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Introduction

Library and information centers are experiencing change in almost every area of responsibility and activity. The only constant in today's library and information services organizations is change. Recognizing that change is inevitable, coping with its effects, and embracing its outcome are vital steps in those organizations. External factors—those political, economic, social, and technological factors—reinforce the need to examine not only what is done and why it is done, but also the way it is done. One aim is to more effectively implement new methods and systems in an ongoing organization. The change factor requires consideration of models, methods and techniques, tools, skills, and other forms of knowledge that go into making up the practice of information services. How this goal is accomplished depends upon how organizations address those questions in a planned, systematic fashion. A vision of the future of information services is required. Managing that change is the primary characteristic of future-focused, knowledge-based information services organizations as they pursue a mission of creating, organizing, analyzing, preserving, and providing access to information in whatever format in order for seekers to meet their knowledge needs.

Today's turbulent environment requires that a holistic view be taken, identifying techniques, skills, and knowledge to accomplish priorities and initiatives in order to satisfy customer needs. Tolerating ambiguity and risk taking are factors in organizational change and are reflected in every element of a structured work environment. The practice of managing in such a dynamic environment requires awareness of strengths, weaknesses, opportunities, and threats—internal and external—that influence the development of information services.

Theories that are identified, applied, and reinterpreted as well as new ones that are constantly being posed also change or are augmented. What seems

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right and proper at one point in an organization's development may not be totally appropriate at a different stage as an organization morphs into a more sophisticated organism or has decided to take a completely different direction. Some theories may no longer have relevance for the organization in this new century.

Many of the principles developed over the past century continue to provide a framework for modern organizations, however, even if only for a historical perspective, allowing a retrospective view of where we have been. Those components of evolution and the change it brings are the basis for this first section of the textbook.

Managing in Today's Libraries and Information Centers



Overview

You are the library director at a state university in a medium-size city. A decision has been made to combine your library and the city's public library in a new building that will provide services for both sets of users. You and your public library counterpart must plan how to merge the collections of the two libraries and manage the services and staff in a shared facility.¹

You are the director of the information center in a multinational corporation in which employees are rarely in their offices. You have just been asked to make plans to transform the library into a virtual library with information available by telephone and Internet.²

You are a school librarian just hired by a city planning a new high school. Suddenly you find that you are the administrator of a million-dollar operation and need to be skilled as a facilities planner, designer, technology consultant, and budget authority.³

You work in a public library that is in the midst of changing from one organized by departments to one organized by teams. You have been put on the steering committee that will decide what needs to be done to make a transition between these two types of managing.⁴

Imagine that you are a manager in a library facing challenging problems such as the real ones described previously. Today's libraries are complex organizations located in rapidly changing environments. Being a manager in such a setting requires both managerial skills and hard work, but it also can be extremely rewarding. Individuals who become managers have an opportunity to make a real difference in their organizations. Top

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managers set the tone for the entire organization and make the difference between one that is mediocre and one that is outstanding. Lower-level managers allow the people they supervise to accomplish their work more efficiently. In today's flatter organizations, management responsibility is found at all levels, and most librarians have at least some managerial responsibilities.

Management is one of the most essential skills in ensuring the effective functioning of any type of organization. This chapter will provide an overview of management, managers, and managerial functions focusing specifically on library management.

Many great libraries flourished in ancient times, and these institutions continue their importance in the modern information age. Although libraries have been developed by various nations and cultures, they all share one overriding feature: They provide access to information recorded on some type of medium. Over the years, the form of the medium has changed, from stone to clay tablets, from papyrus and palm leaf to vellum, from scrolls to hand-copied books, and, most recently, from print on paper to interactive electronic and multimedia resources.

It is likely that there was as much concern among information professionals working in libraries at the time that books replaced scrolls as there is today in modern hybrid libraries where print resources are being supplemented, and in some cases replaced, by electronic ones. For librarians, however, the format in which the information is recorded is not their primary concern. Instead, what is far more important to them is the ability of patrons to retrieve and access this information in an efficient and effective manner. To make that retrieval and access possible, managers need to employ successful management processes in order to create appropriate work environments.

From the agrarian age to the information age, the science—or some would call it an art—of management has changed as dramatically as have libraries and information services. But in all that long history, it has never before been so important for organizations of all types to be responsive to changes in what their customers want and need and to be creative and innovative in delivering a product or service to meet those needs.

THE IMPORTANCE OF MANAGEMENT

Libraries and other information-intensive enterprises have, over the years, adopted and adapted many management principles from business, industry, and government. In some cases, as part of a government structure or other larger organization, libraries and information centers have been required to do so. In all cases, however, library managers have attempted to adopt proven principles from the nonlibrary world that they think will contribute to the successful operation of their organizations.

There is, of course, a major difference between most libraries and businesses, because almost all libraries are nonprofit organizations. Nevertheless, whatever the nature of the enterprise, whether profit making or nonprofit,

it must operate to provide a product to customers or clients, to give the employees and employers a sense of well-being and self-esteem, to maintain an attractive and healthy environment, and to provide consistent and efficient services. A well-managed library or information center accomplishes all of these objectives better than one that is poorly managed.

Effective organizations cannot rest on past success. Instead, they must focus on quality and customer satisfaction, must respond quickly to changes in the external environment, must be creative and innovative, and must be committed to continuous learning. Libraries will need to continue to change in order to succeed in the future as they face a redefined world of information provision. A well-managed library or information center accomplishes all of these objectives better than one that is poorly managed.

Because of their long history, libraries often have tended to perpetuate practices that have worked effectively in the past. There is a natural tendency in mature organizations to become disinclined to innovate. Mature organizations often are marked by inflexibility and inability to compete and respond to the needs of customers. Libraries have changed tremendously over the past few decades, but the changes must continue, and libraries need to remain open to new methods and techniques. If libraries and information centers are to remain viable entities in the future, they must be able to compete with the burgeoning and often aggressive information industry, and this will require flexibility and adaptability to change.



Try This!

Think a bit about a job you held in the past or have now. First, consider your supervisor and his or her general behavior, managerial style, and attitude. Then think about your fellow employees and your perception of their competence and of their attitudes toward their work, the organization, and you. Finally, reflect upon the organization itself and its policies, procedures, and practices.

What were the good things about this job? What were its negative features? How much did the managers, both your immediate supervisor and those at a higher level, contribute to what you liked or disliked about the job? What did you learn about management from this job?

The importance of management to librarians has grown over the years as libraries have become larger—larger in terms of budgets, collections, and staff. There is an obvious need for management skills at the level of library director, especially in large libraries. Library directors in major national, public, and academic libraries face enormous challenges in managing organizations that are in many ways the equivalent of large for-profit corporations. In fact, library directors are necessarily becoming more like chief executive officers (CEOs) of large corporations than the scholars they used to be. Directors of large libraries are responsible for very large budgets. The Library of Congress has a budget of more than \$600 million. The British Library has a budget of over £135

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million or about \$260 million. Of course, we would expect these large national libraries to have large budgets, but it is very common for library managers in all types of libraries to be dealing with multimillion-dollar budgets. Even in those libraries with smaller budgets, knowing how to secure and manage funding is critical for the institution's success. Library managers are also in charge of many employees and large physical plants, and managing people and physical resources is often more difficult than managing money.

But it is not just library directors who need to have these managerial skills. The demands on every librarian's managerial ability have become larger and more complex in recent years. Most librarians in modern libraries are managers, and they, too, need to know how to manage. Today, librarians are facing greater challenges than ever before, resulting from increased competition, growing globalization, ever-changing technology, and the pace of change. The only constant in today's organizations is change. Although all change is challenging, that occurring at the present presents particular problems, for as the British management expert Charles Handy has stated, it is not change as we have known it in the past, but discontinuous change, which is particularly disturbing and confusing.⁵ Libraries will need good managers at all levels to manage the change as they face the redefined world of information provision.

WHAT IS MANAGEMENT?

Management has been defined in many ways, but the basic essence of management is using organizational resources to achieve objectives through planning, organizing, staffing, leading, and controlling. Managers are those individuals within an organization who are in a position to make the decisions that allow an organization to reach its objectives. They work to ensure that these objectives are reached both effectively and efficiently. Early in the twentieth century, Mary Follett defined management as "the art of getting things done through people." This definition is still relevant because one of the things we know about management is that it is impossible for anyone to manage alone. Managers have to use the skills and labor of others to succeed, and thus, for them, interpersonal skills are extremely important. Regardless of the type of organization or the level of management, the functions of planning, organizing, human resources, leading, and controlling are essential to all managers. Each of these functions will be discussed in more depth later in this chapter.

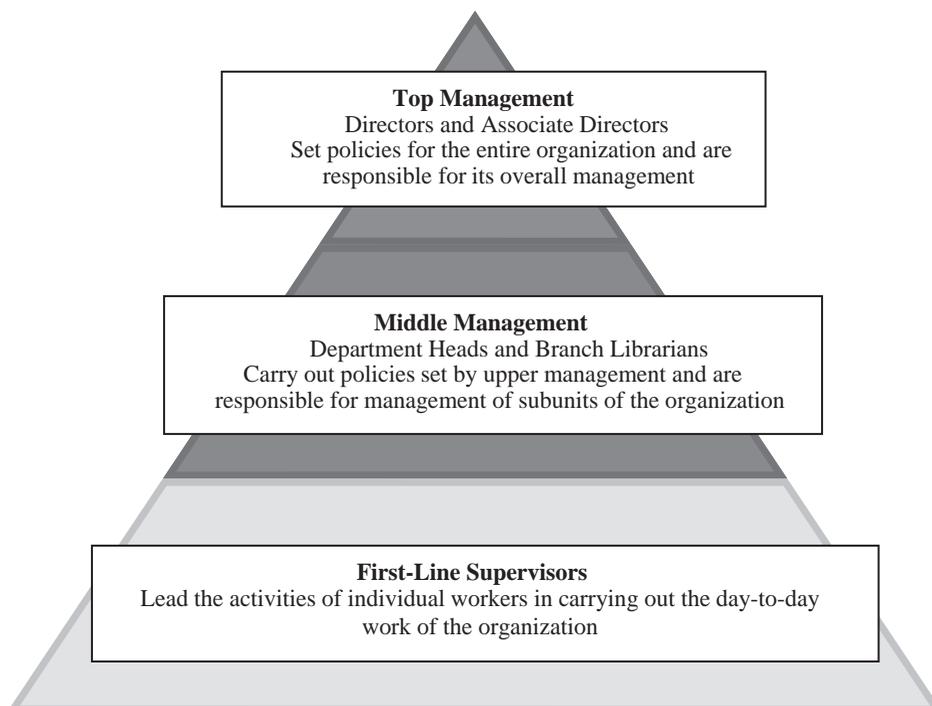
WHO ARE MANAGERS?

Managers are individuals within an organization who are responsible for, and support the work of, other individuals. Managers can be categorized in a number of ways. One of the most common is to think about managers within a vertical hierarchy. Managers occur at all levels of the organization, but the ones nearer the top have broader responsibilities and authority than those at lower levels. In most typical organizations, including libraries, management can be divided into three levels:

- Top management, which in libraries usually means the director and the assistant and associate directors, is responsible for the overall functioning of the entire organization. In most organizations, managers at the highest levels have the power to establish organization-wide policy and are influential in setting the leadership style throughout the organization.
- Middle management is in charge of specific subunits or functions of the organization. In libraries and information centers, department heads are middle managers. Their management responsibilities are concentrated on the successful functioning of individual areas of the library. Middle managers, in addition to leading their specific subunits or functions, also serve as liaisons between top management and supervisors.
- The managers in the lowest position of the management hierarchy are supervisors, sometimes called first-line managers. First-line managers or supervisors lead the day-to-day activities of individual employees as they work to accomplish the desired organizational objectives, and they are responsible for the production of goods or services. These managers implement procedures and processes that allow their units to work effectively and efficiently.

It is important to point out that anyone who is supervising another person is involved in the management process. Many new graduates from library and information science programs become managers in their first professional position. The traditional management hierarchy can be seen in figure 1.1.

Figure 1.1—Levels of Management in Libraries



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As will be discussed later in this book, this traditional managerial hierarchy is being affected by many of the changes in today's workplace, including the increasing popularity of team-based organizations, which has led to a flattening of the pyramid and the elimination of some middle-management positions. In most of today's organizations, including libraries, management responsibility is being distributed more widely throughout the organization than ever before.

WHAT DO MANAGERS DO?

Managers are usually very busy people who have a number of responsibilities and duties.

The duties associated with a managerial position are carried out simultaneously and concurrently. Managers are often multitasking, and their work is frequently interrupted and done in a fragmented fashion. Many managers seem to be juggling a number of responsibilities, almost at the same time. Some managerial functions are engaged in almost daily, whereas others are performed on a more irregular basis. For these reasons, it is sometimes difficult to tease out the actual strands of the fabric of managerial life. The two most common ways of looking at what managers do are by considering the functions that managers perform and by describing the roles managers play.



What Do You Think?

Henry Mintzberg wrote:

The manager can never be free to forget the job, and never has the pleasure of knowing, even temporarily, that there is nothing else to do.... Managers always carry the nagging suspicion that they might be able to contribute just a little bit more. Hence they assume an unrelenting pace in their work.

Managers are almost always paid more than nonmanagers, but they have more responsibilities and often seem to work harder. Do you think that they deserve to be paid more? Would being a manager appeal to you?

Henry Mintzberg, *The Nature of Managerial Work* (New York: Harper and Row, 1973), 36.

MANAGERIAL FUNCTIONS

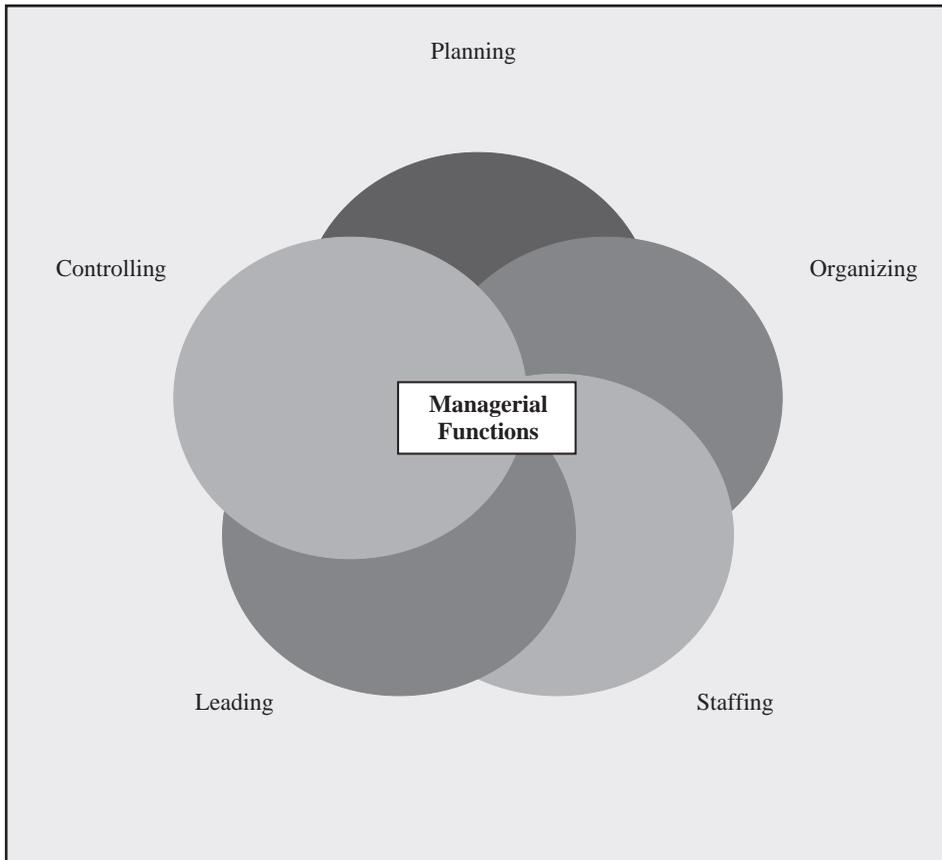
One very common way to view management is as a set of common processes or functions that, when properly carried out, lead to organizational efficiency

and effectiveness. The managerial functions are those tasks that managers perform as part of their managerial positions. These functions can be classified in various ways,⁶ but, regardless of the terminology used, it is generally agreed that managers perform five main functions: planning, organizing, staffing, leading, and controlling. The five functions of management are depicted graphically in figure 1.2. Anyone who has experience with management will be familiar with all of these functions.

Planning is the first function carried out by all managers. Planning allows managers to think ahead to the things that need to be done and to the methods for getting them done, in order to accomplish the organizations goals. Planning defines where the organization wants to be in the future and allows an organization to make the transition from today to tomorrow.

Organizing is the second function of management. Managers must establish the formal structure of authority through which work subdivisions are arranged. They must first decide how to match individuals and their talents with the kinds of functions and structures that are needed to get the job done and then how to structure the organization so that there is easy communication between the units.

Figure 1.2—The Functions of Management



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Human resources is the third managerial function. This function is often called *staffing* or *personnel* and involves hiring, training, compensating, and retaining the people necessary to achieve the organizational objectives. Organizations usually state that the people who work there are their most valuable resource; good work in the human resource function ensures that the employees will be strong contributors to the organization's purpose.

Leading involves creating a shared culture and values, communicating goals to employees, and motivating employees at all levels of the organization. All of the subfunctions encompassed under the category of "leading" focus on the human element in the organization. This human element is very important, because employees' attitudes, personality attributes, and perceptions affect the way they work.

Controlling means monitoring the activities of an organization to be sure it is on the right path to meet its goals. Controlling involves first analyzing the way in which the organization is operating and then feeding information back into the planning process so that the organization has a way of continually examining and correcting its goals in light of current information. Controlling is the mirror image of planning. In planning, managers establish where the organization is going, and in controlling, they decide whether they are on target to reach these goals. If planning allows an organization to decide where it is going, controlling allows it to know if it has gotten there.

All managers engage in performing these five functions, although managers at different levels and in different parts of an organization differ in the time they devote to them and the depth at which they perform them. Like most other management textbooks, *Library and Information Center Management* is organized around these five major managerial functions, with a section devoted to each.

MANAGERIAL ROLES

Another way is to think about what managers do is to consider the roles they play while performing their work. A role can be defined as an expected set of behaviors and activities. Henry Mintzberg observed the activities of a number of managers over a period of time and, from his observations, drew conclusions about what managers actually do. According to Mintzberg, managers play a number of roles, and these roles can be grouped into three broad categories: interpersonal roles, information roles, and decisional roles.⁷ These roles can be seen in figure 1.3.

Interpersonal Roles. The first category of managerial roles are those related to working with people—the interpersonal roles. Top managers often serve as figureheads. Although the term sounds a bit pejorative, managers, especially higher-level managers, spend a great deal of time representing their organizations to the outside world. They perform ceremonial functions and entertain on behalf of the organization. Top managers serve as symbols of the organization itself.

Managers also play a role as leaders. As part of this role, they perform functions such as motivating, communicating with, and inspiring the individuals who work for them.

Figure 1.3—Mintzberg's Managerial Roles

<p><u>Interpersonal Roles</u> Figurehead Leader Liaison</p>	<p><u>Informational Roles</u> Monitor Disseminator Spokesperson</p>	<p><u>Decisional Roles</u> Disturbance handler Resource allocator Negotiator Entrepreneur</p>
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Managers often serve as liaisons between groups of employees or between employees and customers. Liaisons link information sources both inside and outside the organization. We often say that managers need to be good networkers; when they are serving as liaisons they are building essential networks between parts of the organization or between the organization and the outside world.

Information Roles. The second set of roles is related to information. In today's information-based organizations, these roles are more important than ever before. Mintzberg says that managers play the role of monitor. Monitors are always seeking information, both from outside the organization and from inside. They develop systems that keep track of the progress of the overall performance of their unit. They oversee the use of resources.

Another informational role played by managers is that of disseminator. Managers not only gather information, but they also share it with others. This information dissemination can take place in person or by means of e-mail or other types of communication media. As organizations have become more participatory, information is shared much more broadly than it was in the past.

The final informational role played by a manager is that of spokesperson. Managers transmit official information about an organization to the outside by means of memos, speeches, newsletters, and other methods of communication.

Decision-Making Roles. The last set of roles is related to decision making. Managers often have to serve as disturbance handlers. Conflict resolution and crisis response are often among the more challenging aspects of a manager's job.

One of a manager's most important roles is that of resource allocator. Managers spend a great deal of time making decisions about how resources such as time, money, and people are distributed within an organization.

Managers often have to play the role of negotiator. Here they represent their organization or subunit in situations in which bargaining for resources such as money, equipment, or other forms of support is taking place. Sometime managers are involved in other types of negotiations such as collective bargaining.

Finally, managers play the role of entrepreneur when they work to introduce innovation into the organization. Managers are responsible for bringing new ideas into an organization and for ensuring that the organization makes the necessary changes to keep it competitive in a fast-changing environment.

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Mintzberg's concept of managerial roles has been built upon by other researchers,⁸ and it offers an interesting and useful alternative to the traditional view of managerial functions. Some of the roles that Mintzberg describes, such as acting as a figurehead or serving as a spokesperson for the organization, are performed primarily by top-level managers; however, all managers perform many of these roles as part of their managerial activities.



Try This!

Think about the managers who work in any organization with which you are familiar. Have you seen them playing the roles that Mintzberg describes? How did they play them? Have you ever played any of these roles yourself?

WHAT RESOURCES DO MANAGERS USE?

One definition of a manager is someone who holds the authority to commit organizational resources, and managers do, in fact, spend a large amount of time managing a number of diverse resources. As was discussed previously, one of Mintzberg's managerial roles was that of resource allocator; a manager decides how best to distribute resources throughout an organization. The resources controlled by managers are of four main types:

Human resources are all the employees who work in an organization. These employees have varying levels of skill, experience, and education, but they all should be considered an essential part of the organization. In libraries, there are many different classifications of employees, including professional librarians, paraprofessionals, clerical workers, technical specialists, and, in many libraries, part-time workers such as student assistants and pages. Managers are in charge of the distribution of all of the human resources throughout an organization.

Financial resources are the sources of funding used to operate an organization. In the for-profit world, the funding sources are usually the customers who purchase goods or services. In not-for-profit organizations, funding typically comes from donations; federal, state, or city governments; grants; or other sources. Managers in all types of organizations are increasingly held accountable for the financial resources of those organizations. Even in nonprofit organizations, there is now often an expectation that managers will play a role in increasing resources by securing grants or by fund-raising.

Physical resources are the tangible or material parts of an organization. They consist of assets ranging from supplies to the actual building where an organization functions. Often libraries are located in spaces that are provided by other entities, such as cities or universities, but library managers are still accountable for the proper management of all physical resources. Control of some physical resources (such as supplies) is usually delegated to lower-level managers. Management of physical resources can be a time-consuming function, because it includes acquisition, maintenance, and eventual replacement

of a large number of physical resources. Many large libraries have individuals designated as facilities managers, but top-level managers typically make the decisions about expensive resources.

Information resources are an increasingly important part of all organizations, including libraries. One of the prime functions of libraries has always been to provide information resources, but the particular information resources that managers control are those that relate to the functioning of the organization itself. At one time these resources were largely on paper and were kept in file cabinets in one central location in the organization. With the advent of computers, organizations of all types have constructed databases of information relating to employees, resources, and other aspects of management, and much of this information is now available to many employees throughout the organization, typically through an intranet connection. All of these information resources must be managed as valuable assets and leveraged for strategic advantage. In addition, an increasingly important role of management is ensuring the privacy and confidentiality of the material that is contained in information resources, especially those that are available electronically.

WHAT SKILLS ARE NEEDED BY TODAY'S MANAGERS?

What managerial skills do librarians need? Obviously, they need different sets of skills at different levels of management. Robert Katz identified three managerial skills essential to successful management: technical, human, and conceptual skills.⁹ Technical skills, those skills that relate to specific functions and tasks, are most important at the first-line level. To be an effective first-line manager or supervisor, an individual has to understand the process that is being carried out. It would be very difficult for a library manager to supervise a group of copy catalogers without knowing about cataloging and classification. On the other hand, the library director may have had such technical knowledge at one time, but because the director now does no cataloging or classification, he or she may not still possess such skills, especially in newer competencies such as producing metadata records. Because top-level managers are often in charge of many diverse units, they often have either never known or have lost proficiency in many of the technical skills that are so important for lower-level managers and supervisors.



What Would You Do?

There was great rejoicing at the Fawville Public Library. Sam Grillo, the director, was leaving. The staff had been hoping—praying—for this announcement since he arrived six months ago.

Why this rejoicing? Put to a direct question, the staff would have answered, "Because the man has serious psychological problems that interfere with his and our ability to do our jobs." Asked to elucidate, they would have said that he was timid, supersensitive, and morbidly self-conscious.

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This shyness robbed him of all spontaneity and naturalness. He appeared cold, reserved, and stiff.

The Fawville library staff needs help. They have been asked by the trustees what characteristics, abilities, and talents a public library director should possess. They also have been told that they will be permitted to be present at the interview for the new director. They have a chance to have input in this hiring decision and need help with both deciding what qualities the director should have and with how to find out during an interview whether a candidate for the position has them. (For the rest of this case study, see <http://www.lu.com/management>.)

At the upper level, managers need to have more conceptual skills and be able to look at the so-called big picture of the organization. The human skill, the ability to interact effectively with people, is important at all levels. Katz uses a broad brush in terms of identifying managerial skills. Other management experts have attempted to identify specific management skills that are crucial, and some studies have looked specifically at the skills necessary for library managers. A few years ago, for instance, G. Edward Evans proposed a universal core of managerial knowledge for librarians, archivists, and information managers. His list includes 12 areas: planning, staffing, fiscal management, innovation, motivation, communication, leadership, quantitative methods, ethics, decision making, delegation, and marketing.¹⁰ It is difficult to define the exact competencies needed by managers because they differ according to position and location. It is even more difficult to define these skills globally because of the different social, cultural, and economic conditions in varying countries. Nonetheless, the following skills are essential to most contemporary managers:

- **Political Skills.** Libraries and information agencies are intensely political organizations, and awareness of this is vital to survival in today's climate. Managers need to create a vision and inspire others to believe in that vision. They must create a climate conducive to strategic thinking and action. Organizations are often hotly and intensely political, both internally and in their relationship to forces outside the organization. Flexibility is required to maintain equilibrium for the organization in the political arena. Being willing to be a risk taker is often a vital skill.
- **Analytical Skills.** Managers serve as change agents and thus must be good at analysis. Insight is useful, but decisions based on insight or intuition are almost impossible to defend. A lucid, rational, well-argued analysis is what is needed to support the actions of managers. Critical thinking is key to effective management.
- **Problem-Solving Skills.** Problem solving is arguably the most important day-to-day activity of a manager. Managers need to develop a positive attitude toward change management, because flexibility is often the key to success in modern organizations.

- **People Skills.** People are the heart of every organization. They possess many different dimensions, and a manager has to deal with all of these dimensions. The skills most needed in this area are those that typically fall under the categories of communication, conflict resolution, and interpersonal skills. In more and more organizations, managers are responsible for the coordination of team-based initiatives. Managers need to know the best techniques for managing teams as well as how to coach and mentor their subordinates. A sense of humor is always useful. Seeing things through the eyes of others in the organization can facilitate cooperation and reduce conflict among disparate points of view. It helps if managers convey a concern and interest in the people they manage.
- **Financial Skills.** All managers need a sound grounding in financial skills, including where funding comes from, where it goes, and how to get it. These skills include knowledge of marketing because marketing of organizations or service often results in funding for them. Additionally, in more and more libraries, as governmental funding has decreased, the need for private fund-raising has become a primary responsibility, especially for top managers. Fund-raising is time-consuming, but it often provides the additional support needed for the extras in a library's budget.
- **System Skills.** There is much more to this than learning about computers, although all library managers need to be familiar with computer-based information systems. A system is not only a technological one but also an arrangement of resources and routines intended to produce specified results. Today's library is usually part of a larger system, and managers need to be aware of the place of their organization within the larger system.



What Do You Think?

A recent job advertisement for a director of public services at a large urban public library describes the responsibilities and requirements for the position:

Your focus will be on leading the management teams at a main library, 20 branch libraries, and a "virtual" branch to successfully implement innovative public service initiatives, while continuing excellence in customer service in a community of avid library users and supporters. Reporting to the executive director, you will manage a budget of \$24 million and a staff of 800. You will work with other executive leadership team members to develop strategy and assist with the achievement of the library's vision. 2007 challenges include implementation of a new marketing plan and brand image, revision of the public services programs, identifying and mentoring staff as a part of succession planning and development of a long-

range facilities plan. Key characteristics of the successful candidate will include demonstrated presentation skills, strategic agility, and a quick grasp of process management and systems thinking.

Using the vertical hierarchy of management levels, what level of manager is this? What skills are required for this position? How could a librarian who wished to become qualified for such a position acquire those skills?

A manager's job is complex and multidimensional, and managers need to have a number of skills to succeed. Managers need to possess both so-called hard skills, which include the technical and specific business skills, and soft skills, which include the interpersonal skills described previously. No manager is a complete master of all of the skills that might be useful to him or her. But good managers know that their success is dependent upon their skills and knowledge, and they never stop learning or developing skills throughout the course of their careers.

WHAT ARE THE DIFFERENCES IN MANAGING IN FOR-PROFIT AND NOT-FOR-PROFIT ORGANIZATIONS?

Although some library and information centers are located in for-profit organizations, the vast majority are not. Most libraries are either funded by state or local taxes or are located in not-for-profit organizations such as private colleges and universities. Not-for-profit organizations are unique entities created to provide a public service rather than to generate profit. Most management literature often seems to be geared to the for-profit sector, with a heavy emphasis on making money for the business owners or stockholders. The emphasis in most libraries is not on creating profit; instead, libraries exist to contribute to the public good. Because not-for-profits do not typically generate their own budgets, they usually use different forms of financial controls and accounting. Often, they are not permitted to have either deficits in their budgets or large reserves. The difference in the bottom line is the most significant difference in managing in the not-for-profit sphere.

Management in the not-for-profit world sometime seems comparatively complicated because the goals of these organizations are often difficult to articulate. The goal of the for-profit organization is to make money for its owners, and this goal is fairly straightforward. Contrast it with the "serving society" or "doing good" goal of a not-for-profit; that goal could be interpreted in many different ways. Not only do managers in not-for-profits sometimes have more trouble setting goals, but it can be equally hard to assess whether the organization has achieved these goals.¹¹ Also, some aspects of human resources management can differ if the not-for-profit's employees are government workers or if they have the special benefits, such as tenure, often found in college and university libraries.

Nonetheless, the majority of what managers do in the for-profit and the not-for-profit spheres is the same. The well-known management expert Peter

Drucker turned his attention to the nonprofit world a few years before his death. He stressed the similarities between for-profit and nonprofit organizations. He advocated the need for not-for-profit organizations to focus on mission, demonstrate accountability, and achieve results.¹² Drucker suggested that the managers in every nonprofit ask themselves five essential questions: What is our mission? Who is our customer? What does the customer value? What are our results? and What is our plan?¹³ This type of self-assessment is just as necessary in the not-for-profit world as in the profit-making one, and sometime more so, because not-for-profits have to produce results if they want to retain the confidence and trust of those entities from which they get their funding.

So there are some differences in management between these two types of organizations, but managers in both still engage in the five managerial functions of planning, organizing, human resources, leading, and controlling. Both types of managers also play the managerial roles described by Mintzberg. A good manager in one type of organization could fairly easily transfer to one in the other sphere, because there are more similarities than differences between managing for-profit and not-for-profit organizations. Regardless of how organizations are structured, they all need good managers to help accomplish their mission and goals.

CONCLUSION

This textbook provides an introduction to the principles of management, but it should serve only as a foundation. Management really cannot be taught; the principles can be imparted, but management also must be learned through experience. This book will acquaint you with the basic principles, concepts, and techniques of management. It also will teach you its vocabulary. If you are interested in becoming a manager, you will need to continue to learn. But it is hoped that this book will get you interested in the possibility of becoming a manager, because good management is critical to the success of all organizations.

It is clear that librarians of the future will be working in environments that will continue to be turbulent and fast changing. Peter Vaill provides a compelling metaphor to describe this turbulent future. He states that managers need to be prepared to confront a period of chaotic change, or what he calls permanent "white water." In his view, management of organizations used to be like a pleasant boat ride down a calm, quiet river, but the future will be different. It will be full of rapids, whirlpools, eddies, and endless white water.¹⁴ Libraries need to have experienced managers to take the helm as libraries continue their exhilarating journey into the future.

Today's managers face a number of challenges, but, although management is sometimes a difficult undertaking, it also presents great opportunities and allows one to make changes in organizations. We are badly in need of people who are both willing and able to serve as managers in order to ensure the success of libraries and information centers in the future.

This first chapter of *Library and Information Center Management* has provided an overview of what managers do and of the skills needed by modern

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managers. The next chapter looks at the evolution of management thought over the centuries. This section will then conclude with a third chapter, which focuses on the need for change and change management in today's fast-moving library environment.

NOTES

1. Ilene Rockman, "Joint Use Facilities: The View from San Jose," *Library Administration and Management* 13 (1999): 64–67.
2. Doris Small Helfer, "Lessons from PricewaterhouseCoopers," *Searcher* 7, no. 1 (January 1999): 16–17.
3. Lisa Wilson, "Bringing Vision to Practice: Planning and Provisioning the New Library Resource Center," *Teacher Librarian* 32, no. 1 (October 2004): 23–27.
4. Betsy A. Bernfeld, "Developing a Team Management Structure in a Public Library," *Library Trends* 53, no. 1 (Summer 2004): 112–28.
5. Charles Handy, *The Age of Unreason* (Boston: Harvard Business School Press, 1989), 8.
6. One of the first attempts to codify the functions of management was proposed by Gulick and Urwick, who proposed the acronym POSDCORB (planning, organizing, staffing, directing, coordinating, reporting, and budgeting) to describe the functions of a manager.
7. Henry Mintzberg, *The Nature of Managerial Work* (New York: Harper & Row, 1980).
8. See, for instance, Jeffrey S. Shippman, Eric Prien, and Gary L. Hughes, "The Content of Management Work," *Journal of Business and Psychology* 5 (March 1991): 325–54.
9. Robert Katz, "Skills of an Effective Administrator," *Harvard Business Review* 52 (September–October 1974): 90–102.
10. G. Edward Evans, "Management Education for Archivists, Information Managers and Librarians: Is There a Global Core?" *Education for Information* 2 (December 1984): 295–307.
11. Thomas Wolf and Barbara Carter, *Managing a Non-Profit Organization in the 21st Century* (New York: Fireside, 1999), 19.
12. Peter Drucker, *Managing the Non-Profit Organization: Principles and Practices* (New York: Harper Collins, 1990).
13. Information about Drucker's self-assessment for nonprofits and much other useful information about managing in the not-for-profit sphere can be found at the Leader to Leader Institute, <http://www.leadertoleader.org/knowledgecenter/sat/index.html>.
14. Peter Vaill, *Managing as a Performance Art: New Ideas for a World of Chaotic Change* (San Francisco: Jossey-Bass, 1989).