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WALES, Tim (ed.). *Business school libraries in the 21ˢᵗ century*. **Surrey: Ashgate. 2014.**
224 pages. ISBN-13 978-1-409465652. £60.00

Business school libraries are unique; neither fully belonging to the academic sector but nor to the commercial sector either. Consequently, a book which is dedicated to explaining them is more than justified and a lack of comparable texts gives the book its USP. Indeed, as a relative newcomer to business school libraries I found the book immensely helpful and would recommend it to anybody else trying to get to grips with the sector. Saying this, the book is not intended as an introductory text. Rather, it describes itself as a collection of reflections on the key challenges currently facing business school libraries. These reflections come from some of the biggest names in the field and are brought together in twelve chapters edited by Tim Wales.

An introductory chapter allows the editor to provide a lay of the land, giving an overview of the characteristics of modern business school libraries as well as briefly outlining the main themes in the chapters to come. Although the book is not divided into sections some of the chapters can be grouped together, for example there are three chapters on library space and identity. Other chapters are completely independent and examples include chapter 5 which presents research into perceptions of return on investment amongst Indian business school libraries and chapter 7 which provides a spotlight on the Open Archive in France.

For me, the most interesting chapters were those that addressed practical issues. Jonathan Eaton's contribution explores the technological challenges particular to business school libraries as a result of their need to use information products designed for the corporate marketplace. Other technology-based discussions include recent improvements in the mobile delivery of financial databases, the dominance of Windows, and the problems of deep-linking, topics which will certainly resonate with those working in this area. Another practical chapter is Andy Priestner's which examines why business school librarians often lack strategic influence within their organisations. After exploring possible reasons for this Andy provides suggestions for how business school librarians can "get on the radar" and become better and more effective communicators.

One of the book's strengths is its concerted effort to apply business school thinking to business school libraries. To illustrate, "change management" (a firm favourite on business school syllabuses) receives two chapters. These are honest and detailed accounts of how two high-profile business school libraries managed the process of radically changing library staffing structures. For some the lengthy explanations of organisational structure and politics will be overly detailed, but this is simply a consequence of employing the case-study teaching method (another example of the authors attempting to practice what is preached in their institutions). The obvious down-side of this is that management speak and business buzzwords do also make an appearance.

The book ends with two chapters that look to the future of the business school library. Chris Flegg discusses issues such as access versus ownership and collections versus service, whereas the editor concludes by presenting predictions

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from heads of services following a recent survey. How appealing the book would be to those outside the sector is difficult to say, but for those working in business school libraries it is well worth a read.

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