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For Rich and Lisa—both of you have kept me sane during a very difficult time.
Thanks.
—Diane
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Supplemental materials, including a companion bibliography of references and further readings are available online at www.alaeditions.org/webextras.
Library and information science (LIS) schools accredited by the American Library Association (ALA) don’t all consider a management course to be a requirement. Many of the schools view a specialty course on academic libraries, public libraries, and so forth to be enough of an introduction to the topic of management for LIS students. I disagree wholeheartedly, but then I am not an unbiased viewer on this subject. I have taught the overview management course every semester for the past five years at an ALA-accredited LIS school in the Midwest.

The sad fact is that the majority of students in LIS programs don’t believe they will be managers of anything, at any time or in any type of library, in the United States or Canada. I beg to differ. Even if only professional librarians or paraprofessionals, the majority of us manage something—a section of books, a budget, students, volunteers, our time, acquisitions, reference collections, children and youth materials, technology, facilities . . . I could go on and on. All of us are managing something all of the time. Just because what we do isn’t formally called management doesn’t mean that it isn’t management.

HOW THIS BOOK CAME ABOUT

This book originated with my realization, as an LIS professor teaching management, that no adequate textbooks in this field existed. Regardless of the textbook I would choose, either from within or outside of the LIS field, students would complain about it. Other professors in LIS departments faced a similar dilemma; they would use only parts of the books available, choose books from outside of the LIS field, or use articles from all over the LIS, management, and public administration literature, essentially creating homegrown course packs. What we all needed, and wanted, was a straightforward treatment of the basics of management specific to the LIS field. I decided to fill this void, and the result is this management textbook.

This textbook pulls together best practices from people who teach management at ALA-accredited LIS schools, both throughout the
United States and in Canada, as well as from people who have experience working in academic and public libraries. Many of us also have practical management experience. The outline for the book started from a 15-week course syllabus that grew to include topics and elements from our students’ information “wish lists.” Students expressed interest in learning about grant writing, diversity, outsourcing, and managing facilities, and these topics are included in this book. The chapters together offer a solid general overview of management within academic, public, and special library settings.

This book does not address school libraries, because school libraries or library media centers tend to be specialized management situations due to their location—within schools—and their audience—children and young adults. Many excellent books on school libraries and media centers have been written over the past few years. Some examples are Jean Donham’s (2008) Enhancing Teaching and Learning, Betty J. Morris’s (2010) Administering the School Library Media Center, Barbara Stein Martin and Marco Zannier’s (2009) Fundamentals of School Library Media Management, and Blanche Woolls’s (2008) The School Library Media Manager. Additionally, the American Association of School Librarians (AASL) has come out with new standards for the 21st-century learner as well as workbooks, guidebooks, and online resources that incorporate these new standards:

Empowering Learners: Guidelines for School Library Programs (AASL, 2009a)
Standards for the 21st-Century Learner in Action (AASL, 2009b)
A Planning Guide for Empowering Learners (AASL, 2012a)
A 21st-Century Approach to School Librarian Evaluation (AASL, 2012b)

PEOPLE AND MANAGEMENT

Managing any people is like herding cats.
—Warren Bennis (1999, p. 7)

Management is complicated because the majority of the time it involves managing people, and all of the different aspects of those people. This book discusses different types of management, but the one aspect they all have in common is people. People are the basis of the organizations that we call libraries and information centers, and if you treat (i.e., manage) your people well, they will serve the organization well. I recently
presented a case as part of a management course I am teaching; in it, the CEO comments that he wants his people to be excited to come to work every day. This is a sentiment that we, as managers, should share because happy employees make for happy patrons.

References

The collaborators for this book were brave souls who agreed to go on a journey with someone who, as usual, bit off a bit more than I could chew by agreeing to edit and then write half the chapters when some folks pulled out due to other commitments. The person who should be my coeditor—and if there’s a second edition will be—is Lisa K. Hussey from Simmons College, who wrote both theory chapters as well as those on organizational communication, conflict negotiation and mediation, and diversity, and who also cowrote the future trends chapter with me. She has on this and other occasions saved me. We work well together.

The other collaborators deserve mention as well: Mary Wilkins Jordan from Simmons College, who wrote the strategic planning and leadership chapters; Jennifer Campbell-Meier from the University of Alabama, who wrote the assessment and evaluation chapter; Lenora Berendt from the Berkeley (IL) Public Library, who wrote the facility management chapter; Cathy Hakala-Ausperk from Kent State University, who wrote the grants chapter; and Heather Hill from the University of Western Ontario, who wrote the outsourcing chapter. They have all been patient with the editing process and contributed wonderful insights through their chapters.

The folks at ALA Editions have been great as well. At one point over the summer I thought this puppy wouldn’t get completed due to some personal issues, and Michael Jeffers and Amy Knauer, my editors, were patient and wonderful.
INTRODUCTION TO MANAGEMENT

Diane L. Velasquez

Management is about managing people as well as the places where they work and the activities they undertake. Management is an art, not a science. Why? Well, management is mainly about managing people, and people, when being managed, tend to react emotionally, not rationally, because they are emotional beings. Many theories of management are written based upon the idea that people will react rationally, but because management involves people who, thanks to emotions, cannot be counted on to behave rationally in all situations at all times, it will never be a wholly rational science.

PROFESSIONAL ACCREDITATION AND DEVELOPMENT

Most professional librarians will have a master’s degree in library and information science called an MLIS or MLS. Other staff members are considered paraprofessional because they don’t have an MLIS but they may have a bachelor’s of arts or science degree (BA or BS), an associate’s degree, or some technical library degree. Other paraprofessionals have no degree beyond a high school diploma and have received mostly on-the-job training, a combination that can be just as viable as an advanced degree. Some directors, deans, and senior management may have a doctorate, or doctor of philosophy (PhD), a research degree that is received after writing a dissertation thesis (i.e., a book-length research paper). The PhD can come before or after the MLIS. If in a law
library, some directors or deans will have a juris doctorate (JD), which is a law degree. Still others will have a master’s of business administration (MBA) or a master’s of public administration (MPA). Again, it all depends. Many of us have a combination of degrees.

Those people who want to work in an academic library may find that there is a requirement for a second master’s degree in any subject of interest—English, history, economics, physics, and so forth—so it could conceivably be a master’s of science or arts (MS or MA). Those with the MLIS/MLS and a second master’s degree are considered subject specialists in academic libraries. Are you confused yet? The number and variety of degrees available are staggering. Some people appear to enjoy collecting degrees, while others will pursue just what they need to do their jobs. The specific degree really doesn’t matter as long as it meets the qualifications for the job at hand.

The idea of professional development will be brought up as you wind your way through library school and look at finishing. I can already hear those of you at the end of your program: “What, I need more school?” Yes. As professional librarians, all of us need to keep up with what is going on in the field, and this can be accomplished through a number of different ways: reading journals offered through professional memberships in the American Library Association (ALA), Public Library Association (PLA, a division of ALA), Association of College and Research Libraries (ACRL, a division of ALA), and so on; going to conferences and attending sessions; signing up for webinars; and taking continuing education sessions available through national, regional, state, and local associations.

If you are thinking of a career in administration, you will need more than the typical overview course in management offered at your library school, as this will not be enough to prepare you for being a department head or director of a library. This book is a good start toward that end, but be prepared to take many more courses.

If a directorship or dean position is an ultimate goal, there is a definite set of courses that you should consider; if you are up for it, perhaps seek an MPA or MBA. A core course list would include accounting, finance, marketing, human resources management, labor relations (especially if the library system being considered has unions), economics, advocacy, research methods (quantitative and qualitative), strategic planning, public speaking, facilities management, and project management. Most of these courses are available through professional development, but with the number of courses involved, pursuing a master’s degree would be another way to formally take the courses.
HOW THIS BOOK IS ORGANIZED

The theoretical models of management underpin how departments and organizations are run, so this book starts off with an examination of the classical and modern theories of management in Chapters 2 and 3. Max Weber and Frederick Taylor are, in many ways, the fathers of the modern management movements of today. Weber’s theories of bureaucracy should be familiar material to those working in libraries and other information-based organizations, as many such organizations have their roots in bureaucracy and hierarchical models. Frederick Taylor’s scientific management is what Melvil Dewey used when he started working in library management in the late 1800s and early 1900s. Dewey viewed library work as task based and used scientific management as a basis for his ideas. He thought many of the tasks could be performed by the lesser-paid female staff who made up the bulk of the staff for libraries in his day (Wiegand, 1996). When Dewey began managing libraries in the late 1800s, men ran the show for the most part, and women were the labor force. Today, employment environments are much more evolved with, hopefully, better-paid staff who are managed well by both males and females.

The most important people in any organization are those who do the work—the library’s human resources. Thus, Chapter 4 discusses human resources management, focusing on the nuts and bolts as well as the laws behind what it takes to manage people, including a brief look at the role of unions, their contracts, and member relationships.

Once the people are in place, the management structures need to be detailed for the rest of the organization. This is where strategic planning, the subject of Chapter 5, comes into play. Everything in the organization should be considered from the viewpoints expressed in the organization’s mission and vision. If an organization doesn’t have a sound mission and vision, it will be difficult to build a road map for where the organization is headed. Once the mission and vision are established, the rest of the elements—goals, objectives, and so forth—can be developed from them.

Implementing a strategic plan takes strong leadership and excellent decision-making skills, the subjects of Chapter 6. Bad leadership seems easy enough to recognize, but what defines good leadership? Why are some people better at leading than others? Can leadership be taught? I believe it can be by, first, learning to “know yourself” (Bennis, 1999, p. 103). The other ingredients leaders share, according to Bennis (2009), are a guiding vision, passion, and integrity. Once you know yourself,
you will be able to discover the type of leader you are and learn to become a better one (Bennis, 2003). Creative leaders make sure their people understand that everyone is in this together, thus creating an environment in which leadership can grow and the people feel nurtured. Toward this end are these six things that a good leader creates:

1. A compelling vision
2. A climate of trust
3. Meaning
4. Success
5. A healthy, empowering environment
6. Flat, flexible, adaptive, decentralized systems and organizations (Bennis, 1999, pp. 95–98)

Once you have a great leader, a fantastic strategic plan, and fabulous people, the next step is to learn how to communicate well within your organization, the subject of Chapter 7. The cornerstone here is always to communicate what is going on in the organization. Avoid keeping secrets and discourage gossiping, both of which will lead to a negative work environment. Encouraging communication is key, and the transfer should go both ways—up and down (vertical) and back and forth (horizontal)—so that all lines of communication are open.

The organizational culture also plays a role in creating a comfortable working environment, especially in times of change—a constant in today’s employment sector. Chapter 8 takes a look at both change management and organizational culture. The ability to get things done well in cooperation with one another should not be undervalued. After all, who wants to work in a place that has an atmosphere so thick you could cut it with a knife? The group dynamics of an organization often originate with the leaders at the top and are the result of a combination of factors that together define how members of the organization interact. As Schein (2003) discusses, the artifacts of the organization are the visible, tangible structures and processes that every group collects and organizes; the espoused values and beliefs of the group are embodied in the organization’s strategies, goals, and philosophies; and the underlying assumptions, often taken for granted, come from the beliefs, perceptions, thoughts, and feelings shared by everyone in the group.

Once the organization “knows itself,” it’s time to let others know about it. If no one knows the library is there, after all, who will use the services and programs? Most of us like to believe that everyone realizes that our libraries are out there, but do they know what our libraries
Marketing, the topic of Chapter 9, is the strategy to employ to get the word out, and all types of libraries should market their services. Marketing efforts can be as simple as word of mouth, posting flyers, or sending e-mails or more far-reaching, such as advertisements in the newspaper or on the radio—anything that lets the community know what is going on at the library.

Marketing takes money, as do many other aspects of library operations. Financially managing a library is something all library directors, deans, and department heads need to know how to do, and librarians will sometimes be tasked with managing portions of the budget, so they, too, need to be aware of how the numbers work. Chapter 10 offers an overview of financial management basics, with an examination of the different types of funding and the rules associated with receiving and spending funds. Where does the money come from to finance the library? This often depends on the type of library. Public libraries are funded primarily through property taxes. Academic libraries come in many different types—public, private, nonprofit private, for-profit private, and so on—and thus their funding sources vary; for example, publically funded academic libraries receive funds from two sources—income taxes that are allocated through state legislatures and student tuitions and fees that are paid every semester. Special libraries are funded in many different ways as well.

Responsible financial management allows libraries to pursue their mission of providing services and developing programs that will benefit their target audiences. When a library undertakes a project, the management team or director will want the project to be assessed and evaluated to find out how well it did. If the particular project is going to be repeated, assessment and evaluation can show where problems exist and which aspects went well. Chapter 11 discusses both assessment, determining the good and the bad in a program, and evaluation, assigning numbers to the assessment so it can be quantified or, if the evaluation is qualitative, measuring through observations, focus groups, or interviews. No matter the method, the bottom line is to find out how well the program went and how to improve it for the next time.

Chapter 12 turns its attention to the internal and external stakeholders of the organization. When looking at internal and external stakeholders for a library or information center, the idea is to discover how well these stakeholders are served. Internal stakeholders include employees, the parent organization, and department, and external stakeholders can be people who donate money, employees, city workers . . . the list can go on and on.
Ethics and confidentiality, the subject of Chapter 13, are at the heart of library service. Guidelines such as those offered by the ALA—for example, the ALA Code of Ethics and the Library Bill of Rights—are valuable tools for library service. How well we provide information to patrons and keep this information confidential reflects on organizational integrity. Many times our personal viewpoints need to be parked at the door when we walk into work because we may or may not agree with someone, but this does not give us, as librarians, the right to censor a book choice. Other professional organizations, such as the American Association of Law Libraries (AALL), Medical Library Association (MLA), and Special Library Association (SLA), also have codes of ethics similar to ALA’s but with guidelines specific to their particular focus, such as law, health sciences, or special librarianship. The full text of the ALA, AALL, and MLA codes and the Library Bill of Rights is included at the end of the chapter.

Strong library services result from cooperative working relationships in an effective work environment—aspects of which, because people are involved, may require routine maintenance. Chapter 14 explains the nature of conflict and how to resolve it in the workplace through such techniques as negotiation and mediation. Conflict happens all the time, and addressing conflict when it happens, instead of letting it fester, is always best. Negotiations between two people in conflict may respond better to mediation.

Chapter 15 examines diversity, another critical aspect of a strong work environment. Diverse workplaces usually allow for richer environments and experiences for the people working there and those patrons who interact in the library. Defining what exactly diversity is can be difficult, but every organization has to determine for itself how to define and promote diversity in its workplace. ALA does so through its Spectrum Scholarship Program (www.ala.org/offices/diversity/spectrum), an effort designed to address the underrepresentation of minorities in the library workforce.

Facilities management, the subject of Chapter 16, shifts the focus from working with people to managing buildings and dealing with any problems that arise with their physical aspects, both interior and exterior, such as replacing worn carpeting or painting exterior walls. Energy management is another important part of physical buildings that focuses on maintaining a comfortable and energy-efficient environment through regulation of temperature and monitoring electrical sources and online services. The final piece of the facility has to do with safety and security. Today’s buildings can be secured in many different
ways, from old-fashioned keys to high-tech swipe cards and punch-in pass codes.

Information technology (IT) management, Chapter 17’s topic, generally involves troubleshooting and repair for the technological infrastructure, such as computers and electrical panels. Such tasks are not always the director’s or dean’s responsibility, but in medium and small libraries they might be. IT management has become a large part of the library today, something no one could have foreseen years ago. In libraries of all kinds there are Internet-connected public access computers, staff computers, online public access computers (OPACs) that connect to the catalog, e-readers, playaways, printers, scanners, copiers, servers, hubs . . . the list goes on. All of those items need to be managed and in many ways connected to one another through either a server or Wi-Fi connection to enable interactivity, both within and outside of the library. Making sure the hardware works with the software is a type of management. Then add to that the troubleshooting that goes along with all of this and IT management can become a huge undertaking for any library administrator to handle. The proper management of all the technology in a library is critical because patrons depend upon the computers to be working so they can access and use the software for their needs. The technological and information age we are in today has changed the role the library plays for our patrons, a role that will continue to change over time as content and our uses of that content continue to evolve.

A library needs money to purchase a new collection of books or wants to invite a group of authors to do a series of book discussions but doesn’t have the money in the budget—a familiar scenario in these tough economic times. Where can the library get the money it needs? One possibility is through a publicly or privately funded grant. How does the library find out about and apply for such a grant? Chapter 18, written by someone with experience writing grants and obtaining them for a public or academic library, has the answers.

Outsourcing as a means to achieve cost savings is not a new concept in librarianship. Previously, it meant to outsource a portion of our work, like cataloging or processing books, but now some public libraries in the United States are outsourcing the entire management of the library. Chapter 19 approaches this topic from a researcher’s perspective, examining U.S., U.K., and Australian libraries engaged in outsourcing. This approach to library management is becoming more popular with local U.S. governments as a cost-saving measure.

Finally, Chapter 20 examines future trends in librarianship. What will the future bring, and how will it affect the management of libraries? As
funding of libraries is cut even further, how will the idea that “everything is on the Internet” continue to have a negative impact, particularly on public libraries? Electronic sources are tools, as are computers, and they should not be seen as the be-all and end-all in the library. Academic libraries face new and different trends as well. What are today’s trends, and are libraries ready for the changes that are coming?

Most chapters include either a case study or discussion questions, along with lists for further readings on the chapter topics. This textbook ends with a glossary gleaned from all of the chapters to provide readers with a convenient resource for clarifying their comprehension of particular terms. As a bonus, a bibliography that combines the reference and further reading lists from all 20 chapters is offered as a Web Extra, accessible at www.alaeditions.org/webextras.

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