

Saturday Nation (Nairobi) 22 July, 2006

http://www.nationmedia.com/dailynation/nmgcontententry.asp?premiid=0&category_id=25&newsid=76899

Story by KWAMCHETSI MAKOKHA

Publication Date: 7/10/2006

Last week, I went to the launch of Shiraz Durrani's new book, *Never Be Silent: Publishing & Imperialism in Kenya (1884-1963)* and arrived just in time to hear the evening's guest speaker, Dr Kilemi Mwiria, begin his address.

He spoke passionately about the importance of reading for culture and development, and about the place of the book and new ideas in the struggle to free humanity and better its condition.

More importantly, he dwelt on the theme of speaking up in the face of oppression, ignorance and impunity, adding that the voices of liberation could only be heard if more Kenyans did not leave everything to politicians; if more of them were involved in what was happening, if more of them were offering criticism and praise, if more of them were running for political office in order to contribute directly to creating policies – such as a national book policy.

When he stepped away from the microphone, the clapping was not the polite one-two-three Kenyans reserve for their leaders. The little crowd's applause sounded genuine and was almost bursting with relief that a member of the Government could speak with such honesty at such a tricky engagement.

....

Castells, Manuel (2007): Communication, Power and Counter-power in the Network Society

International Journal of Communication 1 (2007), 238-266 1932-8036/20070238. Copyright © 2007 (Manuel Castells). Licensed under the Creative Commons Attribution Non-commercial No Derivatives (by-nc-nd). Available at <http://ijoc.org>. Annenberg School for Communication University of Southern California

Introduction: Power making by mind framing

Throughout history communication and information have been fundamental sources of power and counter-power, of domination and social change. This is because the fundamental battle being fought in society is the battle over the minds of the people. The way people think determines the fate of norms and values on which societies are constructed. While coercion and fear are critical sources for imposing the will of the dominants over the dominated, few institutional systems can last long if they are predominantly based on sheer repression. Torturing bodies is less effective than shaping minds. If a majority of people think in ways that are contradictory to the values and norms institutionalized in the state and enshrined in the law and regulations, ultimately the system will change, although not necessarily to fulfill the hopes of the agents of social change. But change will happen. It will just take time, and suffering, much suffering.

Because communication, and particularly socialized communication, the one that exists in the public realm, provides the support for the social production of meaning, the battle of the human mind is largely played out in the processes of communication. And this is more so in the network society, characterized by the pervasiveness of communication networks in a multimodal hypertext. Indeed, the ongoing transformation of communication technology in the digital age extends the reach of communication media to all domains of social life in a network that is at the same time global and local, generic and customized in an ever-changing pattern. As a result, power relations, that is the relations that constitute the foundation of all societies, as well as the processes challenging institutionalized power relations are increasingly shaped and decided in the communication field.

I understand power to be the structural capacity of a social actor to impose its will over other social actor(s). All institutional systems reflect power relations, as well as the limits to these power relations as negotiated by a historical process of domination and counter-domination. Thus, I will also analyze the process of formation of counter-power, which I understand to be the capacity of a social actor to resist and challenge power relations that are institutionalized. Indeed, power relations are by nature conflictive, as societies are diverse and contradictory. Therefore, the relationship between technology, communication, and power reflects opposing values and interests, and engages a plurality of social actors in conflict.

Both the powers that be and the subjects of counter-power projects operate nowadays in a new technological framework; and this has

consequences for the ways, means, and goals of their conflictive practice. In this article I will present some hypotheses on the transformation of this relationship, as a result of several trends that are connected but independent:

- the predominant role of media politics and its interaction with the crisis of political legitimacy in most countries around the world;
- the key role of segmented, customized mass media in the production of culture;
- the emergence of a new form of communication related to the culture and technology of the network society, and based on horizontal networks of communication: what I call mass selfcommunication;
- and the uses of both one-directional mass communication and mass self-communication in the relationship between power and counter-power, in formal politics, in insurgent politics, and in the
- new manifestations of social movements.

The understanding of this transformation between communication and power must be placed in a social context characterized by several major trends:

a) The state, traditionally the main site of power, is being challenged all over the world by:

- globalization that limits its sovereign decision making
- market pressures toward deregulation that diminish its capacity to intervene
- a crisis of political legitimacy that weakens its influence over its citizens

b) Cultural industries and business media are characterized at the same time by business concentration and market segmentation, leading toward heightened oligopolistic competition, customized delivery of messages, and vertical networking of the multimedia industry

c) Around the world, the opposition between communalism and individualism defines the culture of societies as identity construction works at the same time with materials inherited from history and geography and from the projects of human subjects. The culture of communalism roots itself in religion, nation, territoriality, ethnicity, gender, and environment. The culture of individualism spreads in different forms:

- as market-driven consumerism,
- as a new pattern of sociability based on networked individualism, and
- as the desire for individual autonomy based on self-defined projects of life.

In spite of this complex, multidimensional social evolution, the decisive process shaping society, both individually and collectively, is the dynamics of power relations. And power relations, in our social and technological context, are largely dependent on the process of socialized communication in ways that I will now analyze sequentially.

...

Conclusion: communication as the public space of the network society

Societies evolve and change by deconstructing their institutions under the pressure of new power relationships and constructing new sets of institutions that allow people to live side by side without self-destroying, in spite of their contradictory interests and values.

Societies exist as societies by constructing a public space in which private interests and projects can be negotiated to reach an always unstable point of shared decision making toward a common good, within a historically given social boundary. In the industrial society, this public space was built around the institutions of the nation-state that, under the pressure of democratic movements and class struggle, constructed an institutional public space based on the articulation between a democratic political system, an independent judiciary, and a civil society connected to the state. The twin processes of globalization and the rise communal identities have challenged the boundaries of the nation state as the relevant unit to define a public space. Not that the nation-state disappears (quite the opposite), but its legitimacy has dwindled as governance is global and governments remain national. And the principle of citizenship conflicts with the principle of self-identification.

The result is the observed crisis of political legitimacy. The crisis of legitimacy of the nation state involves the crisis of the traditional forms of civil society, in the Gramscian sense, largely dependent upon the institutions of the state. But there is no social and political vacuum. Our societies continue to perform socially and politically by shifting the process of formation of the public mind from political

institutions to the realm of communication, largely organized around the mass media. Ingrid Volkmer (2003) has theorized the emergence of communication as the public sphere in our kind of society and has investigated the emergence of global communication networks, built around mass media, as the incipient global public sphere. To a large extent, political legitimacy has been replaced by communication framing of the public mind in the network society, as Amelia Arsenault and myself have tried to argue empirically in an article on the communication strategy of the Bush Administration concerning the Iraq war.

I am extending this analytical perspective to the historical dynamics of counter-power, as new forms of social change and alternative politics emerge, by using the opportunity offered by new horizontal communication networks of the digital age that is the technical and organizational infrastructure that is specific of the network society. Therefore, not only public space becomes largely defined in the space of communication, but this space is an increasingly contested terrain, as it expresses the new historical stage in which a new form of society is being given birth, as all previous societies, through conflict, struggle, pain, and often violence. New institutions will eventually develop, creating a new form of public space, still unknown to us, but they are not there yet. What scholarly research can observe is the attempt by the holders of power to reassert their domination into the communication realm, once they acknowledged the decreasing capacity of institutions to channel the projects and demands from people around the world.

This attempt at new forms of control uses primarily the mass media. On the other hand, dominant elites are confronted by the social movements, individual autonomy projects, and insurgent politics that find a more favorable terrain in the emerging realm of mass self-communication. Under such circumstances, a new round of power making in the communication space is taking place, as power holders have understood the need to enter the battle in the horizontal communication networks. This means surveilling the Internet as in the U.S., using manual control of email messages when robots cannot do the job, as in the latest developments in China, treating Internet users as pirates and cheaters, as in much of the legislation of the European Union, buying social networking web sites to tame their communities, owning the network infrastructure to differentiate access rights, and endless other means of policing and framing the newest form of communication space.

Thus, as in previous historical periods, the emerging public space, rooted in communication, is not predetermined in its form by any kind of historical fate or technological necessity. It will be the result

of the new stage of the oldest struggle in humankind: the struggle to free our minds.

Durrani, Shiraz (2007): Globalisation and the Information Society

Selection from:

Durrani, Shiraz (2007): Learning by doing; lifelong learning through innovations projects at DASS. *Aslib Proceedings*. Vol. 59 (2) 187-200.

The first challenge facing British society, and its teaching institutions, is the process of globalisation influenced by, and in turn influencing, information technology. While it is not intended to explore this in depth in this paper, it is necessary to be clear about what the process means and what it implies for institutions such as ours.

Castells' (1997, p.1) explanation on globalisation is still valid. He saw it as:

... [a] technological revolution, centred around information (which) has transformed the way we think, we produce, we consume, we trade, we manage, we communicate, we live, we die, we make war, and we make love: a dynamic global economy has been constituted around the planet, linking up valuable people and activities from all over the world, while switching off from the networks of the power and wealth, people and territories dubbed as irrelevant from the perspectives of dominant interests.

Sivanandan (1999) explored the wider impact of these changes:

The technological revolution of the past three decades has resulted in a qualitative leap in the productive forces to the point where capital is no longer dependent on labour in the same way as before, to the same extent as before, in the same quantities as before and in the same place as before. Its assembly lines are global, its plant is movable, its workforce is flexible. It can produce ad hoc, just-in-time, and custom-build mass production, without stockpiling or wastage, laying off labour as and when it pleases. And, instead of importing cheap labour, it can move to the labour pools of the Third World, where labour is captive and plentiful and move from one labour pool to another, extracting maximum surplus value from each, abandoning each when done.

Kundnani (1999, pp. 49-50) sees “the economic paradigms of the industrial age in the process of being replaced by new paradigms of the globalised, information age”. He notes:

Developments in information technology since 1970s have made possible new forms of economic organisation in both manufacturing and also in media industries, which have undergone substantial changes in the last twenty years.

The IBM Community Development Foundation report (1997) defines the term “Information Society” in terms of its economic contribution:

...the creation, distribution, and manipulation of information has become the most significant economic and cultural activity. An Information Society may be contrasted with societies in which the economic underpinning is primarily industrial or agricultural. The tools of the Information Society are computers and telecommunications. ... [Information Society is] characterised by a high level of information intensity in the everyday life of most citizens, in most organisations and workplaces; by the use of common or compatible technology for a wide range of personal, social, educational and business activities, and by the ability to transmit, receive and exchange digital data rapidly between places irrespective of distance.

These developments in globalisation have a profound impact on the form and content of teaching and learning in all disciplines. However, this impact is the greatest in the information sector in particular as the developments affect the very core of the teaching programmes and affects the skills necessary for students to survive in an increasingly globalised world. It is the course content and the very process of learning, the how and the what, that need to be constantly re-examined and made more relevant to today’s reality.

The constant examination and changing of the learning process is particularly necessary in all natural and social sciences as it is here that more rapid changes take place in the context of globalisation. The laws of nature do not change as rapidly and are perhaps easier to quantify and teach. In contrast, social rules are more dynamic and need constant examining and codifying. It is in this dynamic context that the new approach to learning explored in DASS needs to be understood.

A changing world, a changing information scene

There have been substantial social and technical developments in recent years at a global level. These changes need to be reflected in the learning and teaching environment so as to meet the changing needs in the workplace as expressed in various policy initiatives at national and international levels. Key developments can be summed up as:

- Rapid globalisation and development of the Information Society
- The need to ensure reflective learning among students
- The need to develop effective leadership skills
- The need to innovate in order to meet changing needs
- Workforce development to meet new challenges as an on-going process.

At the national level, the Modernising Government White Paper, 1999 highlighted the central role of policies in translating political vision into programmes and actions to deliver 'outcomes' – “desired changes in the real world”. (Modernising Government White Paper, 1999).¹

Prof. Hepworth sees the need for change in the role of public libraries: “the emphasis [for public libraries] should shift to whether libraries help governments promote their wider health, educational and social objectives”.²

Information services are expected to play a key role in this shift in society. This is underpinned by legislative requirements such as the Race Relations (Amendment) Act 2000, the Human Rights Act (1998) and the establishment of the Commission on Equality and Human Rights.

At the international level, the World Summit on the Information Society's (WSIS) Action Plan “sets time-bound targets to turn the vision of an inclusive and equitable Information Society into reality”. At WSIS Geneva in December 2003, World leaders declared “our common desire and commitment to build a people-centred, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge, enabling individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life, premised on the purposes and principles of the Charter of the

1 See Policy Hub, available from: <http://www.policyhub.gov.uk/better_policy_making/>. Accessed 19 March, 2006.

2 Quoted by Ezard, John (2005): “New challenges for libraries outlined”. Monday July 4, Guardian. Available from: <<http://books.guardian.co.uk/print/0,,5230449-99819,00.html>>. Accessed: 19 March, 2006.

United Nations and respecting fully and upholding the Universal Declaration of Human Rights.”³

At a wider, global level, recent change has seen the rapid economic and hence political, rise of the BRIC countries (Brazil, Russia, India and China). South and East Asia are fast becoming the engine rooms of the world, with China already having overtaken Britain as the fourth largest economy in the world. In such a rapidly changing situation, it is essential that Universities help Britain maintain its competitive edge in the world. This can be best done by developing a stronger information and knowledge society. Prof. Hepworth explains the role that libraries and information services need to play:

But while there have been success stories such as the MLA-managed The People’s Network... Hepworth thinks that the internet is “not the same as knowledge. Knowledge is converting that information into something of economic or social value. That’s what libraries are there to do and I think more can be built up around the web”.

... Hepworth thinks that libraries “should be a showcase for the global economy. I can’t see another place that can do it”. If only more people realised.⁴

There is an important gap in the teaching and learning programmes in the information management sector. This is in relation to the fundamental question: “what is information for”? Too often this question is not even raised, or if raised, no coherent answers are explored. Different people with different interests and perspectives respond to this in different ways.

3 WSIS, Basic information (FAQ). Available from: <<http://www.itu.int/wsis/basic/faqs.asp>>. Accessed on: 19 March, 2006.

4 “Knowledge is an open book” Olav Bjortomt interviews Professor Mark Hepworth. March 29, 2005 . Timesonline. Available from: <<http://www.timesonline.co.uk/printFriendly/0,,1-8247-1544014,00.html>>. [Accessed 17 March, 2006].

Civallero, Edgardo(2007): Foreword: Samek, Toni (2007)

Librarianship and human rights; a twenty-first century guide. Oxford:
Chandos

The (Dis)information Society?

12 Jul 2004

Author(s): [Jean-Claude Guédon](#)

[http://www.unrisd.org/unrisd/website/newsview.nsf/\(httpNews\)/F3A9E48C017C4BFAC1256ECF002E9296?OpenDocument](http://www.unrisd.org/unrisd/website/newsview.nsf/(httpNews)/F3A9E48C017C4BFAC1256ECF002E9296?OpenDocument)

[Accessed: 19 November 2007]

The dream of subsuming the complex realities of human societies under one single concept is obviously quite tempting. The “information society” fits well within this dream. It was initially propelled by the extraordinary evocative power of Claude Shannon’s mathematical formalization of information. And with Norbert Wiener’s sweeping and exciting extrapolations, information began to appear as one of the fundamental constituents of the universe, a bit like space-time and matter. Soon enough, information was marshalled to revisit a number of scientific fields in interesting ways: for example, the conceptualization of DNA as a message carrier based on a four-character alphabet.

The rapidly growing importance of information as a concept, however, could not have spawned an information society all by itself; at best, it could only have prepared the ground for it and done so in an unintended manner. But its very importance and presence made it appear as a kind of juicy discursive morsel that was too good to be ignored. Various sectors of industry and commerce, not to speak of governments, began to broadcast new phrases based on “information”, such as “information society” and “information age”. These phrases appeared to have captured something essentially human. It looked as if everything could be both dematerialized and neatly subsumed under a prior, more encompassing category: information. With enough information, it seemed, one could “know” and, therefore, solve any problem, material or spiritual.

The year 1980 seems a good date to mark the emergence of “information society” as a phrase. That year in Tokyo, Yoneji Masuda equated it with the post-industrial society; and in the United States, the Public Broadcasting Service (PBS) aired a documentary titled *The Information Society*. The concept of the post-industrial society had been popularized in the 1970s by sociologists such as Theodore Roszak and Daniel Bell, but the term information society conveyed an intuitive meaning that post-industrial society did not: what came after the industrial society remained unclear in the popular mind; information society served to name it.

The 1980s saw (or missed) the Internet discreetly making its way to success. More visibly, various videotext devices were catching the attention of the media: Prestel (United Kingdom), BTX (Germany),

Alex (Canada) and Minitel (France). Only Minitel succeeded (somewhat) and survived, but they all helped raise to new heights the information society hype: all that humanity needed to overcome just about any social or psychological difficulty were better technologies—"information and communication technologies" (ICTs), as they came to be known.

The argument is foolish, to be sure. The very juxtaposition of information and communication in this way creates a conceptual fuzziness that is generally treated with benign neglect; at the same time, it is not without some subtlety. Human beings need to communicate with each other to solve many problems, and technologies can help facilitate human interaction; they can also facilitate access to information. However, this does not justify the claim that human beings cannot interact without ICTs—a caveat that marketers conveniently overlooked to peddle their wares, both soft and hard.

An advertisement on CNN captures the sleight of hand rather nicely. In it, a father—obviously an important businessman who travels a lot—promises his little girl that he will call her while he is away. When he does, his daughter reacts with a rapturous "Daddy!" Sanctimonious, he responds, "A promise is a promise." The lesson, obviously, is that family happiness is the result of ICTs—not that a happy family comes first, and may elect to use such technologies to overcome temporary separation.

Here is another example: Scholarly publishing has been completely transformed by the advent of computers and networks. Libraries used to purchase printed publications (academic journals, for example), store them and provide a local open-access space for their patrons. Nowadays, however, libraries negotiate licences that allow electronic access to banks of articles, instead of owning the printed materials. As a result, libraries must limit access to "legitimate" patrons, such as members of a university community, and must deny access to others, such as local citizens, despite the fact that access licenses are often bought with public money. Any Martian observer would consider this evolution a loss, but scholarly and commercial publishers have found a way to justify it: technological progress improves desktop access for the scholars (which is true, hence the subtlety of the situation), but, they argue, this technological novelty is costly and requires new forms of intellectual property protection. Because they frame their argument in terms of technological imperatives (presented as opportunities), and not in terms of social fabric, they find themselves effectively speaking the information society language. Technological progress is substituted for social improvement. In other words, the "ease of access" hides the fact that the researcher gradually begins to

behave like a privileged consumer, while the rest of the population is effectively disenfranchised. The language of technological progress is conflated with human progress and, in this fashion, it becomes a convenient marketing tool for ICTs.

How should one react to this? Confronting the information society head-on is not a good solution: as any successful ideology, it includes positive elements—in our examples, they are the “Daddy” and “desktop convenience” effects. Indeed, ICTs can harbour positive results; however, they should be subservient to real human needs and to real human communication, rather than seen as a miracle solution to communication difficulties. Mobile telephones are not notable for their ability to decrease divorce rates, for example.

The very human ability to communicate comes first, and it testifies to the importance of the social environment for all of us: solitary confinement can make someone go mad or worse. Communication leads to the ability to do more, including interacting more efficiently through new technologies. The information society stands this observation on its head when it locates the solution to all human problems in technology. Communities always precede the technologies that they come to use. Scientists first formed specialized communities, and then devised appropriate means of communication. Computer programmers, by sharing code via the Internet, have also demonstrated the accuracy of this observation: the Internet did not create the Linux operating system; rather, Linux programmers found that they could build their communities of interest much more easily thanks to the Internet.

Together, these examples show the fundamental importance of prior associations, groups and communities; in effect, civil society breeds communication pools that reshape technologies in new ways to fulfil specific communication needs. In the end, it is not an information society made of objects and consumers that we want, but rather a dynamic, vibrant web of communities that communicate avidly and innovate, if only to try and build a better life for all. From Linux to basic research, a single message emerges: the information society makes little or no sense if it is not first deeply rooted in a multifaceted civil society where life, that is, active communication, takes place.

Jean-Claude Guédon is a historian of science by training and a Professor of Comparative Literature at the University of Montreal, Canada. He has spent the past 10 years studying the social and cultural effects of the Internet, as well as the evolution of scholarly publishing in a digitized and networked context.

Failure and Success at WSIS

12 Jul 2004

Author(s): [Seán Ó Siochrú](#)

[http://www.unrisd.org/unrisd/website/newsview.nsf/\(httpNews\)/A09D8D28CA322CE2C1256ECF002D4B4A?OpenDocument](http://www.unrisd.org/unrisd/website/newsview.nsf/(httpNews)/A09D8D28CA322CE2C1256ECF002D4B4A?OpenDocument)

[Accessed 19 November 2007]

The negotiations at the World Summit on the Information Society (WSIS) in December 2003 produced mixed results. On the downside, a mutually convenient alliance of powerful governments blocked action to tackle the erosion of civil and human rights in electronic space; the United States watered down support for development-friendly, free, and open-source software; and community-driven approaches to building access to and use of information and communication technologies (ICTs) got barely a mention. But other areas might, in time, yield modestly positive results: the call to reroute huge volumes of Southern Internet traffic internally instead of via the United States; the idea of an open archive for scientific research; and the development of regional strategies for the information society.

What is difficult to explain is the failure of wealthy governments to act decisively on the primary motivation for the summit—the fear that the “digital divide” is reinforcing educational, income and health divides instead of alleviating them. No new mechanisms were designed to close these gaps; and a decision on the Digital Solidarity Fund demanded by poorer countries was postponed (rather than rejected outright) only in order to prevent a collapse of the summit. A fuller explanation emerges when WSIS is viewed in its historical context, as the intersection of two global debates—about the “information society” and the “communication society”—that for several decades have unfolded in parallel, seldom intersecting. WSIS witnessed the dying moments of one, but the other raises hope for the future.

The “official” debate on the information society (then called the “post-industrial society”) dates to the early 1970s. Then, academics demonstrated that information workers had become the largest block of workers in wealthy countries, that an “intellectual technology” infrastructure was emerging alongside industrial infrastructure, and that increasing numbers of goods were, in fact, “packaged information”. These insights pre-dated the explosion in ICTs and offered several different strategic models for taking full advantage of the trend, from state-led investment to market-led approaches. This is interesting for two reasons. First, it gives the lie to “technology determinists” who argue that technological innovation drove what later became known as the information society, pointing to a more complex process in which the growing role of information provoked

the revolution in technology. Second and more importantly, however, it reminds us that there are more ways to build an information society than the purely market-driven one; indeed, it reminds us that there are many conceivable information societies, and that the way we choose to construct them will leave a deep imprint on the kinds that result.

Only in the mid-1990s did the information society agenda narrow to its current form, with the use of the term by the European Union to launch its efforts to compete with the Global Information Infrastructure of the United States. In the political drive to privatize and liberalize, the corporate sector was to be the main actor, with governments merely playing a facilitating role. WSIS uncritically adopted this vision, and because of its inherent limitations WSIS lacked the inspiration and the innovation it needed to achieve its goals.

Indeed, this model has reached its limits. In 2002, the International Telecommunication Union (ITU) reported that the growth rate in new telephone lines (still the basic means for people to access the information society) had for the first time “plunged”, and that, with half the world’s telecom operators in private hands, most of the “easy” privatizations had already occurred.[1] Moreover, there is growing evidence that, with pent-up demand among the middle classes and commercial entities largely satisfied, the market on its own is incapable of delivering services to the mass of people with less income. A narrow profit-driven agenda and the absence of effective universal-service policies leave the majority of poorer people with little prospect of joining this information society. WSIS failed to set up, let alone finance, the Digital Solidarity Fund mainly because of the refusal of powerful governments to deviate from the prescribed model that has served their corporations so well, and to consider alternative paradigms for development.

All may not be lost, however, because this information society agenda was met in Geneva by another, broader, agenda.

Also in the 1970s, the world for the first time debated the role of communication in society, embracing such matters as media governance, freedom of expression and human rights, spectrum and satellite use, journalism ethics and news, and cultural diversity. For a decade, the halls of the United Nations Educational, Scientific and Cultural Organization (UNESCO) resounded with the heated arguments of governments trapped in Cold War rhetoric, in the end achieving little. But concerns raised by this compromised effort did not disappear. In the two decades since, many in civil society have grown worried about the concentration of media ownership and its

focus on profits, the ever-lengthening duration of copyright and exceptionally powerful criminal laws to enforce it, the commercialization of knowledge creation, and a host of related issues.

Many among the thousands of NGOs converging on Geneva in December 2003 brought these issues to WSIS, arguing that it is impossible to truly debate an information society without considering who owns information, who controls its production and dissemination, and whose interests that information ultimately serves. Civil society demanded that these issues also be put on the table. When they were refused, they produced their own Civil Society Declaration, containing the beginnings of an alternative vision of an information society that truly puts people first, that holds that information and communication are inseparable, and that points to alternative ways of achieving this.[2]

Of course, it is somewhat unfair to criticize WSIS for not tackling these issues. Neither powerful governments nor the ITU ever intended it to address such broad concerns, no matter how genuine. Key changes to the ways knowledge is accessed, to the diversity of the audiovisual sector or to cultural creativity, for example, are often wrought in the small print of World Trade Organization (WTO) agreements, World Bank and International Monetary Fund (IMF) conditionality, the arcane language of the World Intellectual Property Organization (WIPO), or endless technical meetings of the ITU. There exists no forum for all stakeholders to openly debate these issues, to fully explore their implications, to allow society as a whole into decisions that will deeply affect our future. Civil society had no choice but to bring the issues to WSIS—a fact appreciated by many sympathetic governments.

This side-door entry into WSIS raises the question of where this valuable debate can now reconvene. The second phase of WSIS is unlikely to offer an opportunity to rehearse the broader questions. But perhaps momentum built up at WSIS can be carried forward, on one hand, deeper into civil society thinking through, for example, the World Social Forum; and, on the other hand, toward different transnational governance forums and processes. Among others, the proposed UNESCO convention on cultural diversity may offer a useful platform to collaborate with like-minded governments, while the ongoing WTO negotiations around audiovisual sectors may provide an opportunity to articulate alternatives to the market approach.

In the medium term, progress will depend largely on the capacity of civil society and others to develop credible, realistic alternatives to the current paradigms for building an information and communication

society.

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An extended version of this article is forthcoming, tentatively titled "Will the real WSIS please stand up? The historic encounter of the 'information society' and the 'communication society'", in *Gazette: The International Journal for Communication Studies*, Vol. 66, Nos. 3/4, June/July 2004.

Notes

[1] International Telecommunication Union (ITU), *World Telecommunication Development Report: Reinventing Telecoms*, ITU, Geneva, 2002.

[2] www.geneva2003.org/wsis/index_c01_1_02.htm.

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Leadership

What is it all about?

- “A leader needs to provide direction, it’s the vision thing. To get a collective definition of success leaders must engage, motivate and animate people in their organisations. It isn’t enough just to have the vision; they really have to engage with their people”⁵
- “Leadership is a balancing act. It requires communicating a compelling vision, convincing others to buy into that vision, and marshalling resources and talent to make it happen”⁶
- “Your ability to lead is only as good as your ability to motivate”⁷
- “You earn leadership from those that you lead. You earn leadership from earning the respect of the people”⁸
- In Samuel Beckett’s *Waiting for Godot*, Didi, one of the two tramps, says to Gogo, the other tramp: “Habit is a great deadener”.

Methods of leadership

Two methods of leadership:

1. Combine the general with the particular
2. Combine the leadership with people

Combine the general with the particular

Leaders at every level (L&S managers in this case) should not confine themselves to general calls to staff. They need to go deeply and concretely into the work called for, make a break-through at some single point, gain experience and use this experience for guiding

⁵ Bennis, Warren: Leading from the Top - An interview with Warren Bennis. EFMD. Available from: <http://www.efmd.org/html/Knowledge/cont_detail.asp?id=050209igbk&aid=050510mkfp&tid=1>. Accessed 18 October, 2005.

⁶ Becoming an effective leader; the results-driven manager series (publicity). Harvard Business online. Available from <Harvard_Business_Online@hbsp.ed10.net> Accessed 31 August, 2005.

⁷ The right kind of leadership: how to motivate people to achieve their full potential (publicity). Harvard Business online. Available from: <Harvard_Business_Online@hbsp.ed10.net> Accessed 31 August, 2005.

⁸ Mintzberg, Henry: Engaging Leadership; An interview with corporate strategist Henry Mintzberg. European Foundation for Management Development. Available from: http://www.efmd.org/html/Knowledge/cont_detail.asp?TID=1&AID=050209czte&ID=050209igbk>. Accessed 18 October, 2005.

other people and in other tasks. They will then have a basis of testing the correctness and of enriching the content of their call.

Leaders should give personal guidance to those in charge of a specific task (e.g. community development work) to find concrete solutions for the practical problems facing the cost centre. This will help leaders to **combine leading with learning**. No manager is competent to give general guidance to staff unless they derive concrete experience from particular individuals and events in a specific area of work.

If leaders do not follow general calls (e.g. "improve customer care") with immediate and particular guidance on practical tasks on how to implement the call, their calls remains on their lips or on paper or in meeting rooms and their leadership becomes bureaucratic.

Combine the leadership with the public

There can be success in any project only if a leading individual/group is identified for each project. This leading group should link itself with all staff and all stakeholders. However active this leading group is, its work will amount to fruitless effort by a handful of people unless its work is closely linked to working with the public. Not all people will be active in working with libraries. Learn to work with those most active and combine this with working with those who are not fully active, but are in general supportive of our work. The work of the leaders then is to take scattered and unsystematic ideas from the people and concentrate them – through study, turn them into concentrated and systematic ideas. Then go back to the public through consultations and explain these ideas and work out an action plan. Then test the correctness of the ideas by putting them into action, going back to the public for further consultation on their effectiveness.

If leaders are not good at drawing together leading staff who are positive about a project into a nucleus of leadership, if they do not work closely with other people (staff and public), their leadership becomes bureaucratic and divorced from the needs of the people.

Bennis, Warren: Leading from the Top

- An interview with Warren Bennis.

EFMD: Available from:

www.efmd.org/html/Knowledge/cont_detail.asp?TID=1&AID=050510mkfp&ID=050209igbk. [Accessed 03 November 2007]

Warren Bennis is one of the world's leading experts on leadership. He is Distinguished Professor of Business Administration and founding chairman of the Leadership Institute at the University of Southern California's Marshall School of Business. He is also the Thomas S. Murphy Distinguished Research Fellow, and a Visiting Scholar at the Centre for Public Leadership at Harvard Business School.

*His lengthy career has involved him in education, writing, consulting and administration. Along the way he has made a contribution to an array of subjects and produced a steady stream of books on leadership, change, and creative collaboration, including the recent **Organising Genius: The Secrets of Creative Collaboration**. His seminal work **Leaders** (Harper & Row, 1985), was recently selected by the Financial Times as one of the top 50 business books of all time.*

He talked to Des Dearlove about his latest thinking on leadership and the plight of the modern CEO.

Have our expectations of leaders changed in recent years?

Expectations have changed in fairly obvious ways. If you think of the world say 25 years ago, even in 1989 so much has changed. In the early part of 1989 there was still a Soviet Union and very few people knew about the Internet let alone email. The vast changes that have happened to the world affect how we look at leadership and our expectations of our leaders – especially CEOs.

How do these changes impact on today's CEOs?

Right now I see an enormous tension between globalisation and nativeness – the strongly felt sense that we have to retain our regional culture - that effects how organisations behave. We see this tension in terms of the World Trade Organisation and in the resistance to a McDonald's, or a Starbucks. Around the world CEOs have to find a way to navigate this.

Today, leaders everywhere are faced with this issue of globalisation versus nativism. Also, the issue of terrorism; and the issue of short-termism – which isn't the same as it was even 15 years ago. The showing of financial results on a quarterly basis leads to flagrant

short-term thinking on the part of boards and CEOs.

One result of these changes is that, because of short-termism, there's less indulgence and patience for leadership. There's a much more clogged cartography of stakeholders. This creates expectations that probably burn people out more quickly. One reason why, in recent years, the number of CEOs ousted is rising worldwide.

CEO churning is the phrase you use to describe the speed with which CEOs are now hired and fired. Do you think that will have an impact on the way business leaders do the job?

The pressures on CEOs have increased dramatically. This is especially true in terms of the legal ramifications of the transparency laws in all countries, and certainly the USA. I think we'll see much more of a separation between the CEO and non-executive chairman in order to limit how far a CEO can go. CEOs will be far more accountable, and far more wary. The positive side, is more transparency. The negative side of this is that it could make CEOs more risk averse in their leadership. This is another big tension in CEO life today. The days when CEOs used to enjoy cosy relationships with their boards are gone. They are going to have to be trusting and trustworthy relationships.

Leadership is a difficult quality to quantify. How should we judge the success of a CEO?

There are a number of key performance indicators. A number of questions you have to ask.

Is there alignment of the organisation? In other words is there a collectively shared definition of success that is understood, and rewarded, throughout the organisation. Is there adaptive capacity? Is there resilience - a sense of being able to look into the future and adapt to continual change. And do this without the habit of success getting in the way. In Samuel Beckett's *Waiting for Godot*, Didi, one of the two tramps says to Gogo, the other tramp: "Habit is a great deadener". That's a great line. Successful habits are even more of a deadener. In other words is there resilience.

Another indicator is financial results, however they are measured: it might be market capitalisation; or return on investment; or looking at the success, or lack of success of acquisitions or divestitures. Whatever the company uses as its measure of financial success must be taken into account.

Are there others?

Other key indicators include whether the organisation is developing a bench – a cadre of future leaders. You should ask whether there is mentoring taking place, for example. Also, does the workforce feel motivated, empowered, animated, and engaged? Another would be transparency. Is the organisation relatively open? And finally: to what extent are resources being put into future research and development? These are the major factors I would measure, the results of the organisation. Not necessarily characteristics of the leader, which is another matter.

So what are the key qualities of successful leaders?

This relates to the previous question. Leaders, like CEOs for example, should possess a number of characteristics.

For a start a leader needs to provide direction, it's the vision thing. To get a collective definition of success leaders must engage, motivate and animate people in their organisations. It isn't enough just to have the vision; they really have to engage with their people. Look at some of the leaders who failed, Eckhard Pfeiffer at Compaq a few years back, for example, or Douglas Ivester at Coca-Cola, or Dirk Jager at Proctor & Gamble: they all failed because they were seemingly unable to understand the kinds of changes taking place within their worlds, worlds which were vastly different to when they first started working for the company. It wasn't a lack of interesting ideas, especially in the case of Dirk Jager, it was an inability to engage, motivate and animate people in their organisations, to really incarnate their ideas.

Leaders must be able to personally demonstrate adaptive capacity and be alert to inflection points in the cartography of stakeholders. Successful leaders should also be personally involved with leadership development programs and mentoring. A certain amount of emotional intelligence, as per the work of Dan Goleman, is also essential. It is an ability to connect with people, although its very hard to measure. It's probably a sub-set of the ability to engage and animate others. It has to do with relatedness to others.

How can the board-CEO relationship work more effectively?

You need as much transparency and candour as possible. That requires an almost obsessive degree of communication between boards and the executive directors - including the CEO. It also means continuing to generate and sustain trust. These days it is very

important that boards are not just picking their buddies, cronies and old school chums. Instead they should be picking people who aren't necessarily intimate friends, people that they have no knowledge of other than their resumes

I'd like to see more of the UK model, with its separation of non-executive chairman and CEO roles. That's a very healthy thing to do. It means that a key aspect of the CEO/board relationship is to continually work on communications to develop and sustain trust. This requires total transparency about what's going on. In some cases it means independent auditors – independent of the compensation and audit committees. So, there are a lot more safeguards. The more safeguards, the more need we have for human communication and the more trust we really have to work on.

How can you tell when it is time for a business leader to step down?

Asking how long a CEO should stay in his job is like asking how long a man's legs should be. There is no one answer. I can say seven years, but I've seen folks go more than that and I've seen folks go less than that. The real answer is for boards to review a CEO's performance in the job every three to five years. And maybe these days three rather than five years would be better.

But you wouldn't support a compulsory retirement age for CEOs?

Sidney Harman, who runs Harman International Industries, is over 80 years-old and still going strong. In recent years several older CEOs have been pressed back into service. Gerry Grinstein was brought in at Delta Airlines at the age of 71. John Reed was no kid when he went to the New York Stock Exchange.

So no, I'm not in favor of gerontology among executives. Using age is not the way forward. It's an excuse. Term reviews would be much more useful. They short-circuit the need for mandatory retirement.

What is the most important challenge facing CEOs today?

The number one challenge facing CEOs today is restoring confidence and honour in the profession of management.

The second challenge is becoming a first class noticer. To really be aware of the people you are directing and have excellent sources of information so that you are really aware of what's going on in the world.

I find this in my own work as a teacher. My undergraduate class here at USC is so different. I've been teaching for the last nine years with the same co-teacher so we get a good sense of the changes. The changes in the students' cognitive apparatus as well as their ethnicity are stunning.

With so much going on in the world it's a task just to keep in touch with the changes that can make a difference to your own life. It is a grind but it is exciting as well. The successful CEOs of the future will need incredible wide-ranging and diverse sources of information.

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Bichard, Michael (2000): Creativity, Leadership and Change

Bichard, Michael (2000): Creativity, Leadership and Change. *Public Money and Management*. April-June. pp. 41-46.

Mintzberg, Henry: Engaging Leadership

An interview with corporate strategist Henry Mintzberg

*Henry Mintzberg is a world-renowned business thinker. He first came to prominence with his book *The Nature of Managerial Work*. Since then he has written a number of books covering a diverse range of subjects, from corporate strategy to the ordeals of international travel.*

Currently the Cleghorn Professor of Management Studies at McGill University, Montreal, Canada, he is also a visiting professor at a number of business schools including INSEAD and London Business School. He was the driving force behind the creation of the International Masters Program in Practicing Management, a unique business education program.

*Mintzberg has a deserved reputation for provocative and controversial thinking. Yet, while he may be controversial his observations are invariably amusing and insightful. His recent book *Managers Not MBAs* develops one of his favorite themes: the shortcomings of the world's gold standard in business education – the Master of Business Administration (MBA) degree. It also touches on subjects he has written about earlier such as organisational design and corporate strategy.*

During a visit to London Professor Mintzberg spoke to Steve Coomber about a variety of subjects including what it takes to be an effective manager and why an MBA is not necessarily part of that equation.

What are the key skills that successful managers need?

I'm always reluctant to talk about what the key skills of effective managers are, as it becomes an infinitely long list. I think it's more about what the characteristics are that lead to effective management. I think managers need to be informed, I think they need to know what's going on, at the ground level in the organisations they are working in.

I think effective chief executives are candid, and thoughtful. They don't follow the crowd. They think things through for themselves, something fewer and fewer chief executives do these days. They are not big on managerial correctness, they know what they think is right. But I think that the key factor for me is that they do what they

do based on a deep tacit understanding of what they are managing; both the industry, and the company itself.

So are these the kind of skills you get from taking an MBA?

No, you don't get any of it. The MBA does exactly the opposite, it trains people out of context. It gives them the impression that you can manage anything. Because there is no context in an MBA program. Even when people have experience it is rarely used. The traditional style MBA does not use experience at all.

Take case studies for example. Learning from case studies isn't experience, it's voyeurism. People who are already practicing management can learn from cases written about other people. But people who haven't practiced management can't learn from them that easily. Worse still, case studies are not used just to expose people to other kinds of experience; they are used to force people to make decisions based on the most superficial of knowledge. What do the people know about these companies that they are forced to make decisions about? They read twenty pages the night before.

There was a survey of MBAs in *Business Week* a little while ago. The MBAs named their favorite chief executive. It was a top five list and none of them had an MBA.

In Managers Not MBAs you outline three different types of management style: calculating, heroic and engaging. What is the difference between them?

We've long been dominated by calculating managers, right back to Robert McNamara, ex-Ford president and Secretary of Defense during the Vietnam war, and his obsession with numbers. Then there was ITT and Harold Geneen with all his numbers. Now it's in the form of shareholder value. Everybody is looking at the stock price every few hours. *It is like playing tennis and watching the scoreboard instead of the ball.* That is the calculating manager.

Heroic managers are ultimately not much different but they think they are artists, they think they are very creative. So they come out with these strategies like at Vivendi, AOL Time Warner, or AT&T. They come out with all these lovely looking strategies, which ultimately are not that interesting. I call them pretend artists. These are the heroic managers, engaging in the great massive mergers, with all the drama that entails.

Finally we have the style I prefer, which I call engaging. This is where managers and chief executives first go about engaging themselves.

They know the industry. They know the people. They are committed to the company. They are not there for a few years just to drive up stock prices and run off with their bonuses. And by engaging themselves, they engage other people.

You suggest that the dominance of the MBA as an educational standard has corrupted managerial practice. Why is that?

Well, because you have people coming out thinking they are prepared to manage, and they are not. And what is even worse you get people coming out who8didhem? ... is equivalent to arrogance.

MBA courses tend to attract people who aren't necessarily sensitive to people issues. We have a lot of evidence that these are people more concerned with numbers, and getting themselves ahead, than dealing with people. There's a wonderful quote which comes from an interview with Harvard professor John Kotter. He did a study of the Harvard MBA class of 1974, tracking their careers. A journalist asked him if the people he tracked were team players. He said no, they want to run the team, create the team and lead it to glory rather than be a member of someone else's team. And that is the antithesis of team working, wanting to run the team.

We talk about top managers. But anyone who's on top of the team is outside the team, and doesn't know what is going on. We describe organisations as networks, and we talk about top managers, but anybody who's on top of the network is outside the network. That is exactly what the Kotter quote suggests. These people don't want to be part of the team, they want to run the team. It's the obsession with having to be in charge. You know leadership should be earned. Leadership shouldn't be granted because you have a degree and an old boys network.

So how do you earn leadership?

You earn leadership from those that you lead. You earn leadership from earning the respect of the people. Kofi Annan was put into his position at the United Nations with tremendous support from the UN staff, he earned his leadership. McKinsey & Co elects its senior partner, its chief executive in effect, by a vote of the senior partners. I wonder if it has ever recommended that to any of its clients.

Can you learn leadership, or do you think it's an innate quality?

Well, you learn it in the sense of experiences and exposures, challenges, and all those sorts of things. That's how you learn

leadership. Nobody has ever been made into a leader in the classroom. Courses that claim to create leaders are dishonest. You can't create a leader in the classroom. What you can do is take people and enhance their managerial skills, and enhance their understanding of their job, if they are already in positions of leadership.

And I am totally against this notion that you can separate managers from leaders. This implies that leaders don't have to manage, which means that leaders don't have to know what is going on intimately in their organisation. Which is wrong.

Nobody wants managers who aren't leaders. So why would we want leaders who aren't managers, leaders who don't know what is going on, who aren't connected. It's a phony distinction.

What are the key issues facing CEOs today?

If you are in a publicly traded company, then it's probably coping with shareholder value. Trying to get past the short-term pressures, the need to impress the media for example, and really build the company substantially.

How can senior management best cope with a disproportionate emphasis on shareholder value?

Taking the company private is one way. Another way is to open up the representation on the board of directors. If you had other constituencies represented you would be better off.

Shareholder value is corporate social irresponsibility. Because it implies that only one constituency matters, and it is probably the least important constituency. The people who really make companies successful are the employees, not the stockholders.

So you have to empower the employees at board level?

You don't have to empower the employees. I don't like the term 'empower', because it implies that they need some gift from the gods to do what they are hired to do. They should know what they have to do, and just do it. No, you have to inspire the employees. And the first way to inspire them is by being part of the organisation, not just grabbing huge bonuses for yourself. That inspires nobody. That's why I think there is a leadership deficit in the Anglo-Saxon corporate world today. I think things are better in Japan for example. They have a different tradition. There is certainly a lot more humility in Japanese companies.

You have said “great organisations once created don’t need great leaders.” Do you still believe this? And what do you mean?

What I was trying to say is that it takes a special kind of leadership to start something from scratch. Because you're really fighting all the odds. You are up against all the pressures, having to carve out your own niche. An established organisation that's sizeable really needs a motivated, enthusiastic workforce. That might take quiet, concerted, sympathetic and engaged management—more so than heroic management. There are all kinds of self-appointed heroes out there, running around trying to fix companies that aren't broken.

Why is that?

Because people are paid obscenely for impressive gains in stock price. I think the press is mainly responsible because it wants to write about dramatic actions, not about steady, boring companies. What if really good management may be boring to observe? No mergers, no big dramatic acts. You don't fire thousands of people every time the stock dips. Imagine that.

Goffee, Rob and Jones, Gareth: What It Takes To Be An Authentic Leader

Rob Goffee, professor of organisational behaviour at London Business School, and Gareth Jones, first brought their original slant on the business world to a broader audience with their 1998 bestseller, *The Character of a Corporation*. While this book focused on corporate culture – its closest intellectual antecedent is Rosabeth Moss Kanter's *Men and Women of the Corporation* – in the years since Goffee and Jones have focused their attentions on leadership and innovation.

Their research is resolutely based in the reality of leadership rather than in the leader-as-hero genre. Jones was director of human resources and internal communications at the BBC and a senior vice

president at Polygram, as well as holding a series of academic positions.

Jones and Goffee's much anticipated new book is *Why Should Anyone Be Led By You?* (Harvard Business School Press, 2006).

Your roots lie in sociology. How did you come to be diverted by leadership?

Gareth Jones: We have always been interested in real people doing real jobs. And that's different to the conventional approach. Leadership has tended to be associated with the heroic and the famous, but our work with companies has exposed us to a variety of leaders who excel at inspiring people. That's what really fascinates us: leaders who succeed in capturing hearts, minds and souls. Rob and I are fascinated by leadership which, reaching back to the ideas of Max Weber, is anti-bureaucratic and charismatic. To have leaders with these qualities is not everything in business, but we think that it is worth a lot.

But surely leadership isn't just about attitude and personality?

Rob Goffee: True, leadership is about results. It has to be. Great leadership has the potential to excite people to extraordinary levels of achievement. But it is not only about performance; it is also about meaning. This is an important point – and one that is often overlooked. Leaders at all levels make a difference to performance. They do so because they make performance meaningful.

And the quest for meaning is increasingly important to societies and individuals. As the pace of change increases, individuals are ever more motivated to search for constancy and meaning. We've become increasingly suspicious of a world dominated by the mere role player.

Jones: In organisations the search for the meaning and cohesion leaders provide is increasingly clear. Look at hierarchies. In the old world of organisations there were ornate hierarchies, more or less stable careers and clear boundaries. All this has changed. The trouble is that people now realise that hierarchies were not just structural co-ordinating devices in organisations. Rather, and much more significantly, they were sources of meaning. The organisation man, with company blood coursing through his veins, now has to come to terms with a world of high ambiguity in which over identification with one organisation is a problem rather than a career. As hierarchies flatten, meaning disappears so we look to leadership to instill our organisations with meaning.

This process has been underway for a while. But the corporate scandals of the last few years have brought it under the spotlight. They are a symptom of amoral leadership and the damage done to the ideology that makes our economic system cohere has been substantial. One side effect of this is that there is a lot of cynicism

among executives. If you ask them while at work, "What gives your life meaning?" - they mouth the latest corporate platitudes. Ask them at home and they will admit to profound symptoms of meaninglessness as they struggle with work -related stress and dysfunctional family lives.

What's the link between leadership and meaning?

Goffee: If there isn't a clearly articulated purpose, meaning is elusive. Leadership provides that articulation. This search for authenticity and leadership is reinforced whenever we work inside organisations. CEOs tell us that their most pressing need is for more leaders in their organisations – not the consummate role-players who seem to surround them. And lower down the organisation the plea is either for more inspiring leadership, or, just as common, a fierce desire to develop leadership skills for themselves. Authentic leadership has become, the most prized organisational and individual asset.

Jones: That's what we find when we ask people which set of competences they would most like to develop. They all come up with the same answer: Help us to become more effective leaders. They have seen that leadership makes a big difference to their lives and the performance of their organisations. The same is true when we ask CEOs what is the biggest problem they face. They unerringly reply: Our organisations need more leaders at every level.

Why are leaders in short supply?

Jones: There are two reasons we think. First, organisations might desire leaders but they structure themselves in ways that kill leadership. Far too many are machines for the destruction of leadership. They encourage either conformists or role players. Neither makes for effective leaders.

The second reason is that our understanding of leadership is blinkered. For all the research into leadership, it is surprising how little we know. We're not criticising our academic colleagues when we say that, but questioning the methods we have used and the fundamental assumptions upon which much of the research has rested.

Goffee: Look at the main leadership literature and you will see that it focuses on the *characteristics* of leaders. There is a strong psychological bias. It sees leadership qualities as inherent to the individual. The underlying assumption is that leadership is something we do to other people. But, in our view, leadership should be seen as something we do *with* other people. Leadership must always be viewed as a relationship between the leader and the led.

A corollary of this is that books on leadership persistently try to find a recipe for leadership. There are long lists of leadership competences and characteristics. Anyone reading these books is bound to be disappointed. Reading about Jack Welch isn't going to make you into Jack Welch.

So there are no universal leadership characteristics?

Jones: We don't think so. What works for one leader will not work for another. If you want to become a leader you need to discover what it is about yourself that you can mobilise in a leadership context.

Do you mean to lead you need complete self-knowledge?

Jones: That's what a lot of the contemporary writing about leadership suggests. But, while it is undoubtedly very useful to have a great deal of emotional intelligence, for example, none of the leaders we have talked to or worked with have full self knowledge. Life and leadership aren't like that.

Goffee: What they do have is an overarching sense of purpose together with sufficient self knowledge of their potential leadership assets. They don't know it all, but they know enough.

Jones: That might sound a bit too pragmatic, but it is actually based on recognising three fundamental axioms about leadership. The first of these is that leadership is situational. What is required of the leader will always be influenced by the situation. Think of Rudy Giuliani in the wake of September 11 or Winston Churchill. In organisational life, hard edged, cost-cutting turnaround managers are often unable to offer leadership when there is a need to build.

Our second observation is that leadership is non-hierarchical. Reaching the top of an organisation does not make you a leader. Hierarchy alone is neither a necessary nor sufficient condition for the exercise of leadership.

Goffee: You could argue that the qualities which take you to the top of large-scale and often highly political organisations are not obviously the ones associated with leadership. People who make it to the top do so for a whole variety of reasons – including political acumen, personal ambition, time-serving, even nepotism – rather than real leadership quality.

So leadership is not the sole preserve of the chosen few.

Goffee: No. Great organisations have leaders at all levels. Successful organisations – be they hospitals, charities or commercial enterprises -- seek to build leadership capability widely and to give people the opportunity to exercise it.

Jones: The third pillar of our view of leadership is that leadership is relational. Put simply, you cannot be a leader without followers. Leadership is a relationship built actively by both parties. This web of relationships is fragile and requires constant re-creation.

This doesn't mean that everything is always harmonious. It isn't. There may be an edge in relationships but that's because effective leaders know how to excite followers to become great performers.

What are the implications – at a very practical level – for those who aspire to leadership? What do they need to know and do?

Jones: The answer is simple, deceptively simple, in fact: to become a more effective leader, you must be yourself – more – with skill.

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Hartley, Jean and Allison, Maria (2000): The role of leadership

Hartley, Jean and Allison, Maria (2000): The role of leadership in the modernization and improvement of public service.

Public Money and Management. April-June. pp. 35-40.

Mintzberg, Henry: Engaging Leadership

An interview with corporate strategist Henry Mintzberg

*Henry Mintzberg is a world-renowned business thinker. He first came to prominence with his book *The Nature of Managerial Work*. Since then he has written a number of books covering a diverse range of subjects, from corporate strategy to the ordeals of international travel.*

Currently the Cleghorn Professor of Management Studies at McGill University, Montreal, Canada, he is also a visiting professor at a number of business schools including INSEAD and London Business School. He was the driving force behind the creation of the International Masters Program in Practicing Management, a unique business education program.

*Mintzberg has a deserved reputation for provocative and controversial thinking. Yet, while he may be controversial his observations are invariably amusing and insightful. His recent book *Managers Not MBAs* develops one of his favorite themes: the shortcomings of the world's gold standard in business education – the Master of Business Administration (MBA) degree. It also touches on subjects he has written about earlier such as organisational design and corporate strategy.*

During a visit to London Professor Mintzberg spoke to Steve Coomber about a variety of subjects including what it takes to be an effective manager and why an MBA is not necessarily part of that equation.

What are the key skills that successful managers need?

I'm always reluctant to talk about what the key skills of effective managers are, as it becomes an infinitely long list. I think it's more about what the characteristics are that lead to effective management. I think managers need to be informed, I think they need to know what's going on, at the ground level in the organisations they are working in.

I think effective chief executives are candid, and thoughtful. They don't follow the crowd. They think things through for themselves, something fewer and fewer chief executives do these days. They are not big on managerial correctness, they know what they think is right. But I think that the key factor for me is that they do what they

do based on a deep tacit understanding of what they are managing; both the industry, and the company itself.

So are these the kind of skills you get from taking an MBA?

No, you don't get any of it. The MBA does exactly the opposite, it trains people out of context. It gives them the impression that you can manage anything. Because there is no context in an MBA program. Even when people have experience it is rarely used. The traditional style MBA does not use experience at all.

Take case studies for example. Learning from case studies isn't experience, it's voyeurism. People who are already practicing management can learn from cases written about other people. But people who haven't practiced management can't learn from them that easily. Worse still, case studies are not used just to expose people to other kinds of experience; they are used to force people to make decisions based on the most superficial of knowledge. What do the people know about these companies that they are forced to make decisions about? They read twenty pages the night before.

There was a survey of MBAs in *Business Week* a little while ago. The MBAs named their favorite chief executive. It was a top five list and none of them had an MBA.

In Managers Not MBAs you outline three different types of management style: calculating, heroic and engaging. What is the difference between them?

We've long been dominated by calculating managers, right back to Robert McNamara, ex-Ford president and Secretary of Defense during the Vietnam war, and his obsession with numbers. Then there was ITT and Harold Geneen with all his numbers. Now it's in the form of shareholder value. Everybody is looking at the stock price every few hours. *It is like playing tennis and watching the scoreboard instead of the ball.* That is the calculating manager.

Heroic managers are ultimately not much different but they think they are artists, they think they are very creative. So they come out with these strategies like at Vivendi, AOL Time Warner, or AT&T. They come out with all these lovely looking strategies, which ultimately are not that interesting. I call them pretend artists. These are the heroic managers, engaging in the great massive mergers, with all the drama that entails.

Finally we have the style I prefer, which I call engaging. This is where managers and chief executives first go about engaging themselves.

They know the industry. They know the people. They are committed to the company. They are not there for a few years just to drive up stock prices and run off with their bonuses. And by engaging themselves, they engage other people.

You suggest that the dominance of the MBA as an educational standard has corrupted managerial practice. Why is that?

Well, because you have people coming out thinking they are prepared to manage, and they are not. And what is even worse you get people coming out who don't even go into management, they go into consulting or finance. They do an end run around management and end up leaping from consulting jobs, or financial jobs, into chief executive chairs. And I think the performance of many of them is just plain dreadful. There are exceptions, but a lot of them fail terribly.

But what is it about an MBA education which you believe often makes people ill-equipped to be leaders in corporations?

Confidence without competence. Which to me is equivalent to arrogance.

MBA courses tend to attract people who aren't necessarily sensitive to people issues. We have a lot of evidence that these are people more concerned with numbers, and getting themselves ahead, than dealing with people. There's a wonderful quote which comes from an interview with Harvard professor John Kotter. He did a study of the Harvard MBA class of 1974, tracking their careers. A journalist asked him if the people he tracked were team players. He said no, they want to run the team, create the team and lead it to glory rather than be a member of someone else's team. And that is the antithesis of team working, wanting to run the team.

We talk about top managers. But anyone who's on top of the team is outside the team, and doesn't know what is going on. We describe organisations as networks, and we talk about top managers, but anybody who's on top of the network is outside the network. That is exactly what the Kotter quote suggests. These people don't want to be part of the team, they want to run the team. It's the obsession with having to be in charge. You know leadership should be earned. Leadership shouldn't be granted because you have a degree and an old boys network.

So how do you earn leadership?

You earn leadership from those that you lead. You earn leadership from earning the respect of the people. Kofi Annan was put into his

position at the United Nations with tremendous support from the UN staff, he earned his leadership. McKinsey & Co elects its senior partner, its chief executive in effect, by a vote of the senior partners. I wonder if it has ever recommended that to any of its clients.

Can you learn leadership, or do you think it's an innate quality?

Well, you learn it in the sense of experiences and exposures, challenges, and all those sorts of things. That's how you learn leadership. Nobody has ever been made into a leader in the classroom. Courses that claim to create leaders are dishonest. You can't create a leader in the classroom. What you can do is take people and enhance their managerial skills, and enhance their understanding of their job, if they are already in positions of leadership.

And I am totally against this notion that you can separate managers from leaders. This implies that leaders don't have to manage, which means that leaders don't have to know what is going on intimately in their organisation. Which is wrong.

Nobody wants managers who aren't leaders. So why would we want leaders who aren't managers, leaders who don't know what is going on, who aren't connected. It's a phony distinction.

What are the key issues facing CEOs today?

If you are in a publicly traded company, then it's probably coping with shareholder value. Trying to get past the short-term pressures, the need to impress the media for example, and really build the company substantially.

How can senior management best cope with a disproportionate emphasis on shareholder value?

Taking the company private is one way. Another way is to open up the representation on the board of directors. If you had other constituencies represented you would be better off.

Shareholder value is corporate social irresponsibility. Because it implies that only one constituency matters, and it is probably the least important constituency. The people who really make companies successful are the employees, not the stockholders.

So you have to empower the employees at board level?

You don't have to empower the employees. I don't like the term 'empower', because it implies that they need some gift from the gods to do what they are hired to do. They should know what they have to do, and just do it. No, you have to inspire the employees. And the first way to inspire them is by being part of the organisation, not just grabbing huge bonuses for yourself. That inspires nobody. That's why I think there is a leadership deficit in the Anglo-Saxon corporate world today. I think things are better in Japan for example. They have a different tradition. There is certainly a lot more humility in Japanese companies.

You have said “great organisations once created don't need great leaders.” Do you still believe this? And what do you mean?

What I was trying to say is that it takes a special kind of leadership to start something from scratch. Because you're really fighting all the odds. You are up against all the pressures, having to carve out your own niche. An established organisation that's sizeable really needs a motivated, enthusiastic workforce. That might take quiet, concerted, sympathetic and engaged management—more so than heroic management. There are all kinds of self-appointed heroes out there, running around trying to fix companies that aren't broken.

Why is that?

Because people are paid obscenely for impressive gains in stock price. I think the press is mainly responsible because it wants to write about dramatic actions, not about steady, boring companies. What if really good management may be boring to observe? No mergers, no big dramatic acts. You don't fire thousands of people every time the stock dips. Imagine that.

Prahalad , C. K: Co-creating the Future

Prahalad , C. K: Co-creating the Future - An interview with world renowned corporate strategist C.K. Prahalad

C. K. Prahalad is Harvey C. Fruehauf Professor of Business Administration, Professor of Corporate Strategy and International Business at the University of Michigan and an independent consultant. He is best known for his collaborations with fellow strategy expert Gary Hamel. Together they wrote *The Core Competence of the Corporation*, which became one of the most highly acclaimed articles ever to be published in the *Harvard Business Review*. This was followed by their bestselling business book, *Competing for the Future: Breakthrough Strategies for Seizing Control of Your Industry and Creating the Markets of Tomorrow* (1994). His latest book is *The Future of Competition: Co-Creating Unique Value with Customers*.

When Professor Prahalad visited London he took time out to talk to Des Dearlove.

Competing for The Future was written in 1994 and had a huge impact on how companies think about strategy. How has your view of the world changed since then?

Competing for the Future was a very company-centric view of the world. We were still focused on the firm. We were also very product and service centric. Think about what has happened since then. Competing for the Future was written before ubiquitous connectivity became common. Whether it is the PCs or wireless, the book was pre-connectivity. Also the business world was not as well developed in terms of convergence of technologies and industries. That process was just starting.

Today there is convergence of a wide variety of industries and technologies: between pharmaceuticals, personal care and fashion, information technology, retailing and banking, and increasingly now even telecoms. So the fundamental change is the convergence of technologies -- today it is not at all clear, what is a phone, a digital camera, and a computer. It's all rolled into one. Not only is this happening in digital industries but in food; in personal care products; and in the automotive industry. This is new.

What has changed in the intervening period?

In the last ten years, several forces have changed the way we think

and live. One is tremendous deregulation. Consider what is happening to wireless around the world. It's going crazy. Today there are more wireless phones than landlines. Ten years ago wireless was just a blip.

A second force is the increasing role of emerging markets today. China and India are driving wireless and the development of wireless devices as much as the developed world. Actually, I would argue that poor people have driven wireless more towards success than rich people. We have fundamentally new business models, like prepaid cards, where I don't have to own a home in order to get a telephone. I can be poor and still get access to a telephone.

What impact do you think these changes have had on the relationship between corporation and consumer?

Deregulation, emerging markets, new forms of globalisation, convergence of technologies and industries, and ubiquitous connectivity, these have changed many aspects of business.

They have also changed the nature of consumers. Today you have consumers who are informed, networked, active and global. As a consumer, I don't have to leave home in order to be globally connected and active.

At the same time they have changed the nature of companies. Today firms can fragment their value chain in ways that they could not have done before. Not just the physical products, but the intellectual part of my company - the business processes, management processes, including research and development, engineering - all that can be fragmented. Some of it can be in India, some of it can be in the UK and the United States.

Combine digital technology and the telecommunications revolution, the nature of consumer-to-consumer, and consumer-to-company interactions, the nature of business becomes very different. It changes the very basis of all transactions- the interaction between the consumer and the company. The consumer is interacting differently with the firm, and not only that, consumers are interacting differently among themselves.

Could you give an example of how these interactions have changed?

There is a medication called Lotronex. It's used by people with irritable bowel syndrome. After about 250,000 people had taken the medication various side-effects became apparent. So the Food and

Drug Administration (FDA) suggested they withdraw the medication. But soon the people who were taking the medication organised themselves, and appealed to the FDA saying 'we understand there are risks but we are willing to take the risks because the alternative is even worse for us'.

So you find an activist consumer community emerging which is challenging the FDA, and the FDA has reinstated the medicine. Now the medication is available for a very selective subset of people. The doctors, the pharmacy, the company, GlaxoSmithKline in this case, the patients and the FDA have all come together and agreed on the risks, how to make those risks explicit, and how to make sure that the medication is given under a fair level of supervision, higher than it used to be before. All the parties understand what the implications are. It is an intelligent way of taking risks. Let us reflect on what has happened here. The consumers, the patients, have created the ability for GlaxoSmithKline to remarket the product and create value for themselves. So have the patients. They are creating value for themselves. This is a "win-win" for both, an excellent example of co-creation of value, where the consumer is actively engaged.

In The Future of Competition you talk about the consumer as a co-creator of value. What exactly does this mean?

We are moving to a new form of value creation, when value is not created by the firm and exchanged with customer, but rather when value is co-created by the consumers and the company. So the first question is: how do you go from a unilateral view of value creation by the company, to co-creation of value by consumers?

Co-creation of value is a very different thing from being consumer oriented. This is not about the firm targeting consumers and being more sensitive to them. It is about enabling consumers to be equal problem solvers, so that collectively they create value, and collectively they extract value. So that the consumer is helping the company to create value and also taking value away by extracting value through either explicit or implicit bargains.

So, the first big idea is the concept of co-creation of value. It's no longer just unilateral creation of value by the firm to be exchanged with customers.

The second big idea is that it is no longer all about the product, but it is about the experience. The product becomes the artifact around which an experience is created. If you think about Lotronex, the experience is about feeling well, and having a good relationship with the community of people who suffer from the same problem. So it is

the experience that is of value, in addition to the medication. Medication is clearly the carrier, but the value is in the experience.

Thirdly, individuals do matter. Consumer communities, and the interaction with the consumers among themselves, and between the consumer communities and the company, are of great importance in thinking about value creation. So if you think about the transition we've made, we have moved away from a firm and product-centric view of value creation, to an experience-centric view of co-creation of value. It's a huge distinction; from looking at consumers as targets, to looking at consumers as co-creators of value. Looking at consumer networks, which are autonomously involved, with or without the sanction of the company, as an integral part of how we create value.

How significant is that shift?

My sense is that Competing for the Future was a clear conceptual and managerial break from the previous view of how to create value. Co-creation is an equally fundamental break from a firm-centric view.

What co-creation is saying is, because of the changes that have taken place during the last decade we can no longer be firm-centric. We have to be experience-centric, and co-creation centric. That I think is a big change.

Earlier you touched on the influence of emerging markets. How does this process of co-creation roll out to the developing world, or does it just pass them by?

That's a very interesting question. The most interesting thing for me is that we cannot deal with the markets of the poor, or the bottom of the pyramid, without a view of co-creation. Because the poor are very value conscious. The poor cannot afford to take risks with their purchases. By definition, they are going to be a lot more concerned about their experiences with products. There is a lot more word of mouth, and a lot more community-based activism in making buying decisions.

So actually co-creation is more natural, not among the rich but at the bottom of the pyramid. Because the rich in developing and developed countries behave alike. So when they buy something the attitude is: "if we don't like it, it is no big deal, it won't break the bank". On the other hand if you're very poor you can't afford to take that attitude. You have one shot, at buying something, you'd better make sure that it is absolutely what you want, and therefore by definition, they do a lot more networking and word of mouth discussion before they make any choices.

While we are on the subject of emerging economies, you have in the past spoken about the huge potential of the Indian economy. Do you foresee a major change in the economic world order?

I think three forces are changing the world order:

One is the co-creation of value we have just been talking about.

Second is the importance of the 'bottom of the pyramid' markets. There are five billion people at the bottom of the pyramid. They have been below the radar screen of large companies, or not on the radar screen at all. But now they are asserting themselves. If you look at the number of television sets, the number of radios, and wireless devices that are being consumed by them, it is quite phenomenal. You suddenly find the Chinese poor, the Indian poor and the Brazilian poor are changing the basic dynamics of industries worldwide.

The third thing, which I think is usually reported, unfortunately, as outsourcing, whether it's call-centres, or research and development, or engineering, or IT. What I think is happening is a new willingness of companies to fragment their value chains in search of speed, low cost, and quality. Improved quality is one theme that we don't see so much of in the press, as all outsourcing is seen as primarily leveraging the asymmetry of wage rates in India and China, for example, compared to those in the UK and the United States. Yes that's part of it. But the quality levels are far superior in IT, for example, in terms of what can be done in India, compared to a lot of companies here in the UK or the US.

And then of course there is access to a huge talent pool which I think as a manager you have the obligation to access.

So if you take these three:

A willingness to access talent pool and quality for speed and revenues and cost reduction worldwide.

The emergence of 'bottom of the pyramid' markets as agents of growth and change in the global economy.

And, co-creation, where active consumers become a resource for companies and become equal problem solvers to create new business opportunities.

These three forces will collectively change the world economic order.

So do you see, as a corollary, a diminishing of the relative competitive position of the United States?

I think that would be premature. The United States is a funny place. They complain a lot but they also change very rapidly. For example, when manufacturing started moving out of United States in the 1980s, we had the same complaints and calls for protectionism to stop the import of Japanese cars and television sets. It was popular at the time to go and smash television sets in front of the Capitol building. So we went through that. Then people understand. This transition is inevitable and we have to do something. Now nobody is complaining about manufacturing jobs being lost as much, instead it's about high-end jobs going to India, and high-end jobs going to other places.

I think there is an immediate reaction, and I think that America is inventive enough to build new business opportunities, and new kinds of businesses. The leverage is the inventiveness of the community. Because after complaining and saying it is unfair, Americans are clever enough to realise that they are the ones pushing for globalisation and their agenda is working. The only surprise is that they didn't think that if globalisation worked they would also get hurt. And now globalisation is working. Americans are hurting a little bit. But we have to move on. We cannot stop these forces.

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Rosebeth, Moss Kanter: The Confidence Factor

Rosabeth Moss Kanter is the original renaissance woman. Her intellectual roots lie in sociology, but she was a fellow of Harvard Law School before gaining a professorship in business at Yale and then joining Harvard Business School. Her books are bestsellers – but thoughtful, carefully footnoted ones. She is a newspaper columnist, has her own consultancy and research company, Goodmeasure, and is highly active politically.

Her most recent book, Confidence (2004) is based once again on extensive research but takes Kanter into some new and unusual areas with a host of sporting examples.

Stuart Crainer talked to Professor Kanter in her Boston office.

In what way did the research for *Confidence* change your own

behaviour?

I think confidence is situational, not a personality characteristic. But it's an expectation of success, expectation of a positive result and from that expectation stems the will to put in the effort. It's actually doing the work that creates success, not simply imagining that you'll be successful. So you have to put in the time, the effort, but confidence makes you hang in longer. Writing the book was a very complex project to work on and there were certainly moments when I said this is way too much work; how is this possible? And I would turn to something as simple as some of the athletes, some of the winning teams, that have the behaviours that it takes to be successful. Their starting point is we don't whine. We just do our best effort everyday. So I would say to myself, don't complain, just do it. Just do the work and you keep performing in a steady way and it adds up.

I feel that I understood things in a different way – in a deeper way – because in this book I'm so focused on behaviour and not simply macro-systems and the big things leaders do. I was really trying to go inside the thought process as well as the behaviour and the interactions of people as they had to execute. As much as the leader shapes the climate in an organisation, it's the people who are actually delivering the service or meeting the sales targets that are making mental calculations about the degree of effort they can put in.

The book features a lot of sports examples.

Yes, sport was just a wonderful microcosm to study this because sports coaches can't move the arms and legs of the players. They can get them prepared as well as possible, they can shape their mindset, but the players have to go out and deliver. I was trying to trace this issue of confidence at every level, from self-confidence to confidence in each other, confidence that you have a group of people around you that you can count on, and then external confidence: the confidence that investors, fans, stakeholders, public officials, watchdogs, the media, have in the performance of the person, the team, the organisation. Looking at all of those levels, you can think about the behavioural choices you have.

What did you conclude?

One of the most important conclusions I reach, which is simple but extremely profound, is that you learn more about winning from losing. And it's not just the character forming aspects of having had setbacks, it's the fact that losing, setbacks, fumbles, mistakes – I call all of those things troubles – are ubiquitous. They happen to everybody, they happen to every team, they happen to every country. And so the real test of the momentum of a winning streak is

whether you have a setback and bounce back very quickly; it's how you deal with the things that don't go well, how you deal with the mistakes; that's the differentiator.

So what happens in a long term pattern of winning?

I looked at some winning streaks that were uninterrupted: quarter after quarter of continuing improvement in profit and sales, game after game of winning. What happened in those cases was that they had better problem solving mechanisms because of the confidence they had built and they bounced back very quickly. In the losing teams, or long term patterns of losing, those were the moments where the possibility of winning shifted to the inevitability of losing.

If you have inexperienced leaders who have never handled a crisis they are often likely to panic and plunge in with responses that they may regret later. I talk about panic and the neglect of the fundamentals and the neglect of the cornerstones of confidence. You lose accountability, lose collaboration, lose initiative and you begin to deny that there's any change or problem that this loss or setback reflects.

Now, the difference with long term patterns of winning or success comes when they hit those crises. First of all, they have more confidence to begin with so they have a little more going for them when it comes to recovery. But they also have the problem solving mechanisms; the accountability, collaboration and initiative that helps them respond to a crisis sooner. If your systems are set up so that people know what they can count on from their counterparts, not only on their own team but in other departments, they have a basis in relationships that helps them solve problems faster.

And, of course, if the systems have been set up for initiative – giving people the tools, the resources, the permission to innovate, to tackle projects, to take action when there are problems - rather than waiting for bosses to tell them what to do, then again they have more resilience when it comes to problems.

But don't most organisations kill accountability, collaboration and initiative?

Many organisations kill them and they shouldn't. Accountability, you would think, would be a basic, but in many organisations putting facts on the table, and open communication are risky because they expose people's performance. On a sports team you would never get high performance without each team member's performance being exposed to each other.

Executives sometimes think of things like changing the culture or

getting good results from people as something that requires very elaborate, long programmes. But, someone like Greg Dyke at the BBC started with the behaviour of the 18 people that reported to him. The quality of the way people treat each other starts with the team at the top.

Doesn't every coach say let's be a team?

The answer is yes, but they don't all put in place the norms, the requirements, the encouragement to carry out the behaviour that entails. They just preach it as a value.

So my problem with a lot of companies is that they preach these things but it's actually doing it. And that's why I wanted to not only talk about success over time in terms of big strategies and the external confidence that you get from satisfying your customers, satisfying your investors, but also the confidence of the people performing everyday.

Confidence came out in 2004, so what are you now working on?

I am still working on the applications and implications of the book – such as tools to diagnose the culture of a business and identify a winning streak or losing streak in the making, or to analyse the elements of a culture for accountability, collaboration, and innovation. I continue to be interested in exemplary leadership actions that empower innovation. I am deeply inside new cases of successful merger integration that demonstrate how confident leaders can share power and avoid creating winners and losers.

I am also looking ahead at the next set of global challenges confronting economies and people. I think that the demographic revolution presents a tremendous opportunity. There's a large population of experienced leaders who want to devote the next 20 productive years of their life to service, to making a difference in the world. And the second element to this is that there is an enormous leadership gap in dealing with significant societal challenges that cut across sectors such as health, education, economic prosperity and the environment, to name a few.

A group of colleagues and I are working on the early stages of an initiative at Harvard for established leaders who are very skilled in the sector they come from – often business – but who now want to work a major societal or global challenge that affects business, such as saving rain forests or eradicating a disease. These people want to apply what they know but, at the same time, they recognise that there's also a great deal to learn. We think this is a new stage of higher education.

A second new area of interest for me is corporate citizenship. This is now an integral part of the strategy and the branding of a number of leading companies. How are companies addressing the challenges of corporate citizenship effectively, not just trying to sell the consumer on their values, but to actually make a difference? I'm seeing a new wave of innovation that will come from the recognition by businesses of the opportunities in creating new products that solve social problems (whether drugs or hybrid vehicles) and the huge market for "quality of life" services that generate both financial and social value.

I'm also interested in the best management practices in countries that are not necessarily known as being at the vanguard of management practices but must innovate because of the setting in which they operate. For example, I have been working with a Brazilian bank which is taking a tremendous leadership role in Brazil, guiding companies towards making environmental sustainability and responsibility to communities integral to their practices. As a business strategy, it has been highly successful. And of course, there's India and China, which I'm watching as they not only adapt Western practices but add their own flavour.

Lawson, I. and O'Smotherly, S (2003): The Current Leadership 'Crisis'

www.fitforthefuture.org.uk/item/group/articles/itemId/i14889

01 July 2003

By Ian Lawson, CEO Campaign for Leadership, and Steve O'Smotherly, Business Development Consultant, The Work Foundation

Research suggests that traditional 'leadership' no longer meets people's expectations or the emerging needs of the new millennium. This 'crisis' manifests itself on a continuum ranging from

- behaviour which fails to inspire,
- behaviour which restricts the development of achievement of others,
- behaviour which is downright unethical.

For instance, individuals are not encouraged (or allowed) to develop, and leaders are not using their powers to promote human development. They may use the language of enlightened leadership, but fail to practise what they preach. They pay lip service to

empowerment whilst expecting people to do what they are told. They undermine trust and confidence by these double standards. Too many existing leaders fail to recognise others' ability to show leadership in all levels in our communities and organisations. They don't support individuals who want to take responsibility for leading differently, and they do not act as role models.

The Liberating Leadership Model

The Work Foundation (formerly known as The Industrial Society) has conducted a number of studies on the developments in leadership over the years. Recent research among 1,000 people revealed 38 key 'attributes' that people expect to see in their leaders. Some of these attributes are actions, others more akin to behaviours. Table 1 on page 2 provides a list of these attributes. People identified the difference between managers and leaders as:

- managers needing to be competent at planning, controlling, implementing policy, co-ordinating resources, administration and achieving results
- leaders needing to be able to motivate, make things possible for others, act as mentor, communicate, generate ideas, enthuse and inspire – they need to be liberating leaders.

As Warren Bennis, Founding Chairman of the Leadership Institute at the University of Southern California, says, 'Managers do things right. Leaders do the right thing.'

What do Liberating Leaders do?

Liberating Leadership is an appropriate style of leadership for tomorrow's society. Liberating Leaders must:

- embody the new values, beliefs and attitudes that allow others to fulfil their potential
- identify leadership potential in others and encourage them to use and develop it

Values and Beliefs

The Work Foundation research clearly shows that people don't see authority, role and status as conferring leadership. In fact our examples of highly effective leaders included people at all levels in organisations and communities. Many people see leadership in colleagues and contacts who have never formally been acknowledged as leaders, but who can:

- give people the freedom to take their own decisions

- motivate and encourage teams, providing support where necessary
- achieve the objectives of the group or organisation
- develop individuals and teams
- set an example through their own behaviour
- build effective relationships based on mutual trust

The most important element in defining a leader emerges as the leader's beliefs – what they are and how they affect leadership behaviour. The Work Foundation's research suggests that the following three aspects of belief are key to effective leadership:

- self-belief – inner confidence in their ability to tackle any situation
- belief in others – positive approach and sensitivity to the needs and moods of those around you
- belief in fairness – even-handedness and open-mindedness. This means that effective leadership depends, not only on what people do, but how they do it; less on who they are and more on what they believe.

The Work Foundation has collected data on almost 20,000 leaders in the UK. Based on the findings from our Liberating Leadership Profiling tool, the strengths and weaknesses of UK leaders are as follows:

The top 5 strengths, according to 'followers', of UK leaders:

- Works on his/her own learning
- Is honest and truthful
- Does not take personal credit for others people's work
- Seeks out future challenges/opportunities
- Achieves results

The top 5 'development needs', according to 'followers', of UK leaders:

- Consults those affected before making decisions
- Is in touch with, and is sensitive to, people's feelings
- Actively encourages feedback on their own performance
- Regularly communicates an inspirational view of the future
- Recognises, and acts to minimise other people's stress

People instinctively recognise what must have been the case throughout history – that leaders exist in all areas and at all levels of our communities and organisations; and that everyone has the potential to be a leader. The Liberating Leadership model has been identified by real people as a method that works in an increasingly complex world. It encapsulates people's need for humanity amid

technology, and reflects our common need for mutual support and shared effort in all areas of our lives. It is of particular importance at a time when public and private morality, business ethics and political probity are under scrutiny. We need leaders in all these areas – changing the way we live and work by their leadership.

There are times when people consciously take on the role of leader: they are asked to or they put themselves forward for the role. However, there are also times when people demonstrate leadership without a formal acknowledgement, for example, in an emergency, or in the absence of another leader. In either case – whether planned or unexpected, formal or informal – the reciprocal relationship has to be based on a common set of values, beliefs and mutual trust. This trust-based, vision-driven leadership can have the most extraordinary outcomes – where people achieve or exceed objectives which had seemed out of reach, thanks to their shared belief and efforts.

For further information on Liberating Leadership Profiling or the products and services offered by the Campaign for Leadership please call our Contact Centre on 0870 165 6700 or email customercentre@theworkfoundation.com or visit our website at www.theworkfoundation.com

Leaders...authority & human qualities

Taken from "Harvard Business on line" (Harvard Business Review)

In today's world, the very definition of a leader is being transformed from someone whose authority is derived from the position held to someone who has the human qualities required to build an agile organisation, foster continuous innovation, and inspire outstanding performance.

For all its passion and promise, for all its excitement and rewards, leading is also risky, hazardous work—professionally and personally. Real leadership—the kind that surfaces conflict, challenges beliefs, and demands new behaviour—causes pain. And when people feel threatened, they take aim at the person pushing for change.

It's exciting—even glamorous—to lead others through good times and bad. But leadership also has its dark side: the inevitable attempts to take you out of the game when you're steering your organisation through difficult change.

Capability Review

Public. July 2007. p. 26

Simmons, Michael (1994): A practical approach - "leaders for equality"

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Innovation

"The successful exploitation of new ideas"

<http://www.dti.gov.uk/innovation/>

Accessed: 05 July 2007

Innovation – the successful exploitation of new ideas – is the key business process that enables UK businesses to compete effectively in the increasingly competitive global environment. The Department is working to stimulate a significant increase in innovation throughout the economy. This section charts our progress, summarises legislation, and gives practical information for companies.

It explains current policy goals, such as the transfer of knowledge between the science and business communities, and support for small businesses as key sources of innovation. It covers Living Innovation, web streaming of a series of high profile events for aspiring business builders, which share insights to help companies improve their performance. There is also information about the Technology Programme and Knowledge Transfer Networks, designed to increase the speed at which leading-edge science is turned into market-ready products, processes and services.

These pages also provide advice on finance and investment and on management and skills. They explore the vital role of research and development and explain how businesses can access the practical support available for R&D and innovative projects. We also cover innovation in Europe and UK and European Standards. Case studies of success show how companies are creating new products, services and markets to beat the competition.

<http://www.dti.gov.uk/innovation/innovation-dti/page11863.html>

Innovation is the successful exploitation of new ideas. These ideas improve the way we do things and the things we make: the things that allow a business to remain competitive. Some ideas are small and iterative; others can create an entire paradigm shift. Evidence shows that businesses that have the awareness to continually create, evaluate and successfully exploit their new ideas are more likely to survive and prosper in the competitive global economy.

Innovative businesses benefit the UK economy: delivering added value; high quality jobs; successful businesses; better products and services for customers; and new, more

environmentally friendly, processes. The Department is working to create the conditions for business success and help the UK to respond to the challenge of globalisation. In order to deliver Government's overall ambition for wealth creation and productivity growth, sustained business investment in innovation will be necessary. For its part, Government is investing in the UK science base and interventions that support and encourage innovative companies to invest in R&D and collaborate with each other and with academia to turn ideas into profit. The Government's 10 year Science and Innovation Investment Framework sets out the key issues - what Government intends to do and how we will measure the success of our actions.

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Introduction

In a December 2006 article in *Business Information Review* [1], Dennie Heye articulates a belief which is doubtlessly shared amongst business information professionals, consultants and librarians.

'Being an information professional in this day and age is one of the most exciting professions: helping others to organize, navigate and manage information in this increasingly information-centric world. With our skillset and a continuous evolution of technology, we can play a key role in companies, organizations and society' [2].

In this excellent piece, Heye discusses the difference between innovation and creativity and presents a lengthy list of useful tips for information professionals to maximize their creative output. In the spirit of innovation which he discusses (one which is, I'm sure he'd agree, rooted in the very DNA of our profession), this article is supportive of the role of our profession in the process of innovation in organizations.

The Return of Innovation

Innovation is hot again. So it should be. I'm writing this article in Ireland, and our need for innovation is as strong as that of any other developed economy, but the lessons that we've learned over the past

12 or so years have resulted in a complete transformation of our economy, society and culture. When I was going to school in the 1980s, myself and my classmates discussed where we'd like to emigrate to after finishing our leaving certificate exams. Ireland was a small economic backwater with poor employment prospects. Many people, especially the younger generations had no option but to ship out and unleashed their entrepreneurial spirit in other locations around the world. An entire generation seemed to disappear during the 1980s, leaving the towns and villages of large areas devoid of young people for most of the year. Thankfully, the government of Ireland addressed this with a multi-pronged approach which brought many of this generation home. An attractive rate of corporate taxation was introduced which attracted many large foreign-owned IT, pharmaceutical and medical devices companies. A long-term investment in developing a high-quality system of higher and further education resulted in the availability of a massive supply of well developed talent who shared a strong work-ethic and willingness to get things done that was attractive to foreign-direct investors. Social partnership between employers and unions meant that there was a willingness to move ahead in terms of industrial relations. Finally, many of the returned Irish had been exposed to working conditions and environments in successful economies which meant that their experience in these locales could be reintegrated into Irish working culture.

The ensuing success story has been very well covered in the mainstream media. One book title covering the experience of living in the 'Celtic Tiger' economy, I think, says it all: *Bust to Boom?* [3].

The dust has since settled a little on the boom years and the projected growth rates for the Irish economy, although still positive, have settled down somewhat. We're dealing with the aftershock of prosperity in the form of high house prices, traffic congestion and inflation, but most of all the realization that corporate success in the future will not be achieved on the same terms of the boom years. Labour costs have risen significantly and many other countries offer clear advantages to the very companies that we courted for so long: many have similar rates of corporate taxation, but lower labour and operating costs. For Ireland Inc. to continue to prosper we need to look at the value chain that underpins our efforts and determine how we move up it. Innovation is key to re-establishing Ireland as a powerful economic entity.

The purpose of this incomplete potted-history of the past 12 years is to underscore what US and most European economies have learned

since World War 2. The industries which made us strong economically will not be the ones which will continue to do in the future. Organizations are faced with having to radically rethink what it is that they do and how they can add value in future years. Corporations may honour strong year end profits, but the real celebrations, which also manage to make it outside the business pages of the popular press, are the ones which portray genuine innovations which will impact on the lives of many potential future users. Think of the impact of Apple's iPhone launch last January. For the last couple of years Ireland has experienced the same pressure to become innovative that Europe and North America has for decades.

One of the key thinkers on innovation, Rosabeth Moss Kanter wrote last in *Harvard Business Review* November:

'Innovation is back at the top of the corporate agenda. Never a fad, but always in or out of fashion, innovation gets rediscovered as a growth enabler every half-dozen years (about the length of a managerial generation'. [4]

In this piece, Kanter outlines how innovations such as Apple's recent iPod and iPhone innovations are characteristic of the current wave of innovation which focuses on 'new products designed to offer users new features and functionality to meet emerging needs' [5]. The characteristics of earlier waves of enthusiasm were similarly representative of the corporate and business zeitgeist from which they emerged. There is strong evidence, both in the world of real business and in academic research, that we are moving into something of a new age where innovation is not the property of 'departments of research and creativity', but is a source of continuous and constant renewal that is the property and concern of everyone involved in it. It is increasingly the case that successful breakthrough innovations come from product users, rather than from organizations themselves. Consider the success of websites such as YouTube and Google Earth, where the input, and hence the value, is created *by* and *for* users.

This is a key point about innovation, which is also emphasized in Heye's [1] article: innovation is *not* the same thing as creativity. Anyone can have a good idea, but it is only a good idea if it is widely acknowledged as being an idea that can be put into action by others. Creativity cannot be considered part of innovation if it does not offer real value to those who might use it. As Tidd *et al* [6] write: 'Definitions of innovation may vary in their wording, but they all stress the need to complete the development and exploitation aspects of new knowledge, not just its invention'. In the business sense, innovation takes creativity and turns it into profits. Some of the best

examples that we have of innovation come from outside the corporate realm because they are demonstrative of users creating something of value that corporations, with their emphasis on management systems and processes, are too slow to develop. Although he was considered a copyright-infringing bete noire in the 1990s, Shawn Fanning did the music industry one of its biggest favours by demonstrating through Napster that music lovers preferred the options of managing their music collections digitally and of acquiring music over the internet than through the retail distribution options that had been previously available to them. It took a company such as Apple, with its truly innovative capability, to be first off the mark to realize this need amongst music buyers and develop products in the shape of the iPod and iTunes. C.K. Prahalad and Venkat Ramaswamy's prediction that the traditional system of company-centric value creation would be forced into crisis by the paradox of consumers having more choices that yield less satisfaction and organizations having more strategic options that yield less value [7] is showing strong evidence of becoming the dominant reality.

MIT Sloan School of Management Professor, Eric Von Hippel has perhaps been one of the most important commentators on this paradigm shift in his works *The Sources of Innovation* [8] and *Democratizing Innovation* [9]. In the former book, Von Hippel systematically challenges the received view that most product innovations are systematically produced by product manufacturers and posits that it is often the product users who are sources of these innovations. In the second, more recent work, he advocates the role of the user as innovator. 'Lead users' according to Von Hippel's definition are:

'Members of a user population having two distinguishing characterizes: (1) They are at the leading edge of an important market trend, and so are currently experiencing needs that will later be experienced by many users in that market. (2) They anticipate relatively high benefits from obtaining a solution to their needs, and so may innovate.' [10].

The role of lead users (be they organizations or individuals) keen interest and involvement in the products that they customize are recognized as vital resources to the companies who provide the products. They effectively do the companies learning for them and pinpoint future market needs and requirements. The traditional model of using a market research agency to determine the needs of the market, and the organization developing a product or innovation to meet these needs, is fast going into decline. Increasingly, users will develop these innovations themselves and share them openly with the organization and other users. The term 'democratization' in

this sense, is clearly well chosen. He also makes a very convincing argument that for 'free revealing'; the process by which all intellectual property rights to an innovation are voluntarily given up by the innovator. This position does not spell the end of capitalism as we know it, as the costs of building a wall of intellectual property around a product and its 'source code' are often much higher than revealing it. One of the key reasons for doing this, however, points to one of the key drivers of what true innovation is: it is 'social'.

The Role of the Social in Innovation.

Take a product that inspires passion amongst its users. Imagine that there are two companies openly competing to provide this product to its community of users. Both companies vigorously guard their intellectual property, until one of them decides to openly and freely reveal its source code for the product, and build it customization kits to allow users to tinker with the heart of the products design. The first company spends huge amounts of money and energy on watching its users, sending 'cease-and-desist' letters from its legal department; whereas the second does not now have these concerns. It's reputation increases amongst the product's users and the second company is now in a position to make the innovation at a lower cost than if they had to develop it in-house. Von Hippel's case may seem ludicrous, but when the history of innovation is examined we can see that the most successful innovations have followed this course.

It seems that in the rush to produce technological innovations that organizations have over-focused on the technological. Innovation never happens outside the social. Patents do not exist so that people can lock their ideas away; the *raison d'etre* of patents is that ideas can be shared for the good of society. We might paraphrase John Seely Brown and Paul Duguid's argument that information taken out of human context loses value [11], by stating that innovation taken out of the social context is completely valueless.

Some of the key pieces written on innovation by some of the world's most established academics emphasize this. Rosabeth Moss Kanter's highly descriptive work on innovation, which is based on some 30 years of ground-breaking research on the subject, emphasizes the social nature of innovative processes and the place of communication and network development skills as a key competency amongst innovators. For example:

'Innovators cannot work in isolation if they want their concepts to catch on. They must build coalitions of supporters who will provide air cover for the project, speak up for them in meetings they don't

attend, or sponsor the embryonic innovation as it moves into the next states of diffusion and use'. [12]

Innovation is stifled by a lack of a positive communicative environment or the absence of communicative orientation at corporate levels. For example, in the field of artistic innovation Ireland has punched well above it's weight in producing highly creative people over the last century or so. The work of writers such as James Joyce and Samuel Beckett may have led to entire genres of expression being reappraised or invented, but they had to leave the Ireland of their time to find cultures and environments where their work could truly be appreciated and celebrated. Their cases are examples of how creativity needs an innovation context to become truly successful. The apple might drop out of the tree and produce a creative moment, but without the means to socialize the new knowledge uncovered, or to communicate how real value can be created from it, all you're left with is a bump on the head.

The Role of the Information Professional in Innovation

Information professionals stand in an uniquely privileged position to ensure that they can maximize their input into the emerging commercial landscape for organizations. Dennie Heye [1] pointed out several opportunities available to information professionals to help the organizations we work in and consult for in supporting their efforts to innovate. This has also been acknowledged by writers from outside the information profession which should provide something of a large signpost for us to get actively involved in this field. Eric Von Hippel [9] gives priority to the way that librarians customize their systems to meet local service needs. This may seem something of a 'so what?' to those of us who have worked and managed library and information services. Bear in mind that most other professions do not do this as a matter of course. One of my favourite quotes on the potential of library services came from a collection of key essays on knowledge management and served as what I hope will be a precursor of the evolution of the next stage of development amongst the library / information service profession.

'Serving several important functions, organizational information services are coming back into their own... While the old redundant paper libraries, repeated in all locations, have gone away, the local librarians are taking on a new life as sophisticated knowledge specialists.' [13]

The stress on innovation in the current organizational climate affords information professionals, consultants and business librarian's new opportunities to cement our strategic importance to the success of the businesses we serve as never before.

Firstly, we have the equipment and technology do this. Most functions and departments focus on learning from the perspective of their own distinct communities of practice. Information professionals are often the facilitators of knowledge delivery to these communities. Because our profession demands familiarity with the key modes of this information delivery we exist at a key nodal point in organizations to ensure that the innovations are dispersed in the correct manner and to make sure that they will be distributed equally amongst the correct players at the right time. This does not mean doing away with the practice of alerting certain functions or managers with new information relevant to their work as soon as it arrives with us, but it does involve alerting other departments as to the *utility* of this information as it might enhance their work also. We know where the boundaries lie and have the potential to be key organizational resources in helping identify the fault lines where potential innovation based alliances can grow and take place.

Secondly, because information and library services usually exist outside the silo-based political maneuvering in organizations, we are an important apolitical node for gathering knowledge, and for suggesting and facilitating alliances that otherwise would not have happened. We need to extend our role beyond knowledge collection, storage and dissemination to creating new social knowledge about the potential for cross-silo alliances that haven't existed before.

Thirdly, we can provide leadership on knowledge about the field of information itself. No other professional in a large organization handles and organizes such huge amounts of material and information as we do. Stories of successful innovation cross our desks with greater regularity than any other function. In short, while other departments expel energy attempting *to innovative*, the information profession has the opportunity to become the cross-specialist function which focuses on how to effectively *do innovation*.

Information professionals in business organizations are better placed to do this than any other grouping. One of Rosabeth Moss Kanter's earliest offerings on innovation stressed the potential of the 'middle manager' in innovation [14]. She studied middle managers who made change happen by seeking out opportunities and building alliances within the organization. This mindset is natural to business information workers, and we can operate in a space that doesn't impinge on the priorities and pressures facing the middle managers in the cohort mentioned above. My own research [15] [16] [17] has

uncovered that over three distinct time periods, all covering the Celtic Tiger 'boom' period in Ireland, that the need for strong *communicative* ability for library and information service workers had increased more than that for any other set of skills or competencies.

Innovation, then is a growing priority for all organizations in the changing global social and economic environment. Organizations might not struggle with creativity or inventiveness, but they do struggle with the multifaceted and complex field of innovation. Information professionals have an opportunity to provide and facilitate the key determinants of innovation that organizations struggle with: the informational, communicative and social aspects. It is an opportunity to highlight our strategic role within business organizations and to cement our status and centrality at a time when forces outside the control of industry or government will doubtlessly be demanding that organizations fundamentally reappraise their existing processes and structures. Innovation provides us with an opportunity that we cannot afford to miss; an opportunity to provide the social glue in the overtly social process of innovation.

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John Denham - Speech for Innovate 2007

Technology Strategy Board Annual Conference - 8 November 2007

http://www.dius.gov.uk/speeches/denham_innovate2007_081107.html. [Accessed: 23 November 2007]

Introduction

Thank you Declan. Hello everyone.

I am pleased to be able to stand before you as the first Secretary of State for Innovation, Universities and Skills.

Since the Prime Minister created DIUS back in July, a number of people have commented that it is one of the very few Departments of State in history to have an abstract noun as part of its title.

The noun in question is 'innovation'.

I want to talk to you today about why they are wrong. In this Government's eyes at least, innovation is not abstract, but concrete. Properly understood, it is a practical process for the improvement of real lives of real people. And not just boffins, but ordinary men and women.

I don't know if there are students of medieval literature among you. But I suspect that many of you enjoyed - or suffered - bits of the Canterbury Tales. If you did, you may recall that the origin of the word innovation is pejorative. To innovate was to create dangerous novelty. To depart from the assurance that precedent offers was to invite error.

The history of scientific and technological innovation is indeed littered with errors. Twenty years before the Wright brothers, people were trying to build aeroplanes powered by coal-fired steam engines. Just because something is innovative does not mean that it isn't completely mad.

But when innovation works, when those who encourage and finance innovation back the right horse, then the world changes.

Technology Strategy Board's role

It is the first conference since the Technology Strategy Board was set up as an executive NDPB, sponsored by my Department, on July 1

2007. I would like to pay tribute to all the hard work setting up the Technology Strategy Board. I would also like to congratulate Iain Gray on his appointment as its new full time CEO - I am confident that the new business led Technology Strategy Board will make a real difference.

The context

A global economy. Climate change. Extraordinary new technologies. People, money and knowledge ever more mobile.

Huge emerging nations with justifiably great ambitions - my recent visit to China has brought this home to me.

These are powerful forces; enough to make anyone feel insecure. And they can have the harshest impact on those least equipped to respond.

But what I know is that together we can respond. Today's changes can be tomorrow's opportunities.

But only if we make the most of the talent and ability of every individual. Only if we carry out world class science, research and scholarship. Only if we turn fundamental research into world beating products and services.

Not just things to sell, but bringing the world solutions to sustainable energy, cures for diseases, answers to an ageing society.

That's how change becomes an opportunity.

Role of DIUS

I am determined that, under my direction, DIUS will be the primary advocate of innovation in Government. I want DIUS to lead thinking and policy-making on innovation across Government.

I am clear that no one sector should lay claim to innovation. We often associate innovation purely with New Media or high tech companies. We musn't. Innovation is going on right across our economy - both in the public and private sectors. I want to see more Innovation across the board: in the health service, in our manufacturing sector, in construction, and in our service industries.

DIUS' work on innovation will affect everyone - helping business to succeed, and improving public services to meet the challenges of the 21st century and improving individuals' life-chances. We will invest in research and learning to maintain this country's position at the

forefront of knowledge and we will invest in the skills that will give everyone in the UK a chance of fulfilling their innovative potential.

DIUS will be at the centre of the government's effort to support innovation - sponsoring and working with the Technology Strategy Board, the UK Intellectual Property Office, the British National Space Centre, the Energy Technology Institute, the Design Council, and the overseas Science and Innovation teams.

To ensure we drive progress, I have appointed David Evans as Director of Innovation at Board level in my department. David was previously interim CEO of the Technology Strategy Board. Under my direction and working closely with Ian Pearson, the Science and Innovation Minister of State, he will push forward the Innovation agenda, including a cross government drive to improve public sector innovation.

We will be working with government departments to support the creative services sector and work with the MoD on the defence industrial strategy. I have asked him to produce the first annual Cross-Government Innovation Report, in line with the recommendation from the Sainsbury Review, for publication next Autumn. This will track innovation activities right across Government.

As part of our response to the review, we have made a commitment to publishing a Science and Innovation Strategy in the Spring. I regard this as a key priority, and as such I have asked David to lead on this work - reporting directly to me and to Ian Pearson. It will be a major opportunity to set out our direction and to reach out for new ideas - preferably innovative ones! I want to work with Technology Strategy Board and with business community to take this forward.

I want to reach out to key partners who can inform our thinking and enhance our policy making. The National Endowment for Science, Technology and the Arts is now part of the DIUS family. NESTA's mission is 'to transform the UK's capacity for innovation' and I see it as one of the Department's key means of delivering our innovation agenda. I have already met NESTA to listen to their ideas and to discuss working more closely together. They have done some excellent work, such as the Innovation Gap, identified areas of hidden innovation across the UK economy. I am pleased to report that government is already working on a project looking at Innovation in the service sector.

I'm also very pleased to welcome the Design Council to our extended family. DIUS will work with the Design Council to deliver the

department's strategic objectives through the exploitation of creativity and knowledge.

Skills

In order to innovate successfully, we need skills and the expertise. It is clear to me that we will never realise the full potential of innovation without a workforce that has the skills it needs to rise to the challenge.

To compete in the global economy of the 21st century, we need a workforce with the skills to match the best in the world. A highly skilled workforce is a more productive one, a more adaptable one, and a more innovative one.

The issues at stake are not only economic. Improving our skills will help us create a society in which everyone can rise as far as their talents will take them, improve their lives and those of their families. The case for action is compelling.

Bringing together responsibility for higher education, skills and innovation is a therefore a real opportunity to address this issue. I am committed to the ambition of becoming a world leader in skills by 2020.

Meeting the toughest challenges we face

The challenges of climate change, economic stability, globalisation and the knowledge economy can seem overwhelming, but we need to recognise that Innovation is one of the best ways of tackling them.

I am therefore pleased to see the progress the Technology Strategy Board has made with their work on Innovation Platforms. They will allow us to generate more innovative solutions to major policy and social challenges.

The Assisted Living Innovation Platform, being launched today, is aimed at significantly advancing technology to meet society's increasing demand for independent living amongst those with long term conditions.

And the next couple of months will see the launch of a Low Impact Buildings Innovation Platform, focusing on improvements to the energy efficiency of new and existing build. This has been developed in close partnership with stakeholders including business, and relevant government departments.

Growing investment

I recognise that we also need to continue to invest heavily in science research. Since 1997, we have increased the science budget dramatically - my department is now investing £3.4 billion in this financial year.

This research has dramatically improved the lives of people in the UK and abroad, boosting our prosperity, health and quality of life. It has uncovered the structure and function of DNA that has since transformed the nature of forensic science. It has led to pioneering work on mobile communications and medical imaging. It has also achieved major advances in our knowledge of environmental change. And it has profoundly shaped government policy to combat social exclusion.

We jointly established the new Office for the Co-ordination of Strategic Health Research. One of the key roles of this body is to facilitate more efficient translation of health research into health and economic benefits.

And I recently launched the Energy Technologies Institute. This is an excellent example of the public and private sectors working together to meet one of the most pressing challenges. The ETI is backed by up to £550 million of Government funding and over £450 million of private sector funding. In partnership with some of the world's biggest companies, the Institute will deliver solutions to help make the energy in our homes and businesses safer, cheaper and more sustainable for the future.

Driving innovation across government

I recognise that Government procurement can act as a powerful stimulant to innovation. It is worth over £125 billion per year - a figure that may interest a few of you! I want my Department to take a key role in ensuring that we use this position as a key customer to drive innovation in the goods and services that the public sector buys. With the Office for Government Commerce, my department recently published guidance for policy makers and procurers on Finding and Procuring Innovative Solutions.

The future

We are doing a great deal, but I recognise we have to do even more. That's why I have announced that the Science investment will rise to £4 billion by 2010-11. My Department will provide a new package of support for technology and innovation in business, with £1 billion to support the Technology Strategy Board over the next three years,

including contributions from the Research Councils and Regional Development Agencies.

We are also committed to doubling the number of Knowledge Transfer Partnerships, to get more highly qualified science and technology graduates working with businesses to develop new products, services, and processes.

As part of this package of investment, I can today announce a £100 million for collaborative research and development proposals in eight key technology areas to open this month. The investment will...

Help the global effort to tackle climate change...

- **New materials** for the generation of efficient energy production - for example in the production of wind turbines or tidal barrage systems.
- **Lower energy, advanced lighting, lasers and displays**, could for example, help reduce the energy consumed by lighting and help develop energy efficient signage for shop fronts displays.
- **Low Carbon Technologies** could help the development of systems to enable national grids to make the best use of local, small scale energy production and intermittent power sources.

Support business competitiveness...

- New **High Value Manufacturing** techniques will help secure the nation's future manufacturing base with research on the next generation of production techniques.
- The **Creative industries** call will help to maintain the UK's position as a global leader in this area, it could help ensure that we are well placed to develop and produce future generations of video games and films.
- **Gathering data in complex environments** could improve the collection of important information in the aftermath of natural disasters, to ensure data from the emergency services, environment and transport can be used and analysed simultaneously.

Improve healthcare...

- New **Cell Therapies**, to support the application of the latest medical techniques that have the potential to treat problems such as chronic wounds and possibly laying the foundations for new techniques that could in future help repair damaged organs.

- **Technologies for health** will help the development of new technologies to enable the monitoring of patients with chronic conditions without them even leaving home.

What next? - Science and Innovation Strategy

As I mentioned earlier, I have decided that there will be a new Science and Innovation Strategy. The strategy will report on our implementation of Lord Sainsbury's excellent review of Science and Innovation. I would like to thank David for such a thorough and stimulating document. We are already progressing many of his recommendations.

I want to see the best possible conditions for innovation -

- that's why we are taking new measures to improve further the teaching of science, technology, engineering and mathematics (STEM) subjects;
- that's why we are modernising and reforming the Intellectual Property system
- that's why will be working across government to ensure regulation doesn't hinder innovation - it should stimulate it.

But I want to go even further - I am convinced there are new ideas that we need to capture so that we can further stimulate innovation in the UK - we need to look to the next set of challenges and solutions. I want the Strategy to be an opportunity to set out our vision to you, but perhaps more importantly an opportunity for you to share your vision with us!

Conclusion

Innovation will be the main driver of our prosperity in years and decades to come. Without it, our industries will not be able to compete with the growing economic powers of East Asia. Without that prosperity, it is hard to see how we will be able to achieve a more cohesive society and the wealth of aspiration that we all want to see. I want us to work together both to meet the challenges and to grasp the opportunities.

Development

The contribution of communication to sustainable Development

WORLD CONGRESS ON COMMUNICATION FOR DEVELOPMENT
(WCCD)
COMMUNICATION FOR SUSTAINABLE DEVELOPMENT
FAO COMMUNICATION FOR DEVELOPMENT GROUP

1. Communication and Sustainable Development - Sustainable Development

Communication for Development theory and practice have been changing over the time in line with the evolution of development approaches and trends and the need for effective applications of communication methods and tools to new issues and priorities. In the last twenty years, *Sustainable Development* has emerged as one of the most prominent development paradigms. In 1987, the World Commission on Environment and Development (WCED) concluded with a report containing the well known definition "*Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs*"

Three dimensions are generally recognized as the "pillars" of sustainable development (see e.g. Harris 20003):

Economic dimension: a sustainable system must be able to produce goods and services on a continuing basis, to maintain manageable levels of government and external debt, and to avoid extreme sectoral imbalances which damage agricultural or industrial production.

Environmental dimension: the system must maintain its resource base, avoiding over exploitation of natural renewable resources or sink resources, on depleting non renewable resources; this includes the maintenance of biodiversity, atmospheric stability and other ecosystem functions not ordinarily classified as economic resources (e.g. the beauty of some landscapes).

Social dimension: the system must achieve distributional equity, adequate provision of social services, including health and education, gender equity, respect for minorities, political accountability and participation (see e.g. Anand and Sen, 19964). Two years later, FAO elaborated the concept of Sustainable Agricultural and Rural

Development (SARD), that implies “the management and conservation of the natural resource base, and the orientation of technological and institutional challenges in such a manner as to ensure the attainment and continued satisfaction of human needs, for present and future generations. Such sustainable development (in the agriculture, forestry and fisheries sectors) conserves land, water, plant and animal genetic resources, is environmentally non degrading, technically appropriate, economically viable and socially acceptable” (FAO, 1989).

It is after the Rio Earth Summit in 1992, that Sustainable Development was universally accepted as a steering paradigm integrating economic growth, social development and environmental protection as interdependent and mutually supportive elements of long-term development. Furthermore, in September 2000, The United Nations have declared Environmental Sustainability as one of the eight Millennium Development Goals (MDGs) to be reached by the year 2015 and established to integrate the principles of Sustainable Development into country policies and programmes and to reverse the loss of environmental resources as one of the three targets to be achieved under this goal.

Different perspectives have influenced over the years the holistic and integrated vision of Sustainable Development. Nevertheless, one of the central ideas is that there is no universal development model which leads to sustainability at all levels of society and the world. Development is an integral, multidimensional, and dialectic process that can differ from society to society, community to community, context to context⁵. In other words, each society and community must attempt to delineate its own strategy to sustainable development starting with the resources and “capitals” available (not only physical, financial and environmental but also human, social, institutional etc.), and considering needs and views of the people concerned. Sustainable Development implies a participatory, multi-stakeholder approach to policy making and implementation, mobilizing public and private resources for development and making use of the knowledge, skills and energy of all social groups concerned with the future of the planet and its people. Within this framework, communication plays a strategic and fundamental role contributing to the interplay of the different development factors, improving the sharing of knowledge and information as well as the active participation of all concerned.

Communication for Sustainable Development

In line with the above vision, at the end of the eighties the **participatory approach** became a key feature in the applications of Communication for Development (**ComDev**) to Sustainable Development. ComDev is conceived as the planned and participatory use of communication methods and tools that facilitate the sharing of knowledge and information, participation and change of attitude and practices aiming at achieving development goals agreed among all stakeholders. ComDev is about dialogue, participation and the sharing of knowledge and information. It takes into account the needs and capacities of all concerned through the integrated and participatory use of communication processes, media and channels. It responds to three main functions:

- Facilitating participation: giving a voice to different stakeholders to engage in the decision-making process.
- Making information understandable and meaningful. It includes explaining and conveying information for the purpose of training, exchange of experience, and sharing of know-how and technology.
- Fostering policy acceptance: enacting and promoting policies, especially when these bring new opportunities for rural people to access services and resources.

Within this framework, communication is considered as a social process that is not confined to the media or to messages, but to their interaction in a network of social relationships. ComDev approaches and methods are the most appropriate to be used while dealing with the complex issues of Sustainable Development in order to:

- improving development opportunities ensuring equitable access to knowledge and information to all sectors of the society and especially to vulnerable and marginalized groups;
- fostering effective management and coordination of development initiatives through bottom-up planning;
- promote equity issues through networking and social platforms influencing policymaking;
- encourage changes in behavior and life-styles promoting sustainable consumption patterns through sensitization and education of large audiences;
promote the sustainable use of natural resources considering multiple interests and perspectives, and supporting

collaborative management through consultation and negotiation;

- increase awareness and community mobilization related to social and environmental issues;
- ensure economic and employment opportunities through timely and adequate information;
- solving multiple conflicts ensuring dialogue among different component in a society.

Development – what is it?

Perhaps it is best to start by looking at the term “development” as it can mean different things to different people. The definitions by the International Institute for Sustainable Development (IISD n.d.) provide a good starting point:

Development

a process of economic and social transformation that defies simple definition. Though often viewed as a strictly economic process involving growth and diversification of a country's economy, development is a qualitative concept that entails complex social, cultural and environmental changes. There are many models of what "development" should look like and many different standards of what constitutes "success".

Sustainable Development

a concept that has emerged in recent years, based on the premise that development must meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

The World Summit for Information Society looked at the role of ICT in communication for development:

We, the representatives of the peoples of the world, assembled in Geneva from 10-12 December 2003 for the first phase of the World Summit on the Information Society, declare our common desire and commitment to build a people-centred, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge, enabling individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life, premised on the purposes and principles of the Charter of the United

Nations and respecting fully and upholding the Universal Declaration of Human Rights." - Declaration of Principles: WSIS, 2003

However there is a need for clarify about what "communication for development" really involves. As the Communication for Development Roundtable Report (2004) says, it is about "dialogue, participation and the sharing of knowledge and information". But it also acknowledges that there is a need for "a redefinition of Communication for Development ...within the context of the 21st century, bearing in mind the new political and media landscape, especially regarding the rural digital divide and other emerging issues related to development". It goes on to look at the central role that communications play in achieving the Millennium Development Goals:

Communication for Development has existed for more than 30 years. Today, the importance of communication in development is generally acknowledged. It has moved from a focus on information dissemination to one on community participation. It is clear that the Millennium Development Goals cannot be achieved without good communication and there have been many national and international initiatives to acknowledge this.

A greater emphasis on "communication for development" came in 1996, when

on the initiative of UNESCO, the United Nations General Assembly adopted a resolution on "Communication for Development", which, inter alia, "stresses the need to support two-way communication systems that enable dialogue and that allow communities to speak out, express their aspirations and concerns and participate in the decisions that relate to their development". The General Assembly "recognized the relevance for concerned actors, ... policy-makers and decision-makers to attribute increased importance to Communication for Development and encouraged them to include it ...as an integral component in the development of projects and programmes. (Jayaweera, 2004).

The Communication for Development Roundtable Report (2004) provides a clearer understanding of the relation between communication and development:

If development can be seen as a fabric woven out of the activities of millions of people, communication represents the essential thread that binds them together... A development strategy that uses communication approaches can reveal people's underlying attitudes and traditional wisdom, help people to adapt their views and to acquire new knowledge and skills, and spread new social messages to large audiences. The planned use of communication techniques, activities and media gives people powerful tools both to experience change and actually to guide it. An intensified exchange of ideas among all sectors of society can lead to the greater involvement of

people in a common cause. This is a fundamental requirement for appropriate and sustainable development.”

This concept of involvement of people themselves in their own development is developed further by UNDP (2006):

Human development is first and foremost about allowing people to lead a life that they value and enabling them to realize their potential as human beings. The normative framework for human development is today reflected in the broad vision set out in the Millennium Development Goals, the internationally agreed set of timebound goals for reducing extreme poverty, extending gender equality and advancing opportunities for health and education. Progress towards these objectives provides a benchmark for assessing the international community’s resolve in translating commitments into action. More than that, it is a condition for building shared prosperity and collective security in our increasingly interdependent world.

UNDP goes on to examine a key concern of development – freedom of choice:

Real opportunity is about having real choices—the choices that come with a sufficient income, an education, good health and living in a country that is not governed by tyranny. As Sen⁹ has written: “Development can be seen... as a process of expanding the real freedoms that people enjoy.” (p.263).

Some feel that developments in ICT will help to bring about development to those who have not benefited so far. However, as Panos notes:

The growing information divide between rich and poor, north and south, undermines development. Information and communication are essential elements of many aspects of development - health and social development, education and skills, production and trading, political engagement and participation in democracy. Without the capacity to seek information, to debate issues, and to make their voices heard, poor and rural people risk becoming more and more marginalised from their nation's and the world's economies.

A flood of technological innovations is transforming the global economy. But many of those living in developing countries have not been part of the information revolution. Panos believes that this growing divide between rich and poor, north and south, undermines development.

Castles (1999) provides a historical context:

⁹ Sen, A (1999).

For millennia, social development was tantamount to social survival: the daily goal of people, with the exception of a tiny ruling minority, was to get by, make a family, and steal a few moments of joy out of the harshness of the human condition. This is still the lot of many. Yet over the last two centuries, with the advent of the industrial age, social development came to involve the goal of improving people's livelihood. Capital accumulation and investment, technological development geared towards material production, and massive inputs of labour and natural resources were the generators of wealth, both under capitalism and under statism. Social struggles and political reform - or revolution - took care of diffusing the harvest of productivity within society at large, albeit with the shortcomings of a world divided between North and South, and organized in class societies that tended to reproduce themselves.

We have the technical know how, the technology to do it, and the economic and institutional strategies to implement it. The obstacles, of course, are political.

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SOURCE:

The Third International Conference on Technology, Knowledge and Society
Cambridge, United Kingdom. 9th to 12th January, 2007
<http://t07.cgpublisher.com/proposals/62/index.html>



Communications for development

Creating relevant communication system for development in Kenya

Shiraz Durrani

“Development” cannot take place in a vacuum. People need relevant information in a number of fields. Yet, under capitalism, information has been turned into a commodity. Those without resources end up without access to relevant information. The primary developmental need for sub-Saharan Africa is to redress social and economic imbalance in terms of unfair land distribution, unequal access to education and information, healthcare and other social needs of people. The struggle for liberation from colonialism in Kenya shows that activists understood clearly the need for controlling the form and content of communications system. They set up their own communication systems which responded to their needs and conditions. Examples from history will be used to learn lessons for developmental needs today. The paper will then examine ideas for an alternative information and communication system which can aid the process of development for majority of people. It will look at ideas for the

Progressive African Library & Information Activists' Group (PALIAct) initiative.

Keywords: Kenya, Communications Systems, Liberation, Relevant Service, ICT, Development

Stream: Technology in Community

Presentation Type: 30 minute Paper Presentation in English

Public service; Management issues

Public Services at the Crossroads

Author: Edited by Richard Brooks

Contributors: Richard Brooks, Kay Withers, Miguel Castro Coelho, Tim Gosling, Guy Lodge, Sophie Moullin, Nick Pearce, and Ben Rogers

Publication Date: 24 September 2007

Available at:

<<http://www.ippr.org.uk/publicationsandreports/publication.asp?id=562>>. [Accessed: 25 November 2007]

This report sets out a progressive agenda for public services and for the next stage of public service reform in the UK. Its overarching theme is the fact that public services are not simply delivered to their users, but instead depend on a relationship of co-production in which the outcomes that we care about such as good health, high levels of skills and low rates of crime are the result of government, public services and citizens working effectively together. Our core argument is that public service reform should focus on getting the relationships right between the different groups engaged in this co-production relationship: between government, services and citizens. We thus take a systems approach rather than offering any simple blueprint or universally applicable prescription for reform. We are not partisans of any one technique as the next 'big thing' for the public services, and we think that any approach that focuses on one reform mechanism in isolation from the wider system is bound to fail.

In the recent past, too much of the reform agenda has been focused on the relationship between government and the public services. This has been reflected in an emphasis on top-down performance management. In large part this report is about various forms of decentralisation. However, this implies new bargains and responsibilities on all sides, as well as a change of approach at the centre. Decentralisation can only happen if local government and the public service workforce take on the challenge of becoming more ambitious, more accountable and more responsive to their users and their local public. Meanwhile, we also need to engender new behaviours and attitudes on the part of citizens and service users themselves. As well as being equipped with the information, capabilities and support necessary to navigate and govern their services, the public should also be encouraged and expected to exhibit responsibility in their use of them.

Community empowerment

An Action Plan for Community Empowerment: Building on success
Local Government Association
Communities and Local Government
London
Website: www.communities.gov.uk

© Crown Copyright, 2007

<http://www.communities.gov.uk/publications/communities/communityempowermentactionplan>

Accessed: 25 November 2007

Summary

This document brings together the actions that Communities and Local Government is taking to enable more people to play an active role in the decisions that affect their communities; from participatory budgeting and measures to strengthen the role of local councillors, to the empowerment of young people and calls for action through petitions and other forms of participation.

Sir Simon Milton, Chair of the Local Government Association

Community empowerment is local government's core business. Councils are elected to put local people first. The only way they can do that is by constantly seeking to enrich their mandate with a lively ongoing exchange with residents about how to improve local quality of life. Maintaining that conversation means continuously improving the opportunities available to citizens to get involved in debate.

Community empowerment and participative democracy are an essential complement to direct representative democracy, not an alternative. Democracy works best when it is a conversation; and one of the core elements of that conversation is building the community's input into the often controversial balancing act between competing community voices that it is elected members' job to make.

The Action Plan sets out our work towards three key outcomes:

- Greater participation, collective action and engagement in democracy
- Changes in attitudes towards community empowerment
- Improved performance of public services and quality of life.

'Community empowerment' is the giving of confidence, skills, and power to communities to shape and influence what public bodies do for or with them.

'Community engagement' is the process whereby public bodies reach out to communities to create empowerment opportunities.

It sets out activities in three key areas:

1. Widening and deepening empowerment opportunities locally

The more opportunities people have to make a difference, the better they feel about the services they have helped to shape – and the better they feel about the institutions providing them. We will work closely with local authorities to develop proposals set out in the local government white paper and enable them to create a menu of opportunities locally – to inform people about ways they could get involved, building on the good practice that already exists in many areas.

The environment will change significantly following the new duty to provide information, consult and involve local people contained in the Local Government and Public Involvement in Health Bill. This will help to empower citizens and local agencies to take this agenda to the next level.

Key Communities and Local Government programmes such as housing, planning and community cohesion will have community empowerment approaches embedded.

We want more people in more areas to be able to access opportunities such as: participatory budgeting; greater shared commissioning; petitions; and charters. We also want to encourage use of new forms of information and communication.

2. Supporting and enabling people to take up empowerment opportunities

For those who, at the moment, design and deliver local services, there will be a change in the way they work; moving away from 'top down' working, to ways of working that take the needs and wishes of communities into account and that try to meet those needs with services that are tailored to local circumstances. We will work closely with local authorities to develop proposals set out in the local government white paper and to enable them to create a menu of opportunities locally.

National level activity will help to evaluate, spread best practice and promote empowerment. This will include support for the National Empowerment Partnership, a network of empowering local authorities; and a national campaign.

Locally, we want to make it easier for the individual who wants to participate. To facilitate this there will be: simpler signposting for people who want to get more involved; better access to performance information; the transfer of assets such as land or buildings; and more support for community anchor organisations which meet diverse community needs.

3. Strengthening local representative democracy

We want to translate a willingness to participate informally or formally into enthusiasm for local decisions and bring new life to our local democracy. Critical to this will be a new 'concordat' to guide the relations between central and local government; the Councillors Commission; discussing with other government departments greater local accountability of public services and clearer local leadership.

These actions represent a challenge. Communities and Local Government and the LGA will take these forward as part of the broader improvement programme for local government.

The Comprehensive Area Assessment (CAA)

3.6.1 Comprehensive Area Assessment (CAA) will be introduced from 1 April 2009 as part of the new local performance framework, replacing the Comprehensive Performance Assessment (CPA), Childrens Services Joint Area Reviews and Annual Performance Assessments, and social care star ratings. CAA will focus more on outcomes, on citizens' experiences and perspectives, and on areas rather than individual institutions. Its scope will encompass all outcomes delivered by local authorities working alone or in partnership.

National Indicators for Local Authorities and Local Authority Partnerships: Handbook of definitions - Draft for Consultation

<http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

[Accessed: 15 November 2007]

Summary

As part of the Comprehensive Spending Review announcement the Government recently published the single set of 198 national indicators that will underpin the new performance framework.

The Government is now consulting on the detailed definitions of the set to ensure that the methodology for measuring individual national indicators at a local level is sound. The consultation seeks views on the methodology, frequency of reporting and data source of each individual indicator.

The Government is not seeking views on whether individual indicators should be included in the new set of national indicators, nor is it seeking views on the substance or the balance of outcomes represented by the indicators. This is because the indicators represent Government decisions on national priorities to be delivered by local government, working alone or in partnership, which were taken at the Comprehensive Spending Review.

Download

- [National Indicators for Local Authorities and Local Authority Partnerships: Handbook of Definitions \(full version\)](#)

PDF, 3367 kb , 438 pages

Consultation on Comprehensive Area Assessment

<http://www.audit-commission.gov.uk/caa/consultation.asp>

[Accessed: 23 November 2007]

On Monday 19 November 2007, the Audit Commission, Commission for Social Care Inspection, Healthcare Commission, HM Inspectorate of Constabulary, HM Inspectorate of Prisons, HM Inspectorate of Probation and Ofsted published the first joint inspectorate consultation on the Comprehensive Area Assessment (CAA).

[Comprehensive Area Assessment – joint inspectorate consultation](#)

This joint inspectorate consultation invites views on proposals for the overall shape and scope of CAA. In particular on:

- the assessment of risk in an area, including what we mean by risk and area;
- how the different elements of CAA will fit together;

- the sort of evidence we will use and how we will gather it, and how assessing risk depends on assessing performance;
- reporting to, and engaging with, the public and how CAA will maintain a clear focus on improving performance and being a catalyst for innovation;
- how CAA fits with the other performance frameworks; and
- how CAA fits with Sustainable Communities Strategies, Local Area Agreements and the role of regional Government Offices.

Responding to the consultation

We welcome your responses to the joint inspectorate consultation and have posed a number of questions throughout the document and listed at appendix 2. Please ensure your comments are clearly headed 'CAA consultation' and send them by email to caa@audit-commission.gov.uk or by post to:

Audit Commission,
Local Government Directorate – Hub 4
1st Floor, Millbank Tower,
Millbank,
London SW1P 4HQ

Interview

Critical Librarianship: an interview with Toni Samek

Nov 13th, 2007 by [tara](#)

<http://bclaifc.wordpress.com/2007/11/13/critical-librarianship-an-interview-with-toni-samek/>

[Accessed: 13 November 2007]

I first met Toni at a talk she gave for the Vancouver Public Library Board. Her official bio is [here](#), with all of her publications and professional and volunteer activities listed. She's really busy and also chairs the Canadian Library Association's [Advisory Committee on Intellectual Freedom](#).

Toni's political take on librarianship and information really excited me and reminded me why I wanted to be a librarian in the first place. I really admire and respect her. I just read her most recent book [Librarianship and Human Rights: A Twenty-first century guide](#) and wondered if she would answer a couple of my questions and she agreed.

What is critical librarianship? What are the connections between critical librarianship and intellectual freedom?

Critical librarianship is an international movement of library and information workers that consider the human condition and human rights above other professional concerns. This critical community, from which the book draws upon for its optimistic vision for the future, has built up its visibility and momentum over the course of many decades.

Critical librarianship's historical roots are firmly planted in the 1930s US progressive library movement. Like critical library discourse, American library rhetoric on intellectual freedom also dates back to the 1930s. Starting in the late 1960s, however, advocates of an alternative library culture based on the concept of library social responsibility, that included the librarian's right to freedom of expression, lobbied the ALA to extend the concept of intellectual freedom to include library practitioners as well as library users. For example, these alternative library culture advocates believed that while, as professionals, librarians have "the responsibility for the development and maintenance of intellectual freedom," as citizens, librarians have the fundamental right to freedom of expression (e.g.

library employee freedom of speech in the workplace on professional and policy issues and freedom of the library press).¹⁰

So, the ethos of critical librarianship is inextricably linked to the ethos of intellectual freedom, and by extension then the concept of human rights. But as Al Kagan wrote in the context of the ALA Intellectual Freedom Committee's opposition to an international boycott of an apartheid regime, "many intellectual freedom supporters do not appear to recognize that all human and political rights, including intellectual freedom, are constantly impacting on each other and as a consequence none are absolute."

¹¹<http://bclaifc.wordpress.com/2007/11/13/critical-librarianship-an-interview-with-toni-samek/> - [sdendnote2sym](#) Indeed, critical library discourse is a site of contestation for various stakeholders in the dominant culture of the profession, because it challenges librarianship to re-conceptualize the traditional ethic of intellectual freedom. Note: On May 16, 2007, Sandy Berman wrote to the Cataloging & Support Office at the LC to recommend a new subject heading: "CRITICAL LIBRARIANSHIP", indicating that "the innovated form may be immediately applied to: my new book!

Also note: In spite of the ground breaking work done by IFLA, Shiraz Durrani cautions that "while IFLA has done and can do a lot of good work, it remains a representative body of official Library Associations around the world, and most of them are conservative, establishment-orientated bodies. One cannot expect IFLA to be a radical organisation for change in the interest of working people around the world. But it is not necessary to have one or the other (IFLA or alternative, progressive organisations). There is room for both types of organisations. They may work together sometimes and have contradictions at other times; this is a healthy state of affairs. At the same time, I think there is an urgent need for alternative progressive organisations" if libraries are to become "more relevant to the majority of people." Indeed, around the world, critical librarians engage in persuasion and consensus building through a diverse array of measures such as petitions, manifestos, resolutions, rallies, boycotts, alternative conference programs, publishing, lobbying, and daily information exchange to address historical inequities.

I'm really excited about your new book. I like the examples of various creative social action strategies that library workers have used. What are your favourite strategies for creative resistance from your book?

¹⁰ Canadian Library Association, Statement on Intellectual Freedom (Adopted June 27, 1974; Amended November 17, 1983 and November 18, 1985). See www.cla.ca/about/intfreed.htm

¹¹ Al Kagan, "Living in the Real World: A Decade of Progressive Librarianship in the USA and in International Library Organizations" INNOVATION 22 (June 2001), page 12.

Borrowing

Definition: The action of the verb BORROW (senses 1, 2); taking on loan, taking at second-hand, etc.; also *concr.*, that which is borrowed (OED).

Example:

An innovative, alternative program in the Malmö library allowed patrons to “borrow” a member of a minority group, in an effort to foster social tolerance.

“A Swedish library, realizing that books are not the only things being judged by their covers, will give visitors a different opportunity this weekend—to borrow a Muslim, a lesbian, or a Dane. “The city library in Malmo, Sweden’s third-largest city, will let curious visitors check out living people for a 45-minute chat in a project meant to tear down prejudices about different religions, nationalities, or professions. The project, called Living Library, was introduced at Denmark’s Roskilde Festival in 2000, librarian Catharina Noren said. It has since been tried at a Copenhagen library as well as in Norway, Portugal, and Hungary.

“The people available to be “borrowed” also include a journalist, a gypsy, a blind man, and an animal rights activist. They will be available Saturday and Sunday in conjunction with a Malmo city festival and are meant to give people “a new perspective on life,” the library said in a statement. “There are prejudices about everything,” Noren said. “This is about fighting those prejudices and promoting coexistence.”

http://www.advocate.com/news_detail_ektid19850.asp

Women, Status of

Definition: The legal standing or position of a person as determined by his membership of some class of persons legally enjoying certain rights or subject to certain limitations; condition in respect, e.g., of liberty or servitude, marriage or celibacy, infancy or majority (OED). *Popova-Gosart, U. (2005). Role of libraries in enhancing status of women in post-war societies: The case of Kosovo. Retrieved July 2, 2006, from <http://www.ifla.org/IV/ifla71/papers/163ePopova-Gosart.pdf>*

“Below there are practical suggestions to be introduced to the Kosovo Ministry of Culture, Youth, and Sports to improve the situation of women security with the use of libraries.

1. Invest attention and funds to the revival of the rural libraries, as those that have most outreach capacity for the population.
2. Spread the educational sources among libraries that discuss the concepts and experiences of violence directed on women in

- Kosovo and other places in the world. Spread information about the relief organization and remedies available for the victims.
3. Open legal corners to educate the population about their rights, and the rights of women. Refer the population to the free legal practitioners working in the area.
 4. Disseminate literature of the Kosovo writers, women and men to discuss the common experiences of people to establish the channels for communication between the groups of different ages, and ethnic backgrounds. Spread the literature about experiences of women in similar situations – Bosnian, Chechen – for the locals to learn and apply their methods of survival. Open the literary centers and societies in the libraries.
 5. Within the libraries equipped by the modern ITs open the computer literacy courses and establish income generating and skill training projects for the children, and especially for the young girls. Spread the educational sources such as a free database Mapping the World of Women Information via CD-ROMs wherever the Internet connection is non-available."

Source: <http://www.ifla.org/IV/ifla71/papers/163ePopova-Gosart.pdf>

What IF issues do you see as the most critical for librarians and information professionals?

I think we have two paramount problems:

- 1) Broadly in society, the cutting of teacher librarians is the surest way to curtail intellectual freedom from the ground up in a person's lived experience. Like many, I am a mother of kids who attend an elementary school with no teacher librarian on staff. In my firm view, critical inquiry will not be fully realized in a school without a professional librarian and a well stocked library. That saddens me deeply as a parent, not just for my kids but for all our kids. What does their future hold? What will their notions of freedom be? Will they ever really internalize the difference between the right to read and the right to read anonymously?
- 2) Within our own LIS ranks, the lack of workplace speech is catastrophic to our full development as a profession. We advocate intellectual freedom for our publics and yet we don't have it as LIS workers for ourselves. Yes, the ALA adopted a workplace speech resolution in 2005 (thanks to Sandy Beman's great efforts). But, no, the ALA does not govern or have enforcement authority over any library administration. Thus, it is rhetoric that needs to be realized in reality. How else can we make progress on deep issues such as classism, privatization, white privilege, mass registration and surveillance, contingent worker models?

What are the major IF issues in Canada?

As current (and a former) Chair of the Canadian Library Association's Intellectual Freedom Committee, I can tell you frankly that I monitor censorship daily. I see action (e.g., [Librarians Without Borders](#), [community development librarianship](#)) and struggle as well as chill and passivity in the Canadian LIS community. Our community, like any other, is a microcosm of broader society. But as free a country as Canada is, there are still daily censorship issues in which LIS workers have a stake. These span a continuum from bookstore, library, and school challenges, to limited public access to government information, to monopolies in publishing, to killings of Canadian journalists, to outdated copyright legislation, to erosion of public space, to closure of school libraries, to criminalizing our poor people. Unfortunately the list reads like a catalogue. It is a day to day-to-day thing. Some days are a victory for intellectual freedom work. Other days end in defeat. Recently I am in a happier place simply because I learned that Kurdish writer Jalal Barzanji was named writer in exile by the Edmonton Public Library, the University of Alberta, and the City of Edmonton. What a great collaboration. This year, Barzanji is able to mentor other writers from offices at the public library and the university. That is librarianship and human rights in action!

What should LIS departments be doing to promote more awareness and interest in IF issues?

Number 1: We should counter the fact that we've bleached library history out of our programs. We are growing up new generations of LIS workers who don't know where their library roots come from. This keeps us all down. (It contributes to a lack of pride for one thing.) We take intellectual freedom for granted as a core value. But we did not always embrace it and we may not always embrace it. It needs to be understood fully to be protected and valued. People make – and break – value systems. We need to know when we opted for intellectual freedom – and why. Only then can we really defend it to its fullest.

Likewise, we should continue the collective push to get information ethics into the curriculum to the extent that it is required by the COA Standards. As Kenneth Kister so wisely observed 40 years ago, waving around the Library Bill of Rights is not a quality intellectual freedom education. Not if you want LIS workers to operate from a place other than fear or ignorance. We all owe thanks to Kister, who developed and taught the first stand alone course in intellectual freedom at Simmons College, Boston in 1968. Today there are 12-15 such courses offered amongst the 50+ ALA accredited schools. Is that good enough? No. But congrats to UW – you've got your end covered. I am so lucky to be a UW grad! And I really mean it when I say: "thanks for helping me pass it on!"

Interview with new President of American Library Association, Loriene Roy

<http://cynleitichsmith.livejournal.com/28154.html>

[Accessed: 26 November 2997].

Highlights her interest in issues related to diversity, multicultural library services, serving the literacy needs of indigenous peoples and developing an international network to support this.

[Loriene Roy](#) on [Loriene Roy](#): "I am a Native of Minnesota, enrolled on the White Earth Reservation, a member of the Minnesota Chippewa Tribe. I was born in Cloquet, Minnesota and raised in nearby Carlton, Minnesota, population 810." See [Loriene's blog](#).

Congratulations on becoming the new [American Library Association](#) president! What does the ALA president do? How long is the term? Could you paint us a broad picture?

The term is one roughly year, from the close of one annual conference to the close of the next one, though I also served a year as President-Elect and also will serve a year as Immediate Past-President. It is an elected, volunteer position. The Position includes serving as the Chair of the ALA Council (180 members), Chairing the ALA Executive Board and ALA Executive Committee Meetings, representing the Association (66,000 members), making appointments to some committees, responding to media calls (about 5-10 a week), writing a monthly column for American Libraries, attending conferences and events, evaluating the ALA Executive Director, trying to accomplish activities related to a personal platform, etc.

What inspired you to seek the position?

I saw this service as an opportunity to involve students, bring attention to indigenous library services, and learn a great deal.

Could you tell us about your path to this point in your career? What inspired you to become a librarian-educator?

I had a previous career working as a medical radiologic technologist (X-ray tech) in community hospitals. I was interested in providing patients with health care information. The closest degree I could find was one in librarianship where my first aim was to be a medical librarian. I ended up working in a public library instead. Two years later, I had an opportunity to return to school to work on a doctoral

degree. I then started applying for faculty positions as I neared completion of that degree. ALA is the largest general organization in librarianship, so it was a logical place for me to begin professional service. I served on my first ALA committee in 1990.

What current issues are important to you within the field and why?

ALA has key action areas. I am concerned with issues related to diversity--increasing the number of students of color in library and information science programs, increasing the number of faculty of color, attention to multicultural library services. I'm interested in how we can support the literacy needs of indigenous peoples and how we can develop an international network of indigenous librarians.

You're a force behind [If I Can Read, I Can Do Anything](#), a national reading club for Native children. Could you tell us about this organization? How about its history, its goals?

Sara Long was President of ALA in 1998 and provided us with \$5K in seed money to start If I Can Read. It has grown from one location to 28. We work with tribal school libraries in 12 states to assist them in promoting reading as a life long leisure activity. It is a volunteer service program; we work with the tribal school librarians on activities they are interested in. Many want new books for their collections. We help others plan reading programs such as "Battle of Books" competitions, scary story open-mike events, family reading nights. Our goal is to help indigenous children become successful readers for life.

How have you seen it grow and change over time?

We still find great demand for our help Schools still want resources but more are interested in reading promotion activities. Also, there's more interest in working with teenagers.

How can we offer our support?

Of course, like other service programs, we are always in need of funding to cover elements like postage. We still deliver new books to schools. Schools would also love to have visitors.

As a reader, who are your favorite authors and why? Favorite titles?

I have lots of favorite authors and try to read widely. I am a big fan of Louise Erdrich and Maori writers like Robert Sullivan, Patricia Grace, Allen Duff, and Witi Ihimaera. This year I am trying to read a lot of ALA book award winners--Alex Award winners and Printz award

winners to start with. I try to read bilingual books, especially Spanish/English. And I listen to lots of audio books.

What can we expect from you next?

This year I will be responding to lots of media requests related to many aspects of librarianship, so you might see my name in newspapers, on National Public Radio, and on television. I'm scheduled to do an NPR taping on 25 Sept for the program, "Tell Me More." We'll be talking about Banned Books Week.

I'm also creating several demonstration projects this year to illustrate my commitment to libraries Celebrating Community, Collaboration, and Culture. We are designing an international celebration of indigenous children's reading and culture to take place in April 2008 during National Library Week. We are enrolling 50-100 schools around the world that serve indigenous children to share information about their schools, how they learn about their cultures through reading, and their needs. We hope to be able to deliver books to at least some of the schools as well as reading incentives.

I'm here in South Africa for two conferences and have met with some school librarians so that we can add schools in Zimbabwe and South Africa to the project. The celebration is called A Gathering of Readers.

Module Resources

Worksheet: SWOT analysis of your organisation¹²

What are the strengths and weaknesses of the organisation in being able to put policies into practice?

Note: a *strength*, e.g., a skill or resource, can be used by the organisation to do something successfully; a weakness makes successful action less likely; *opportunities* require action to be taken by the organisation before benefits result; and *threats* will cause harm to the organisation unless action is taken.

1. List below the organisation's strengths, weakness, opportunities, opportunities and threats.
2. Review the list, noting any **evidence** that the items listed really exist.
3. Rank in order of importance the strengths you have listed. Indicate each item's ranking in the appropriate column (1= most important, 2= second most important, etc). Rank weaknesses, opportunities and threats in the same way.

Strengths	Importance ranking
1. _____	_____
2. _____	_____
3. _____	_____

Weaknesses ranking	Importance
1. _____	_____
2. _____	_____
3. _____	_____

¹² Based on: **Joyce, Paul and Woods, Adrian (1996)**: Essential strategic management; from modernism to pragmatism. Oxford: Butterworth-Heinemann. Pp.267-269.

Opportunities	Importance ranking
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1. _____	_____
2. _____	_____
3. _____	_____

Threats	Importance ranking
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1. _____	_____
2. _____	_____
3. _____	_____

Some issues you may want to consider

- Awareness of new policies
- Community involvement
- Delivery
- Factors that support sustainability
- Leadership
- Management
- Organisational structure and culture
- Policies: do they exist? What influences policies? Who decides and implements?
- Power: who has power? how is it exercised?
- Readiness to take risk and change with changing national and international situation
- Resources
- Staff involvement
- Strategy
- Willingness to implement new ideas and to innovate.

Political, Economic, Social, Technological Events & Trends Analysis

Liberating Leadership's 42 behaviours

From: Liberating Leadership: How Public Sector Managers Measure Up

The Work Foundation

http://www.theworkfoundation.com/Assets/PDFs/liberating_leadership_public1.pdf

[Accessed: 11 November 2007]

Workshop task

- Study the following Leadership behaviours in groups.
- Select 10 behaviours which your group rates as the most important ones for making necessary changes in your organisation to meet new global and national challenges.
- Select one behaviour which you personally consider the most important.

1. Accepts responsibility for their own and their team's actions.
2. Achieves agreed results in line with corporate objectives and values.
3. Does not blame people for mistakes.
4. Actively encourages feedback on their own performance.
5. Gives praise where it is due.
6. Does not put self interest before the interest of the organisation.
7. Encourages other people to learn in appropriate ways.
8. Helps other people to deliver to the required performance level.
9. Encourages the people closest to the job to take their own decisions.
10. Communicates an air of enthusiasm.
11. Keeps promises and does what they say they will do.
12. Encourages people to work together as a team.
13. Consults those affected before making decisions.
14. Encourages full and open communication.
15. Regularly communicates with the team as a whole to review progress.
16. Recognises, and acts to minimise other people's stress.
17. Is willing to take unpopular decisions in order to move forward.
18. Is empathetic to people's feelings.
19. Makes time to develop and guide others.
20. Operates using trust rather than suspicion.
21. Sets a good example by practicing what they preach.

22. Is calm in a crisis and when under pressure.
23. Seeks out future challenges and opportunities.
24. Encourages other people to ask for help when they need it.
25. Encourages other people to develop new ideas.
26. Openly admits mistakes.
27. Acts to win the trust, confidence and respect of others.
28. Regularly meets with individuals to clarify direction.
29. Regularly communicates an inspirational view of the future.
30. Treats mistakes as learning opportunities.
31. Does not take personal credit for other people's work.
32. Makes people feel important and shows that they have faith in them.
33. Constantly seeks to improve the way things are done.
34. Encourages inclusivity of diverse approaches.
35. Deals effectively with breaches to standards of behaviour.
36. Demonstrates their personal willingness for continuous learning.
37. Raises issues upwards with courage and conviction.
38. Demonstrates an appropriate awareness of the external environment.
39. Develops relationships with people inside and outside the organisation.
40. Delegates appropriately and with clarity.
41. Understands the diverse needs of people in relation to the flexibility of work.
42. Encourages cross functional working.

Methods of leadership

Based on writings of Mao Zedong

Read and discuss in groups the following paper. Report to the whole group:

- Do you agree with these points?
- Are they relevant to your organisation?
- Are there any lessons that your organisation can learn from them?
- What lessons can be learnt by your leaders from this?
- What changes can/will you make in your own work based on these ideas?

Two methods of leadership:

3. Combine the general with the particular
4. Combine the leadership with people

Combine the general with the particular

Leaders at every level (L&S managers in this case) should not confine themselves to general calls to staff. They need to go deeply and concretely into the work called for, make a break-through at some single point, gain experience and use this experience for guiding other people and in other tasks. They will then have a basis of testing the correctness and of enriching the content of their call.

Leaders should give personal guidance to those in charge of a specific task (e.g. community development work) to find concrete solutions for the practical problems facing the cost centre. This will help leaders to **combine leading with learning**. No manager is competent to give general guidance to staff unless they derive concrete experience from particular individuals and events in a specific area of work.

If leaders do not follow general calls (e.g. "improve customer care") with immediate and particular guidance on practical tasks on how to implement the call, their calls remains on their lips or on paper or in meeting rooms and their leadership becomes bureaucratic.

Combine the leadership with the public

There can be success in any project only if a leading individual/group is identified for each project. This leading group should link itself with all staff and all stakeholders. However active this leading group is, its work will amount to fruitless effort by a handful of people unless its work is closely linked to working with the public. Not all people will be active in working with libraries. Learn to work with those most active and combine this with working with those who are not fully active, but are in general supportive of our work. The work of the leaders then is to take scattered and unsystematic ideas from the people and concentrate them – through study, turn them into concentrated and systematic ideas. Then go back to the public through consultations and explain these ideas and work out an action plan. Then test the correctness of the ideas by putting them into action, going back to the public for further consultation on their effectiveness.

If leaders are not good at drawing together leading staff who are positive about a project into a nucleus of leadership, if they do not work closely with other people (staff and public), their leadership becomes bureaucratic and divorced from the needs of the people.

Designing an “Equal” library Service ¹³

Your authority has just got a large grant from Europe and now has resources to implement major changes in the service to ensure that it meets the needs of all its citizens.

Your task in your seminar groups is to design this new “equal” library service which meets all equality requirements. You are to design an integrated, relevant library service. You should ensure that the new library service meets the needs of current and potential users.

Your seminar groups will work on this in Weeks 5 and 6 and present your findings in Week 7 (19 November).

The following points may be helpful in finalising your plans.

Key questions

1. What would be the key elements of your service delivery plan;
2. What issues and/or principles will inform your decision;
3. What would be management consideration in ensuring that your plan would be carried out effectively;
4. You might want to consider staffing implications as well as issues around stock.

Key concerns

1. The **vision and strategic objectives** of the service should ensure that you move in a direction which can create an all inclusive service.
2. An “equality” culture; effective leadership; commitment to change.
3. The service needs to be based on the **needs of users and potential users**, not on the wants of current users or on staff’s perception of what the services should be. There may be a need for changing the focus of the service and there may be a need to redirect resources in order to meet the needs of excluded/marginalised groups. The main point should

¹³ *QLP-Youth Strand. 2004. Combating Racism/managing equality*
Shiraz Durrani. Session 1 (27 Jan, 2004): Introductory

be to meet the unmet or new needs of people. Again, it should be the users and potential users who should decide what services are needed, and how these should be met through a consultation process. They can make an informed choice only if they are made aware of the different types of services and different ways of delivering them.

4. Often there is a **policy vacuum** in libraries and without an appropriate policy framework the service just drifts. The next stage is to plan and monitor the service. A strong performance management culture needs to be connected to the acquisition of correct information from the management information system.
5. The principle of equality and social justice should be **mainstreamed and embedded** in the culture, policy and strategies of the service.
6. Injection of **new ideas, skills and practices**: How would you ensure a dynamic, learning organisation.
7. The **staffing structure** should enable a service based on the above. Management competencies in JDs/person profiles should ensure that your staff have the appropriate competencies. Staff should reflect culture and diversity found in the society as a whole, particularly at management levels.
8. One needs to be equipped to deal with **resistance from staff and from managers** in changing the direction of the service from a "want-based" one to a "**needs-based**" one. What are the issues and how would you manage the transition.
9. Attention will need to be paid to an **outreach approach** as too often the building-based service has not met the needs of all. A partnership approach is also relevant.
10. Once these (and other) conditions for a relevant service are in place, then is the time to look at **community profile, assess the needs of communities**.
11. **Compare usage** from management information with community profiles. **Target marketing** of your service to those who are not currently connected to service.
12. Identify and address **obstacles to change**: active and covert **resistance**, reluctance to move from "comfort zone"; lack of ideas and innovation; lack of "push" from potential users, etc.

Information Resources

Online resources for information management

Library Services web page

There are links from here to relevant information, and to the resources provided by the library:

<http://www.londonmet.ac.uk/services/sas/library-services>

Online Resources

You can access the variety of different databases the library subscribes to through the *Online Resources* link from the *Library Services* web page; or via the *Library Catalogue* by searching the *Online Resources* collection by title, or using the *Online Resources* button.

MetaFind

There is a link to this resource discovery tool from the library catalogue. It allows you to search multiple databases and library catalogues using a single interface, and to search for journal articles by keyword.

Information Management Subject Guide

Online guide to library resources relevant for your subject, including class numbers and journals, with links to the most useful databases and web sites:

<http://www.londonmet.ac.uk/services/sas/library-services/subject-help/subjects/inform/index.cfm>

Online journals

By searching the *Library Catalogue* under journal title, you can browse and download full text articles from the journals the library has access to online. You can also search for articles by keyword, by using electronic journal services such as **EBSCO**, **Swetswise** and **Ingenta**; and also by using the indexing and full text databases listed below:

Databases:

Emerald Fulltext

Full-text business and information management journal articles

Library and Information Science Abstracts

You can retrieve journal article references and abstracts in the librarianship and information management field using keyword and other searches

Library, Information Science and Technology Abstracts

Similar to the above, but covers a different range of journals

Web of Knowledge

Including the **Social Sciences Citation Index**

You can retrieve references to journal articles and other items as well as citations of particular pieces of work:

<http://wok.mimas.ac.uk>

ZETOC: British Library's Electronic Table of Contents

You can search the BL's journal articles database, and also set up a ZETOC alert to receive the tables of contents of your chosen journals by email:

<http://zetoc.mimas.ac.uk/>

The Internet:

Google Search Engine

<http://www.google.co.uk>

Internet Tutorials

(to develop skills in retrieving and evaluating information on the internet).

<http://www.vts.rdn.ac.uk>

Subject Gateways

i.e. structured links to quality sites (as well as links to other relevant web sites).

Some useful ones are available from the *Information Management* web page.

Other libraries:

5 Londonmet site libraries:

You can use all of these, and details are available from the *Library Services* web page

Sconul Access

This scheme enables you to use other university libraries:

<http://www.access.sconul.ac.uk>

British Library reader admissions

For information about access to the BL's Reading Rooms i.e. at St. Pancras:

<http://www.bl.uk/services/reading/admissions.html>

Your subject librarian:

Emily Underwood

e.underwood@londonmet.ac.uk

DASS Resources

- *Ideas and Issues*. No. 1 (November 2007)
- Information, Society and Justice (website):
www.londonmet.ac.uk/depts/dass/research/informationocietyandjustice/
- *Information, Society and Justice* (journal):
www.londonmet.ac.uk/depts/dass/research/informationocietyandjustice/informationocietyandjusticejournal.cfm
- *Communities of change and resistance*. July 2007. – WebLearn
- *Diaspora connect*. June 2007 - WebLearn
- *Ideas and Issues in Social Exclusion (DASS)*. No. 1, October 2006 - WebLearn
- *Ideas and issues*. Nos. 1 and 2 (2006) – WebLearn
- Innovation and development in information Services; a resource pack (available end of November)

info4local

Welcome to info4local, the one-stop information gateway for local public services. You can use this portal to get quick and easy access to the information you need from central government departments, agencies and public bodies.

<http://www.info4local.gov.uk/>

Module title: Society, Information and Policy
Module code: CMP068N
Semester 1. 2007 – 2008

Module title: Innovation, Development in Information Services
Module code: CMP073N
Semester 1. 2007 – 2008

Ideas and issues No. 1 (2007)

No. 1

November 2007

Ideas and Issues is an irregular current awareness service which alerts you to new ideas, experiences, reports and developments of relevance to the key themes of the module. It is meant to supplement the recommended readings and aims to give you a wider perspective and increase your awareness about current developments in Britain as well as in other countries.

Innovation and Development in Information Services

Module code: CMP073N

MODULE SPECIFICATION

Semester 1

2007 – 2008

Coming soon: Information and liberation



Information and liberation: Writings on the politics of information and librarianship

Author: Shiraz Durrani
Price: \$45.00 (or £22.00)
Expected: Spring 2008
Printed on acid-free paper.

Information and liberation is a retrospective collection of Shiraz Durrani's articles and conference papers on the politics of information. The book documents the struggle for progressive and relevant information policies and practices over a period of 25 years in Kenya, Britain, and other countries. The book records also the vision, struggles and achievements of many progressive librarians and activists to develop a system and a society which can meet the information, social and cultural needs of all, particularly those marginalised by forces of capitalism and imperialism.

Many standard books on information and librarianship take capitalism and imperialism as a "given" and develop visions of an "information society" within this overall economic and political context. They attempt to resolve issues of equality, exclusion and "information poverty" in isolation of the social, economic and political context in which libraries and information exist.

Durrani's approach differs in that he seeks to link information liberation with active struggles for economic and social justice for all. A theme that runs throughout the book is that the struggle for information equality needs to be waged as part of a struggle against capitalist exploitation of human and natural resources. The theme is based on an assumption that "people have the right to the information they need." The role of librarians and information activists is seen as one of providing relevant information to people as their basic human right. For this to happen, information workers and activists need to be empowered – or to empower themselves – to develop systems that meet the needs of their communities.

In addition to communicating a vision of a society where information is provided as a human right, the book records various innovative projects which put the progressive ideas into practice. It provides a rare record of a process of putting ideas and policies into practice, making available a useful resource for others involved in similar struggles, highlighting possible hurdles and showing the tools that can be used for success.

It is noteworthy that the book records this struggle in Kenya, a country of the South where many of the oppressive policies associated with corporate globalisation were first tried out before being used in Europe, USA and other parts of the world. The experience gained in addressing this stranglehold in Kenya thus has a greater, global significance. The focus of the book then shifts to England where a similar struggle is also recorded – perhaps indicating that the need for a more active and united struggle against capitalism and corporate globalisation is as urgent in the industrialised world as it is in Kenya.

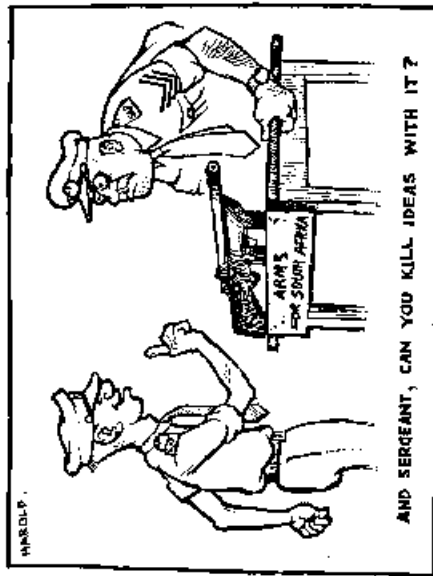
While this "information" struggle is waged wherever there is oppression, few such struggles are recorded from the people's point of view and with the firsthand experience and social commitment that *Information and liberation* seeks to provide.

Durrani graduated from the University of East Africa in 1968 and got his library qualifications from the University of Wales. He is a Fellow of the Chartered Institute of Library and Information Professionals (CILIP). He worked at the University of Nairobi Library from 1968 to 1984. Durrani was an active member of the then underground December Twelve Movement in the late 1970s and 1980s. Following the publication of his articles on the history of Kenyan anti-imperialist, liberation struggle in national press, Durrani left Kenya and moved to Britain in September 1984. In Britain he worked at Hackney and Merton public libraries before taking up the post of Senior Lecturer in Information Management in the Department of Applied Social Sciences at the London Metropolitan University.

Durrani's main interest is the politics of information. His book, *Never be silent; publishing and imperialism in Kenya, 1884-1963*, was published in 2006 (London: Vita Books). His earlier short book, *Kimaathi, Mau Mau's first Prime Minister of Kenya* (1986, London: Vita Books) remains an important resource for political activists in Kenya today.

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Will it kill ideas?



first issue, March 1964

Anti-Apartheid News.

The last word: Castells, Manuel (2004): Power and politics in the Network Society