

# Library

# Management

# for the Digital Age

A NEW PARADIGM

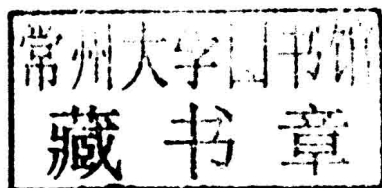


JULIE TODARO

# Library Management for the Digital Age

A New Paradigm

Julie Todaro



ROWMAN & LITTLEFIELD

*Lanham • Boulder • New York • Toronto • Plymouth, UK*

Published by Rowman & Littlefield  
4501 Forbes Boulevard, Suite 200, Lanham, Maryland 20706  
www.rowman.com

10 Thornbury Road, Plymouth PL6 7PP, United Kingdom

Copyright © 2014 by Rowman & Littlefield

*All rights reserved.* No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the publisher, except by a reviewer who may quote passages in a review.

British Library Cataloguing in Publication Information Available

### **Library of Congress Cataloging-in-Publication Data**

Today, Julie. 1950–

Library management for the digital age : a new paradigm / Julie Today.

pages cm

Includes bibliographical references and index.

ISBN 978-1-4422-3069-9 (cloth : alk. paper) — ISBN 978-1-4422-3015-6 (pbk. : alk. paper) — ISBN 978-1-4422-3016-3 (ebook)

1. Library administration. 2. Library administration—Case studies. I. Title.

Z678.T63 2014

025.1—dc23

2014001672



The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences—Permanence of Paper for Printed Library Materials, ANSI/NISO Z39.48-1992. Printed in the United States of America

# **Library Management for the Digital Age**

### **Editorial Advisory Board**

Yvonne Chandler, associate professor, University of North Texas  
Edwin M. Cortez, dean, School of Library and Information Science,  
University of Tennessee

Ken Haycock, research professor of management and organization  
and director of graduate programs in library and information  
management, University of Southern California

Maureen Sullivan, past president, American Library Association

Jennifer Weber, assistant professor and head librarian, Riverside  
Campus Library, Austin Community College

## Preface

The profession of library and information science has changed so dramatically in the last two decades that content about libraries in general as well as content about managing libraries, library employees, services, and resources is often too quickly out of date. Historical, classic, or even recent content is helpful in outlining directions and identifying how processes may be accomplished but, once applied to an environment, may no longer match the reality.

In my over thirty-five years in the profession in all types and sizes of libraries, the most challenging aspects of my job included the general management of the organization and the management of the myriad of employees working in the organization. Other “most challenging” aspects on my list include the management roles and responsibilities of working across lines of the organization with peers and colleagues as well as managing “up” to my immediate supervisors and other administrators and stakeholders.

In the search for content and techniques to assist me in creating contemporary structures to better manage activities, issues, and people in my own libraries, I realized that the best techniques were those that identified context in the workplace, meaningful connections of issues and activities to individual employee roles and responsibilities, and, most importantly, managing change and the identification of specific management issues and activities changing or being introduced into the workplace.

While each workplace is unique, my experience in a variety of types and sizes of libraries and my commitment to a focus on all types and sizes of libraries, has provided me with a unique perspective that has enriched all of my positions and given me an appreciation not only of the extent of differences among libraries and librarians, but also of the similarities within the profession and among professionals. This book is my attempt,

therefore, to capture the breadth of the profession and to identify techniques and processes for managing that breadth. I would hope that readers both in educational settings and in practice will be able to recognize themselves or their workplaces in this content and/or use the techniques and processes to identify their own solutions.

Recommending the best professional management literature (books, journals, website content) of today to accompany this book content, however, is a book in and of itself. In sorting through recommended resources, I struggled to define general vs. specific types of management as well as management by size and type of organization, profit vs. nonprofit, and nonlibrary vs. library content, and use-in-practice vs. education and training. Instead of adding hundreds of titles, I identified what I considered to be indispensable for a manager's "bookshelf." This general annotated list is located in the appendices; however, recommended sources for each chapter are located at the end of the chapter.

The title of a nonfiction book should communicate to readers an idea of not only context but also general content and, if possible, application of content. *Library Management for the Digital Age: A New Paradigm* offers readers an opportunity to find themselves within the text or make their own application of content rather than telling readers "this is the only way." As such:

- content includes information on all types and sizes of libraries
- content includes a wide variety of management situations
- readers will find themselves on either or both sides of paradigms and can also decide to create new paradigms
- readers from the lowest to the highest tech library environment not only will be able to find, identify, or locate "themselves" and their libraries, but also will be able to find multiple ways (both classic and new) to articulate issues as well as multiple ways (both classic and new) to identify solutions

## BOOK ORGANIZATION: PART I

*Library Management for the Digital Age: A New Paradigm* introduces library managers and librarians who wish to be managers to the "new management" within the twenty-first-century library environment; the content is intended to be analyzed in a variety of ways including the use of case method. In addition, in part I, content is also illustrated and analyzed through the use of Paradigm Shifts, which are used to compare and contrast the old, "classic" management style with new, "contemporary" management practices. The sixteen chapters are as follows:

## **Chapter 1. Classic Management vs. New Management**

Library managers must be able to understand not only their workplace environment but also the practice of management and the role of change in management.

## **Chapter 2. Preparing and Maintaining the New Manager**

Learning how to manage has changed and learning opportunities include education, training, professional development, and/or continuing education.

## **Chapter 3. "Managing" New Employees/Staff/ Human Resources/Stakeholders**

A major part of learning a workplace environment is getting to know the organization's employees including how they have changed, how they have stayed the same, and how to choose appropriate methods of managing, directing, and coordinating.

## **Chapter 4. New Management of Change**

Today's managers must be able to define change and assist others in issues surrounding change as well as techniques for dealing with resistance to change and embracing change.

## **Chapter 5. New Managers Designing New Organizations**

Managers must assess organizations to determine if structures and practices need to be changed to meet the needs created by changing work environments.

## **Chapter 6. Management Infrastructure Documents in New Organizations**

An organization's management documents must be continuously assessed to determine if they keep up with the dramatic rate of change found in work environments today.

## **Chapter 7. Managing New Services and Resources**

Library managers manage and market a hybrid of classic as well as newer resources and services such as one-stop, distance, or remote access, and constituent-driven programs, resources, and services.



## **Chapter 8. Managing Those Outside the “Sphere”**

Much attention should be paid to relationships that provide support for the library such as peer organizations, partners, and the library’s umbrella institution.

## **Chapter 9. New Management “in Action” Communication**

Managers should audit their communication practices, identify skills set, and employ best practices to implement exemplary communication techniques.

## **Chapter 10. New Managers within Classic and New Organizations**

Library managers need successful coordinating and directing relationships with governing and advisory groups as well as stakeholders and supporters.

## **Chapter 11. New Managers in Classic and New Facilities and Environments**

Today’s managers must be prepared for maintaining, renovating, designing, and building library facilities that range from historic to the newest environments.

## **Chapter 12. New “Landscapes” for Library and Information Settings**

Library managers must be aware of and in tune with not only local, regional, or state issues and changes but also national and global societal changes and issues.

## **Chapter 13. Managing the Balance to Meet New Constituent/Customer Expectations**

Library managers must keep up with changing constituents (users and potential users) for library resources and services to remain relevant and essential to constituent communities.

## **Chapter 14. Accountability, Measurement, and Assessment in New Management Organizations**

Library managers must be well versed in assessment and measurement, as well as accountable to their umbrella organizations and communities for expenditures, resources, and the impact of those expenditures on constituents.

## Chapter 15. New Budgeting with (Mostly) Classic Budgeting Issues

Library managers are responsible for organizing, tracking, and spending dollars and must be able to justify and account for all public and private dollars, library services and resources, and the library's physical and digital infrastructure.

## Chapter 16. Emergency Management Roles and Responsibilities of New Managers

Libraries have long been involved in disaster planning to protect services and resources and today's work environments demand that employees are prepared at the highest levels for handling critical issues and risk and emergency management.

### BOOK ORGANIZATION: PART II

The management content described in part I is complemented by the sixteen cases in part II. Each case matches up with the chapter of the same number (e.g., case #1 matches with chapter 1). The cases are intended to be analyzed using the ten-point case method that is described in the introduction to part II. Cases can be analyzed in conjunction with part I content, or can be utilized independent of part I. For each case, the focus and uses within various types of libraries is given.

### THE DIGITAL AGE AND PARADIGM SHIFT

Finally, a reasonable question might be, however, can or *how* can low- or lower-tech environments make significant use of a management book presenting "digital age" paradigms and paradigm shifts? The answer to this question lies *not* in library funding levels or the identification of the type or size of the library or management style of the librarian—rather in the definition of *digital age*.

Many terms change or morph as they "age" or progress through their context or continuum. And, of course, things are relative. That is, three to four decades ago, a "high-tech" library might have been one with a card catalog converted to a high-speed microfilm reader and by no stretch of the imagination would that "high-tech" environment with the same reader (and some might say *with any* microfilm!) be considered "high tech" today.

Such is the term *digital age*. With almost dozens of definitions and interpretations of *digital age*, one can find a literal definition of the difference

between analog and digital as well as phrases many consider to be synonymous with *digital age* such as *computer age*, *information age*, or the *new media age*. *Digital age* is a perfect categorization of our current “state” in *all* library and information settings because not only does the phrase mean the changes in technology that have and continue to occur, but it also includes new ways of doing business, different ways of looking at things, changing processes and procedures, and the speed with which things change and become different. The reality is that libraries today are different, and *Library Management for the Digital Age: A New Paradigm* offers ideas not only on *what is* different and new that includes technology, but also different ways of looking at the usual, classic, or familiar for not only “what is now” but also “what is next.”

# Acknowledgments

Acknowledgments are the author's chance to identify those who inspired content but—because of my breadth of experience and, therefore, because the content in this book comes from both good and bad managers I have worked for, worked with, and observed—it's hard to acknowledge specific individuals who may represent one, the other, or—actually—aspects of both. Instead I choose to thank my infrastructure of support for life, which includes family, friends, professional acquaintances, and dogs—a wide range of purebred, mixes, and rescues! In addition, I have to thank Charles Harmon for this opportunity and his support.

# Introduction

Most introductions are designed to describe what's in the book. For this work, however, it's equally important to identify what doesn't seem to be included in the content, why some terminology is used or not used, as well as how and when the book might be used. To this end, this introduction includes what is in the book but also answers questions about what isn't in the book and why some things are identified as they are.

## **What Is Included in the Book?**

This book includes descriptions of libraries, employees, services, and resources but does so specifically in the context of how they have changed. Rather than providing historical contexts, paradigms describe what is happening or has just happened in many contemporary settings, and then Paradigm Shifts and management cases provide the bigger picture of how the profession, libraries, employees, and services and resources are changing and define what is "new." To keep content from stagnating, however, I've provided information in terms of what is contemporary, what is new, as well as how to use techniques in the workplace to continue to define what is changing and what is not only new but also next.

"New" management education and training curriculum and content, within the context of a contemporary workplace, should:

- identify contemporary management definitions
- focus on management issues
- illustrate how management definitions, issues, etc., apply to today's and tomorrow's environments and specifically nonprofit environments such as libraries

- illustrate how management definitions, issues, etc., apply to all types and sizes of libraries
- identify best practices, benchmarks, and examples
- provide techniques and tools for managers to learn and apply the discipline of management

Just as this content can be used in teaching, learning, and training settings, the *practitioner* should embrace this content and the techniques used to introduce content. That is, managers in the field should explore these techniques for the transition from management theory to the application of management content for employees, ancillary groups, umbrella organization employees, institutional partners, and vendors. New management managers must bring this content and these techniques into the workplace to illustrate management excellence and provide a rationale for data-driven decision-making and problem-solving. To this end, each chapter provides an overview of content, one or more Paradigm Shifts, and questions for discussion; cases that complement each chapter are included in part II, to be analyzed with the case method. Although a number of areas in the library and information *profession* do routinely use the case method technique for teaching and learning certain issues in academic settings (e.g., intellectual freedom, human resources, ethics), techniques such as the design of Paradigm Shifts and the case method should be integrated into workplace operations at all levels and for all types and sizes of libraries.

## **What Constitutes Contemporary Management Education and Training?**

Decades of “old management” education and training curricula have outlined the study of management in similar if not identical ways beginning with a historical look at theory, and types and styles of management. While the “history of management” approach is the older or more classic way of providing context for contemporary management, the reality is that studying management theory, and older or classic types and styles, is not a critical or required *initial* step in learning how to manage or—more importantly—how to excel at management. Instead, identifying aspects of management and management definitions, focusing on successful, contemporary management issues, illustrating how historical or more classic types and styles apply to today’s and tomorrow’s nonprofit environments, illustrating how types and styles apply to current library settings, and providing techniques and tools for managers to learn and apply the discipline of management is the more successful cur-

riculum for educating and training the *new* management manager. In addition, more typical management learning tools and techniques for managers have been used in educational settings or classrooms rather than in the workplace, and although these techniques are critical for learning how to transition from theory to the application of management content, new management managers must bring these techniques into work environments for efficiency, effectiveness, and more successful communication, as well as data- and information-driven decision-making and problem-solving.

For example, there are a variety of ways to use a Paradigm Shift as a technique in studying management. These ways include:

- study relevant curriculum, read or review the Paradigm Shift, and answer questions in group or classroom settings with guided discussions
- read or review the Paradigm Shift, answer questions in group or classroom settings, study relevant curriculum, and answer questions again through a guided discussion, and in the second discussion, compare answers to see if application of the management techniques altered answers or the suggested resolutions to the situation

Using Paradigm Shifts as management techniques in a new management workplace, however, is highly recommended. This technique—in group or classroom settings—is helpful in addressing issues and assists in decision-making and problem-solving, as well as teaching other managers and potential managers how to manage. Using Paradigm Shifts in the workplace can include:

- interview those involved; identify facts and issues; design a paradigm; provide a forum (ad hoc or ongoing group) for discussion; review the Paradigm Shift with the group and address, discuss, and answer questions; and then complete a Paradigm Shift and/or choose from among alternatives
- interview those involved; identify facts and issues; provide a forum (ad hoc or standard) for discussion; design a paradigm with those involved and other employees appropriate to the situation; review the Paradigm Shift and address, discuss, and answer questions; and/or choose from among alternatives

Although a number of areas in the *profession* do use Paradigm Shifts routinely, such as intellectual freedom and emergency management, this management technique should be integrated into operations at all levels if possible.

## **How Does This Book's Style or Content Delivery Work for Teaching and Learning Settings as Well as in the Workplace or Practice?**

Although almost all content about using paradigms, Paradigm Shifts, and case method techniques place their use in education and in training classrooms, the use of these techniques in the practice of management can be a manager's best tool for modeling behavior, discussing issues, solving problems, and orienting, training, and retraining. Education and training uses include:

- read the content, read the case or review the Paradigm Shift, and answer questions in group or classroom settings with guided, group discussions
- read the case, following practices for reviewing cases individually, have group discussion, and compare approaches and opinions on case handling and solutions
- review the Paradigm Shift in a group setting and answer questions, read content and answer—in the group—questions again, have guided discussion, and compare and contrast answers to see if content altered discussion, answers, or the resolutions
- read content, break group into small groups, have discussion, and compare and contrast approaches of smaller groups in larger group

Uses in practice include, for example, using tools for problem-solving:

- select a problem, interview those involved, identify facts and issues, prioritize, speculate on outcomes, share/discuss with those involved, propose solutions in team meetings, choose solutions based on data gathered, and create a Paradigm Shift for how the situation, activity, and problem were before and are now after the solution
- select a Paradigm Shift related to an organizational issue (new space, new service, changing resources), create a third column, gather a group, and complete the third column as a team
- select a Paradigm Shift related to an organizational issue (new space, new service, changing resources), create a third column, ask individuals involved to complete the third column by themselves, gather a group, compare third column as a team to identify difference and similarities, and create a third column after discussions
- select a problem, interview those involved, identify facts and issues, provide a forum (ad hoc or standard) for discussion, design a paradigm with those involved and other employees appropriate to the situation, ask others such as departments or small groups to take the paradigm and create a Paradigm Shift, gather a group of those smaller groups, compare shifts,



have groups defend shift elements chosen, and create the Paradigm Shift created by all involved

## **Who Are the Manager's "Employees" in Libraries Today and How Should They Be Identified?**

All types and sizes of libraries have varieties of people working in them at any given time. There are too many variations and categories of individuals to accurately characterize each situation in, for example, paradigms, cases, and general content specifically; therefore, for this book, the term *employees*—typically used to refer to only paid or salaried individuals—will be used to encompass full- and part-time workers, student workers, volunteers, interns, etc. While library managers need to have overarching policies for everyone for whom they are responsible, they need to ensure that every category of employee be covered (whether included or excluded) when considering human resource issues (insurance, benefits, performance, etc.) as well as management issues (communication, roles and responsibilities, etc.). Although it is not possible—given the range of types and sizes of libraries and their umbrella organizations, to provide specifics for the many different levels and types of employees for each situation, it is important to identify how these categories and levels of employees might be addressed by managers. A basic list is most easily done by identifying categories of employees by type of library.

Questions that managers need to have asked and answered for their employees include:

- Which employees are covered by which policies and procedures of the organization and/or umbrella organization?
- Who speaks for the library and library management, including in general communication and in decision-making, for public presentations, in formal and informal group meetings, and in written communication? And in a related issue, who is allowed to use library letterhead in communications?
- Who enters into agreements or is allowed to sign contracts? And what levels or types of contracts?
- How do organizational benefits apply to categories and levels of employees and, if applicable, what other benefits might apply such as umbrella organization, related entities, partnership benefits, or local, state, or federal infrastructure such as worker's compensation?

### *Public Libraries*

Public libraries can have permanent full- and part-time employees who are paid (hourly, salaried, on contract or subcontract, etc.); temporary (seasonal