Management Basics for Information Professionals

FOURTH EDITION

G. EDWARD EVANS
STACEY GREENWELL

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CONTENTS

PART IV Managing Things

PART V Managing Yourself and Your Career

PREFACE

This edition has a three-fold purpose. The first is to introduce a new coauthor, Stacey Greenwell, who was a great collaborator in preparing the second edition of *Academic Librarianship,* another ALA Neal-Schuman publication. The second purpose is to make clear that an organization's operational sector—for-profit, nonprofit, or public—plays a determining role in how you carry out basic management functions. The final purpose is to be more concise while adding new ideas and examples.

The second purpose is perhaps the most significant. As with many introductory texts, prior editions of this book failed to seriously address the critical role that the library's context plays in how basic management functions operate. Almost all libraries, with the exception of corporate libraries, are in either the public or nonprofit sectors (and some are in both). Those sectors have a major influence on what the basic elements of management will be and how they can be applied and remain within the law. (Indeed, as chapter 3 will explore, laws play a significant role in library operations.) Chapter 1 outlines, in broad strokes, the sector differences. The later chapters provide details of how those differences impact the application of basic management concepts.

More often than not, when you read something in the library literature about a new idea related to managerial practice, it arose from work done in the for-profit sector. To be sure, there is research done on public and nonprofit organizations; however, it is not as extensive and often only applies to a narrow segment of the sector being investigated.

In this edition, the book's chapters have been restructured into five broad sections. Part I, the opening section, looks at general issues in managing a library—background, leadership, environment, legal, and ethical issues. Part II discusses seven of the basic managerial functions—accountability; vision, mission, and planning; assessment; decision making; change management; communication; and advocacy and marketing. Part III looks at "people" considerations—staffing; staff development and team building; diversity; and motivation. Part IV discusses "things"—money, technology, and facilities. Finally, Part V focuses on managing yourself and your career.

Although this edition has substantially reduced the number of printed pages, there is new material in all of the chapters. The page count reduction was achieved through tighter, more concise language. The use of sidebars that present real work experiences, suggestions for further reading, and things to think about have been retained and updated.

As was true with prior editions, we were lucky to have several seasoned managers and teachers who provided essential guidance and thinking regarding the content of this edition. Special thanks go to:

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on several fiction and nonfiction titles; her most recent book project was as coauthor of *Managerial Leadership for Librarians* (Libraries Unlimited, 2017).

Maggie Farrell is Dean of Libraries at the University of Nevada, Las Vegas. She previously served as Dean of Libraries at Clemson University and the University of Wyoming. She writes the quarterly column "Leadership Reflections" for the *Journal of Library Administration*. She also is active in the American Library Association, serving in various leadership roles. She received a BA from the University of Missouri-Kansas City, an MLS from the University of Arizona, and a Master's in Public Administration from Arizona State University.

Patricia Layzell Ward is semi-retired. Currently she is Hon. Archivist Modern Collections to the Ffestiniog Railway Company. She has worked in public and special libraries and enjoyed a long-time involvement in teaching and research. This included posts at North-Western Polytechnic, Loughborough University, Curtin University Western Australia, and the University of Wales Aberystwyth. She is Emeritus Editor of *Library Management*; author of conference papers, journal articles, and reports; examiner to a number of universities; a consultant in Europe, South America, South-East Asia, and Australia; and formerly active in IFLA. She is a Fellow of the Chartered Institute of Library and Information Professionals and holds a master's degree and PhD in Library, Archives and Information Studies from University College London.

Joseph Mika is Professor Emeritus at the School of Information Sciences, Wayne State University, Detroit, where he twice served as Director of the School during his twenty-five-year tenure at the University. He was also Assistant Dean at the School of Library and Information Science at the University of Southern Mississippi, Hattiesburg; Assistant Library Director at Johnson State College, Vermont; and Assistant Library Director at the Ohio State University, Mansfield Campus. His teaching areas included administration, customer service, personnel management, and collection development. He was co-owner of Hartzell-Mika Consulting, a firm in operation from 1999 to 2019, which provided assistance with library director searches, strategic planning facilitation, facility development and planning, and staff and board training sessions. Mika is a retired Colonel in the U.S. Army, having served twenty-nine years in the Army Reserves.

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A special acknowledgement is due for Camila Alire, coauthor of the prior edition, for allowing the use of some of her managerial experiences that were part of the last edition.

G. Edward Evans, *Flagstaff, Arizona*
Stacey Greenwell, *Lexington, Kentucky*

PART I

Background

Introduction

Management is a role more and more librarians are finding themselves in with little preparation or guidance . . . . Preparing librarians for management roles enhances skills that may be applied in any area throughout their careers.

Mary Ann Venner, 2017

Public libraries have acquiesced to public and government criticism in some ways . . . . As a result of pressure to become more businesslike, public libraries have adopted a "new managerialism."

Masanori Koizumi and Michael M. Widdersheim, 2016

Whether you work in an academic or public library (or another type of library altogether), you will be familiar with the management model of a librarian supervising paraprofessional staff . . . . But does that assumption still hold true when a relatively inexperienced librarian is supervising paraprofessional staff of long tenure?

Autumn Faulkner, 2016

I would argue that it should be required of all students. Instead I propose being more honest about the introductory nature of such courses. No claims should be made that this course will provide students with the skills needed to be successful managers or provide absolute answers.

Robert Holley, 2015

Some of you who are reading this as part of a required management course may be thinking something like, "I do not expect, nor do I want, to be a manager. All I want to do is be a good _____ librarian." You fill in the blank. You are the not the first to have such thoughts, nor are you likely to be the last. Many of us do not think about, or recognize, the pervasiveness of basic management elements (planning, budgeting, and decision making, for example) in our daily lives. And, it is surprising how fast we begin to have to manage when we become librarians.

Patricia Katopol (2016) highlighted the point that many LIS students, including herself, do not expect nor want to be managers: "I don't want to deal with people" and "I don't want to be in authority, I just want a job" (p. 1). She later became a teacher of management in an SLIS program. Those of us involved in preparing this edition likewise had no managerial aspirations as students, but it happened. Odds are high that it will happen to you as well.

For most of us, the workplace takes up a major part of our time. As result, that environment has a significant role in our outlook on life. Don Cohen and Laurence Prusak (2001) stated, "We experience work as a human, social activity that engages the same social needs and responses as the other parts of our lives; the need for connection and cooperation, support, and trust, a sense of belonging, fairness, and recognition" (p. x). Many of those workplace needs are directly influenced by those above us in the organizational structure. In a very real sense, being a good managerial leader is much more than helping make the organization effective.

Perry and Christensen (2015) identified six skill sets a manager in the public sphere should develop— technical, human, conceptual, interpersonal, responsiveness, and focus on results and ethics. We cover such skills in later chapters. However, there are other managerial concerns not directly covered by those skills. The six skills do not address money matters like budgeting, but we will. Also, libraries exist as a place, even in this digital age, and we look at the "place aspect" in one of the chapters. There is also a final chapter focusing on career development, networking, and collaboration.

There are those who claim management is just common sense. They are only marginally correct. What is often labeled "common sense" is, in reality, something one learns, to a greater or lesser degree, over time. Some people believe that because management is "just common sense"—there is nothing to be learned, or taught, about the activity. However, even those who have such beliefs do receive an education of sorts, largely achieved through trial and error, while they try to employ common sense. Also, it is safe to assume that these are the individuals who engage in the most muddling managerial styles

👥 AUTHOR AND ADVISORY BOARD EXPERIENCE

AUTHORS

On Evans's first day as a full-time librarian he was given an assistant. Had he not had some undergraduate coursework in public administration he probably would have made a mess of that responsibility. The library school program he graduated from had no management and administration course requirement. He had taken the academic library course, which had a very modest emphasis on basic management knowledge and much less on skills.

Greenwell should have known that management would be in her future. At seventeen years old, she was left "in charge" of a public library for an hour each Saturday while the librarian took a lunch break. Thankfully, no harm ensued. In her first full-time librarian position, within a few short months she found herself supervising a department of four seasoned librarians. While in library school she grumbled frequently about the required management course, but she became grateful for it not long after graduation.

ADVISORY BOARD

Joe Mika, who taught the basic management course at Wayne State University in Detroit, also points out that students should take the management and administration course because they themselves will have managers. Such coursework will help them to understand their managers and directors and how different administrative styles will affect their careers.

▉▉▉▉ **CHECK THIS OUT**

An interesting article that looks at what library directors do is Douglas Crane's 2015 report on interviews he conducted after he thought he might like to become a director. He undertook the sixteen interviews because he had little idea about what a director actually did. The article, "May I Ask You a Question? Lesson Learned from Interviewing Public Library Leaders," appeared in *Public Libraries* 54, no. 6: 34–38, 2015.

and generally cause the most grief for their colleagues because they seem not to employ a system for their "managing."

Reading about management, taking a course, or attending some workshops on the subject improves your chances of being a better manager. Poor managers hurt their organizations and the people they work with, as well as themselves. Coursework and workshops will not ensure you will be a good manager, but these tools can improve your skills. There is no magic bullet in terms of managerial success; what was effective yesterday may not be tomorrow. Management, at its most basic level, is about people (those you work with as well as yourself), and people are unpredictable. Everyone engages in a little "muddling" regardless of training; however, the amount of muddling decreases as the amount of training and experience increases.

You will have at least some supervisory or managerial responsibilities at least once during your career. Such duties will arise much sooner than you might imagine, if not from day one. The Faulkner quotation at the beginning of this chapter is from an article in which she describes how, within a few months of getting her MLS, she was assigned some project management duties (p. 2). Both the authors and Advisory Board members experienced a similar rapid move into managerial responsibilities (see the sidebar on page 4).

For some individuals, management is a negative concept—manipulative, coercive, anti-employee, and authoritarian are a few words that may come to mind. These thoughts can be accurate at times, especially when managers have little background in basic management methods. Julian Birkinshaw (2010) wrote, "I think that the corruption of management as a word is partly the result of a 100-year period of trying to make sense of the big, industrial, hierarchical, bureaucratic company. All of the words we use around management now are essentially words about how you manage dehumanized, standardized machines that pump out millions and millions of identical products." In the case of libraries, his thoughts are doubly on target. There is the size factor and for-profit nature of the organizations, and then there is the fact that most libraries are in the public and nonprofit sectors, further skewing the application of managerial concepts.

WHAT IS MANAGEMENT?

Perhaps the shortest definition of management is one attributed to Mary Parker Follett (1941): "management is the art of getting things done through people." This definition belies the complexity of management yet concisely sums up management. A longer and more complex definition is Daniel Wren's: "management is an activity essential to organized endeavors that perform certain functions to obtain the effective acquisition, allocation, and utilization of human efforts and physical resources for the purpose of accomplishing some

goal" (1979, p. 3). There are literally hundreds of other definitions of the term. All contain two essential elements—people and activities.

There is generally something of a pyramid shape to any organization, with more people involved in working directly with "customers" than in performing solely managerial duties. Most organizations consist of a "top" (few people), a "middle" (several people), and a "bottom" (many people). Certainly, there has been significant flattening of this structure, but a person would be hard-pressed to identify an organization with fewer than three levels. Even in a fully team-based organization there will be some type of team supervisor(s), team leader(s), and team members.

Just what do managers do? There are many answers to this question, and the question actually deals with two issues: function and behavior. Some managerial functions are planning, directing, and budgeting, while the behavioral aspects involve roles such as negotiator or group spokesperson. Management writers tend to emphasize one side or the other. This book is organized according to functions; however, we also explore behavioral aspects and place great emphasis on user needs.

The standard concepts of a manager's functional activities are outlined in a classic management paper by Gulick and Urwick (1937), in which they coined the acronym POSDCoRB, which stands for the following functions:

- Planning
- Organizing
- Staffing
- Directing
- Coordinating
- Reporting
- Budgeting

POSDCoRB functions underlie, in one form or another, all management behavior; however, they do not describe the work of a manager. They merely identify the objectives of a manager's work.

Henry Mintzberg (1973) suggested that because the functions fail to describe managerial behavior they are of little use. We believe this is too harsh a judgment, for if we do not know where we are going (that is, if we do not have objectives), how will we know when we get there? By studying POSDCoRB concepts, a person can gain an understanding of what good management attempts to accomplish.

A reasonable question to ask is, "Do all organizational levels engage in the same activities?" A short answer is "yes," but such an answer obscures many important differences, especially in terms of the skills employed (see figure 1.1). Senior managers tend to devote more time to planning than do other managers, and planning calls for a major use of conceptual skills. They also tend to devote more time to interacting with a variety of people, both internal and external, to the library. Such interaction calls for strong interpersonal relations skills. Finally, they typically engage in very little direct user service work, and thus they make limited use of the technical skills they once employed when they became librarians.

Mahoney, Jardee, and Carroll (1964) discuss the concept of time spent on various activities by "bottoms," "middles," and "tops." For bottoms, the emphasis is almost a mirror opposite of the tops: great emphasis on technical skills, a strong component of human-relations skills, and only limited use of conceptual skills. As always, middles are in
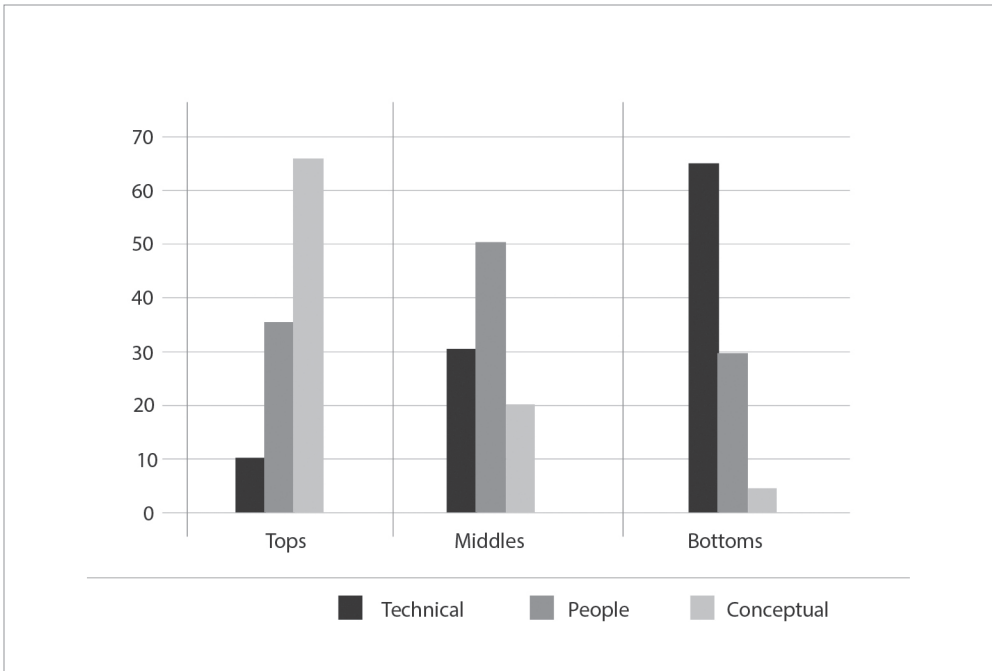
FIGURE 1.1 Organizational Skill Sets

between: less use of technical skills than bottoms but more than tops and a greater need for conceptual skills but less than for tops. You can envision these differences in terms of percentages. For bottoms, perhaps 60 to 70 percent of the emphasis is on technical skills, 20 to 30 percent on human relations, and the balance on conceptual abilities. Middles would perhaps be 20 to 30 percent technical, 10 to 50 percent human relations, and the balance conceptual. Conceptual abilities would be 40 to 50 percent for tops, with technical skills at 10 percent or less, and the balance involving human relations.

ORGANIZATIONAL SKILL SETS

Henry Mintzberg (1971, 1973, 1975) has had the greatest general influence in the area of how managers behave and how knowledge of behavior should change how management is taught. His critique of the functions approach led him to suggest that looking at the roles played would be more effective. He identified ten roles divided among three categories: interpersonal, informational, and decisional. Under interpersonal are three roles: figurehead, leader, and liaison. The informational category contains the roles of nerve center, disseminator, and spokesperson. Decisional activities include the roles of entrepreneur, disturbance handler, resource allocator, and negotiator. We suggest that there is a fourth role in the information category: politician. To some extent such a role is part of being a figurehead, leader, negotiator, and spokesperson. However, given the social and political changes that have occurred since Mintzberg carried out his research in the 1970s, the political role has become ever more important.

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Without question, Mintzberg's work added substantially to our understanding of what managers actually do. For teaching and learning purposes, however, the approach does not work very well because the research on which he based his concept focused on top managers and, to a lesser extent, on middle managers, and it focused on observable activities rather than on the reasons for the activities. Also, it does not represent a full picture of a manager's work; as we noted, the role of politician is not clearly delineated. Because of these deficiencies, the classic "functions" approach is still the most useful method for newcomers to conceptualize managerial responsibilities. We will, at various points in later chapters, note how Mintzberg's ideas come into play.

As in many fields, there is a question of whether management is an art or a science. Our belief is that, despite elements of science, management is an art. Although a person can learn the basic concepts, principles, functions, techniques, and roles, each management situation is unique. Two situations may appear similar, but the individuals involved will be different. Even similar situations that involve the same personnel are unique. Thus, what worked yesterday may or may not work today. Your ability to read and anticipate the changes and make appropriate adjustments is the art of management.

There are a great many different approaches for thinking about and applying management concepts and ideas in an organization. They are far too numerous to address adequately in any one book. Here are, however, some very broad approaches that many textbooks that are written for those going into the for-profit world cover to a greater or lesser degree. They are:

- Scientific
- Administrative
- Behavioral
- Management science
- Systems
- Contingency
- Quality
- Composite

Table 1.1 provides an overview of these approaches and looks at some of the proponents. From a library management perspective, today's approach is a composite of the first seven approaches. In many ways the approach used by managers in any organization is a personal version of the composite style.

The scientific approach, which arose early in the Industrial Revolution, focuses on operational efficiency. Time and motion studies that identify the best way to do a task are the hallmark of this approach. A great book that applies this approach to the library is Richard Dougherty's (2008) *Streamlining Library Services: What We Do, How Much Time It Takes, What It Costs, and How We Can Do It Better*.

The administrative approach is reflected in almost every organization regardless of sector. This is the common foundation for almost all introductory management textbooks, including this one. Even when there is an emphasis on organizational leadership the basic management functions (planning, decision making, fiscal management, and the like) must take place.

The behavioral approach is reflected in a concern with employees (their existing skills, interpersonal relations, etc.) and the "social side" of the workplace. Team building draws on the ideas found in this style of management. As we will discuss in later chapters,

TABLE 1.1 Major Management Approaches

APPROACH	MAJOR CONCEPTS	MAJOR FIGURES
Scientific	Time management Efficiency	F. W. Taylor F. and L. Gilbreth H. Gantt
Administrative	Staff motivation Social interaction	H. Fayol, M. Weber L. Urwick, C. Barnard
Behavioral	Organizational structure Holistic organization	H. Munsterberg L. Gilbreth, E. Mayo
Management science	Operations research Mathematical modeling	H. A. Simon, R. Cyert and J. G. March
Systems	Interdependency System theory	L. von Bertalanffy R. L. Ackoff, P. M. Senge
Contingency theory	No universals Environmental setting	M. P. Follett, F. Luthans T. Burns and G. M. Stalker F. Emery and E. Trist
Quality	Customer satisfaction High quality	W. E. Deming, J. Juran
Composite	No single approach Multidimensional	P. Drucker, H. Mintzberg

teams are an important component in many libraries' operational practices. Organizational morale, as you may guess, is another element in the behavioral approach. A book related to libraries and the behavioral approach is Peter Hernon, Joan Giesecke, and Camila Alire's *Academic Librarians as Emotionally Intelligent Leaders* (Westport, CT: Libraries Unlimited, 2007).

Management science focuses on organizational decision making in an effort to make that process as rational as possible. There is an emphasis on mathematical modeling, risk management, and simulations of alternative outcomes. This approach is probably the least drawn upon by libraries. It takes time and effort to do properly and the level of risk for the majority of library decisions is generally modest. It might be beneficial when thinking about starting a new service for a new segment of the service population, locating a new branch, or remodeling, renovating, or building a new physical facility.

A systems approach views everything as interlinked and any change will have some impact elsewhere in the system. Perhaps the most significant aspect of this approach is that the organization's external environment will affect how the organization should go about its activities. For libraries, the environmental focus is central. The external environment is the determining factor in what type of library it is—academic, public, school, or special. Further, a library's primary purpose is to serve the needs of a specific service population. Understanding the current and changing needs of that population is critical

to successful operations. (We explore the environmental factor in more depth in the next chapter.)

Contingency theory's primary tenet is there are no universals for managerial practice. This approach does not disregard the basic functions; rather, it acknowledges that their application will vary. It suggests that no two managerial situations are identical, no matter how similar they appear. In a way, the approach is a reflection of the notion that managing things is very much easier than managing people. People are unpredictable, are in a constant state of change, have good days and bad days, have good moods or bad moods, which makes managing them a challenging activity. Essentially, the approach says, "What worked yesterday may not work the same way today." For libraries, situational awareness internally and externally plays a surprisingly large role in managerial activities. Quality concerns are an obvious part of library operations. Poor quality services will, in time, have a negative effect on library support. There are many useful ideas in contingency theory that can help you achieve the best quality possible given the available resources.

The above are the major approaches to management; however, there is a veritable alphabet soup of spinoffs and various combinations with other labels. There are some that are "flashes in the pan" offered by one consultant or another, while others are a little more long-lasting. The point to keep in mind is they draw on elements from the approaches described above. We are not suggesting such ideas do not have their merits; they frequently spotlight an aspect of organizational activity that requires more attention. However, they are rarely *the* factor in organizational success. The real secrets to success lie in understanding the fundamentals and applying them thoughtfully.

YOU AS A FUTURE MANAGER

Earlier we mentioned that many library school students do not see themselves ever becoming managers. However, the fact is that you, more often than not, will quickly find yourself being a "manager." In today's tight economic conditions, libraries face staffing shortages and other financial concerns that result in such things as vacant positions going unfilled and new positions being impossible to secure. These in turn often mean newcomers are asked early on to assume some managerial duties. You are better served, as are those you supervise, if you have already thought about what to do when called upon to assume some supervisory duties before it actually happens.

Today's effective managers employ the full range of options in the management tool kit, choosing which to use at any given time depending on the circumstances—a mix of the contingency and composite approaches. Almost everyone has a preferred managerial style; good managers are flexible and make changes when necessary. Doing so is the art of management—drawing on the basics, developing the skills to assess situations quickly and accurately, and having a finely-honed set of people skills.

If you accept the idea that management is an art, it goes without saying that there is a need to develop a personal style. Furthermore, in moving from one management role to another, slight variations will emerge in that style. Individuals do not respond to everyone in the same way. A management style must change as situations, the organizational culture, and the persons involved change. A corollary of the statement that management is an art is that there is no such thing as a "correct" style. Many of us have had the opportunity to observe two persons of differing personalities and styles effectively manage the

▐▐▐▐ **CHECK THESE OUT**

The following list includes some of the most influential publications on managerial practice and thought. They are well worth perusing and it is helpful to spend some time thinking about what they have to say. They are some of the cornerstones for today's approaches to managing organizations.

Ackoff, Russell L., C. West Churchman, and Leonard Arnoff. 1957. *Introduction to Operations Research*. New York: Wiley.

Barnard, Chester. 1938. *Functions of the Executive*. Cambridge, MA: Harvard University Press.

Burns, Thomas, and George M. Stalker. 1961. *The Management of Innovation*. London: Tavistock.

Cyert, Richard M., and James G. March. 1963. *A Behavioral Theory of the Firm.* Englewood Cliffs, NJ: Prentice-Hall.

Deming, W. Edwards. 2000. *The New Economics for Industry, Government, Education*. 2nd ed. Cambridge, MA: MIT Press.

Emery, Fred, and Eric Trist. 1965. "Causal Texture of Organizational Environments." *Human Relations* 18, no. 1: 21–31.

Fayol, Henri. 1962. *Administration Industrielle et Generale*. Paris: Dunnod.

Follett, Mary Parker. 1941. *Dynamic Administration*. London: Pitman.

Gantt, Henry. 1916. *Work, Wages, and Profits.* 2nd ed. New York: Engineering Magazine Co.

———. 1919. *Organizing for Work.* New York: Harcourt, Brace, and Howe.

Gilbreth, Lillian. 1914. *Psychology of Management*. New York: Sturgis and Walton.

Gulick, Luther, and Lyndall Urwick. 1937. *Papers on the Science of Administration*. New York: Institute of Public Administration, Columbia University.

Juran, Joseph. 1995. *Managerial Breakthrough*. New York: McGraw-Hill.

Luthans, Fred. 1973. "Contingency Theory of Management: A Path Out of the Jungle." *Business Horizons* 16, no. 3: 62–72.

Mayo, Elton. 1933. *The Human Problems of an Industrial Civilization*. Salem, NH: Ayer.

Mintzberg, Henry. 1973. *The Nature of Managerial Work*. Englewood Cliffs, NJ: Prentice Hall.

Munsterberg, Hugo. 1913. *Psychology and Industrial Efficiency*. New York: Houghton Mifflin.

Senge, Peter. 1990. *The Fifth Discipline*. New York: Random House.

Simon, Herbert. 1947. *Administrative Behavior*. New York: Macmillan.

Taylor, Fredrick. 1947. *Principles of Scientific Management*. New York: Harper.

Urwick, Lyndall. 1943. *Elements of Business Administration*. New York: Harper and Bros.

von Bertalanffy, Ludwig. 1950. "Theory of Open Systems in Physics and Biology." *Science* 3, no. 1: 23–29.

Weber, Max. 1947*. The Theory of Social and Economic Organizations*. Translated by A. M. Henderson and Talcott H. Parsons. New York: Free Press of Glencoe.

same organization. Such an experience is the clearest demonstration that a variety of management styles can be effective in the same work situation.

You might well start the thinking process by assessing your personal strengths and weaknesses. Here are some sample questions to consider:

- What are the positive work experiences that I've had?
- What was it about those experiences that made them good?
- What were my worst work experiences? What made them so?
- What type of direction or supervision do I like?
- What type of directions am I comfortable giving?
- Can I, and how do I, tell someone that he or she has done a good or a bad job?
- What management approaches do I find most comfortable?

As you develop answers to such questions, you are drafting your own management style.

One of our professional mottos is "Everyone must get their hands dirty from time to time." This means that when a major task comes up, the entire staff does the work—from the top down. Having the entire organization shelf reading, shifting materials in the stacks, or doing whatever else needs to be done results in everyone feeling like part of a team and that there will be mutual support when needed.

💡 FOR FURTHER THOUGHT

Regularly scanning recent issues of general and library-specific management journals is one easy method to keep current with trends and new approaches. On the general side we like the *Harvard Business Review, Public Administration Review,* and *MIT Sloan Management Review.* On the library side we like *Bottom Line*, *Library Management*, *Library Leadership and Management, Journal of Library Administration,* and *Evidence Based Library and Information Practice.*

PUBLIC AND NONPROFIT SECTORS

If you even briefly scanned the books listed in the sidebar suggesting resources about the major approaches to management, you probably noticed they all are focused on the for-profit organization. That might cause you to think, "Wait a minute, this is all about organizations making money. Libraries are different; how can any of this apply?" This is a good question to ask. The answer is, "they do when it is modified to fit the sector(s)."

What "sectors" are we talking about? Looking broadly at organizations, the common approach is to place an organization into one of three categories: private/for-profit, nonprofit, and public. There is some cross-over as a public sector organization may have non-profit status—libraries generally have dual status. We explore the non-profit status in the chapter on legal concerns (having such status is a function of Internal Revenue Service regulations). Do sector differences really matter? Yes, they do indeed. As we will discuss in the next chapter, an organization's environment and sector more or less determines how it goes about its business. Even libraries in for-profit organizations are nonprofit in the sense that they are not expected to directly increase the "bottom line." Libraries are, to use a common for-profit label, "cost centers" rather than revenue centers.

One of the major sector differences is how the organization determines success. There is one common success measure that all for-profit organizations share—profit. The other two sectors lack such a common measure, which means there are challenges in assessing

👥 AUTHORS' AND ADVISORY BOARD EXPERIENCE

The authors employed different management styles; however, each was successful in its own way.

Evans's preferred method was a mix of management by objectives, maximum delegation, and trust in those with whom he worked. That was the starting point in each new work relationship and remained so for as long as the individuals were successful. When there were problems, he adjusted the style to better match the situation.

Greenwell tends to take a participatory, team-based approach. She likes multiple perspectives and input on a situation. This approach is motivating for the team, and it typically produces educated decisions. Like Evans, she puts trust in colleagues through frequent delegation—as long as that continues to work.

Patricia Layzell-Ward identified her management style as situational, having worked in different types of information and library settings, small and large, and in three different countries. All had their own cultures and understanding each culture and how the parent organization operated was a major challenge. Each work setting was different and to be "successful" it was essential to quickly understand the challenges and how people responded to the setting. Moving between situations means that the manager needs to be a good listener and quickly adapt to changing circumstances. Without this it is difficult for team members to adapt to each other.

Joseph Mika's preferred administrative style is based on contingency theory, and he refers to it as "situational." He has been a library administrator, library consultant, and active in library and information science (LIS) programs for over forty years, and he has also been influenced by education in management courses from business schools, LIS classes, and U.S. Army programs. Over the years what developed was a participative management style that considers the individual who is being managed and that determines actions taken. As he put it, "my style was influenced by the U.S. Army, which had an approach much like that of Follett—get results through people—but over time the approach mellowed to get results *with* people."

performance, even among libraries of the same type. It can also make accountability more complex. The closest thing to a common measure of success is providing a social good or value, an underlying purpose of organizations in the two sectors.

Being in the public sector affects the library's mission, goals, and how it goes about planning (it requires more external input and direction setting). The number of stakeholders is considerably larger than for organizations in the other sectors. Perhaps fiscal management is the most distinct difference. Partisan politics become important. Hiring and firing are also very different. Even the nature of ethics plays out in a somewhat different way. We will explore these differences in later chapters.

Political "winds" play a surprisingly large role in managerial decisions for organizations in the public sector and to a lesser extent for the non-profits. Public sector operating funds are taxpayers' money and clearly the political winds matter in the budgeting process. Non-profits have less impact to think about; however, political attitudes regarding donations and grants can cause concerns.

You must be aware of such differences when reading about research done in the profit sector. This also applies to library literature, at least in the early days of a "new" approach.

Time is the true test for any new idea or method, not the volume of literature it generates. We are *not* suggesting you should ignore such ideas, rather, we suggest you take a hard look at where the idea has been implemented and why. Table 1.2 provides an overview of the some of the most important sector differences.

TABLE 1.2 Profit and Nonprofit Differences

	PRIVATE/ PROFIT	PUBLIC/NONPROFIT
Purpose	Maximum income	Social good
Ownership	Limited	Very broad/society
Stakeholders	Limited	Very broad
Governance	Internal	External control
Funding	Sales/sell shares	Taxes, donations/grants
Operational freedom	Almost unlimited	Highly circumscribed
Setting a "price"	Great freedom	Very limited freedom
Decision making	Great freedom	Highly circumscribed
Planning	Internal	Internal/high external input

🔒 KEY POINTS TO REMEMBER

- Managing is a pervasive activity, and it has been part of humankind's environment for as long as people have lived together.
- Thinking you will never become a "manager" as a librarian is counterproductive, as almost all of us do manage to some degree and much sooner than expected.
- Learning about management concepts and practices does not ensure success, but that knowledge can assist in avoiding mistakes that hurt everyone involved.
- Studying the major approaches to management and some of the major thinkers is part of the learning process for successful managers.
- Understanding the options available as well as understanding yourself is important in developing your own style.
- Locking into a single style is not wise, as different people require different approaches.
- Being flexible is one of the cornerstones to being a successful manager.

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INDEX

Page numbers in *italics* refer to figures; those in **bold** refer to tables.

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