

managers. Following this introduction to change in libraries, the authors address what they term “the human factor” with an insightful discussion of the causes of change resistance among employees (11). They caution managers against stereotyping or making assumptions about their employees’ resistance to change. To this point, the authors encourage managers to maintain a level of detachment in the face of employee resistance to change. The impact of organizational culture is addressed in chapter 3 with discussions on its importance, how culture effects change, and how to change organizational culture over time. The authors encourage managers to understand organizational culture *before* they try to make changes.

The next two chapters address initiating and implementing change effectively. These are thoughtful discussions that consider important issues such as trust, communication, empowerment, and motivation. One of the first steps in initiating change is for managers to communicate the need for change to employees and, to do that effectively, managers must have a vision that they can share. Without that vision, employees are often skeptical of the need for change and will demonstrate resistance to any suggested change. When implementing change, the authors encourage empowerment through the delegation of implementation details and emphasize the need for flexibility, engagement with all levels of the organization, and constant two-way communication. Of course, managers cannot control all details of an organizational change that may affect the success of the initiative. As noted in chapter 6, factors that can cause delays include weather, budget issues, bureaucracy, staff turnover, and personalities. The authors encourage managers to anticipate potential delays and to keep stakeholders informed as the initiative develops.

The ability of managers to be effective given their personal histories

with an organization is addressed in a thoughtful discussion of “managerial baggage” (109). Whether a manager is an outsider new to the library or someone with a long tenure at the institution, a manager’s background can affect his or her success in overseeing organizational change. The authors encourage managers to acknowledge their leadership style, adapt it to new circumstances, and address any misconceptions that may exist about their past performance. After an organization change or initiative, assessing the change itself, as well as one’s leadership, is important. The authors encourage managers to incorporate assessment activities throughout the change implementation, not just at its end. They suggest that managers employ a variety of techniques to conduct the assessment, both formal and informal. An honest assessment of a process or of oneself as leader will help managers become more effective over time.

In the final chapter, the authors address specific types of changes and the issues that are particular to those initiatives. These include new organizational structures, changes in space and facilities, and vision changes. The authors provide helpful suggestions about how these changes affect employees, and how to gather information from and communicate with these employees. They stress that “employees are not an easily renewable resource” and that it is critical to consider their needs and emotions in any change initiative (151).

This book is well written and logically organized. The authors use anecdotes to illustrate their arguments, and each chapter is supported with current research on leadership and change management. Each chapter ends with a “Keys to Success” section that outlines the most important points, followed by “Thinking Exercises” that pose challenging situations and questions that will stimulate the reader’s imagination and creativity. This book and these

exercises would be excellent tools for use in a leadership training program or workshop. Each chapter also includes a notes section, and the book ends with a substantive list of works cited and index. Its thoughtful exploration of issues related to leadership and change management would be highly valuable to practicing managers and administrators in any library setting.—*Rebecca L. Mugridge (rlm31@psu.edu), Pennsylvania State University, University Park, Pennsylvania*

Copyright Law for Librarians and Educators: Creative Strategies and Practical Solutions. 3rd ed. By Kenneth D. Crews. Chicago: ALA, 2012. 192 p. \$57.00 softcover (ISBN 978-0-8389-1092-4).

Copyright Law for Librarians and Educators, now in its third edition, is a complete revision of the original published in 2000.¹ Dr. Crews includes more recent case law and presents a fresh perspective on many of the copyright issues librarians and educators encounter daily. The book contains eighteen chapters divided into five broad areas of copyright: “The Reach of Copyright,” “Right of Ownership,” “Fair Use,” “Focus on Education and Libraries,” and “Special Features.” The chapters are focused, well structured, and emphasize key points, pertinent examples, and useful strategies. The structure of the book lends itself well to desktop reference. A reader can easily locate a topic of interest and quickly review it. Any needed reference to the law or other resources are provided in the text. This feature can be quite useful when dealing with faculty questions requiring quick resolution.

This book will provide a basic understanding of copyright and the key exceptions in the law for education and libraries, and a practical understanding of fair use and related court interpretations. Readers will be able to navigate through the complexities of the Digital Millennium Copyright

Act and be able to construct useful strategies to deal with the most common copyright issues encountered by librarians and educators.²

The book begins with multiple scenarios that depict common classroom occurrences. One example features an English literature instructor who assigns *Pride and Prejudice* to her class. To give her students a differing perspective on the novel, she wants to show a recent film version of the book to her class using a course management system. After concluding that such a showing is allowable within fair use guidelines of the TEACH Act, however, the instructor discovers that the DVD's copy protection prevents her making available clips of the movie.³ Using this scenario, Crews systematically examines questions related to the inherent copyright issues, including whether one can use software to bypass copy-protected media in cases where a fair use judgment is reached. These questions and others are discussed in depth in the remaining chapters of the book.

The book is structured as follows: Part 1 discusses changing needs and copyright solutions as well as the scope of protected works. Works without copyright protection also are discussed. Part 2 explores the duration

and formalities of copyright. Who owns copyright and the rights of ownership are examined as well as exceptions to the rights of ownership. Part 3 is dedicated exclusively to fair use. Detailed attention is given to understanding and applying the four factors of fair use as well a discussion of the meaning and intent of the fair use guidelines. Part 4 provides specific focus on education and libraries. Distance education and the TEACH Act are examined, as are the special provisions granted to libraries in Section 108 of the copyright law. Part 4 also examines the legal risks of violating copyright and looks at how educators and librarians can minimize their legal liabilities. Part 5 looks at other more specialized areas of copyright, such as the Digital Millennium Copyright Act and unpublished works. Special attention is given to how to request permission to use a copyrighted work, including how to identify the owner and advice on drafting a request. An appendix also is provided containing selected provisions of the U.S. Copyright Act and some useful check lists.

The book is thorough and concise. Its one minor flaw is that it lacks a needed discussion of the origin and intent of copyright in the United States. As copyright has evolved in this

county, the law has lost sight of the original intent of public benefit. This discussion is necessary for a complete understanding of copyright, particularly in light of rapidly advancing technologies.

Receiving this book for review came at an opportune time for me. I am beginning the design of a copyright workshop to be offered to graduate students as they prepare to write their thesis or dissertation. I was so impressed with the breadth of content and organization of the book that I plan to employ it as the key text for the workshops. I have already used it as a handy reference in dealing with faculty questions, and I am working on plans to provide copies of the book to each academic department on campus.—Roger Weaver (*weaverjr@mst.edu*), *Missouri University of Science and Technology, Rolla, Missouri*

References

1. Kenneth D. Crews, *Copyright Essentials for Librarians and Educators* (Chicago: ALA, 2000).
2. Digital Millennium Copyright Act of 1998, 17 U.S.C. § 512, 1201–1205, 1301–32; 28 U.S.C. § 4001 (1998).
3. Technology, Education and Copyright Harmonization Act of 2002, 17 U.S.C. § 110(2) and 112(f) (2002).