



# LIBRARY MANAGEMENT 101

---

A PRACTICAL GUIDE

---

EDITED BY DIANE L. VELASQUEZ

[www.alastore.ala.org](http://www.alastore.ala.org)

## **LIBRARY MANAGEMENT 101**

ALA Editions purchases fund advocacy, awareness,  
and accreditation programs for library professionals worldwide.

[www.alastore.ala.org](http://www.alastore.ala.org)

# LIBRARY MANAGEMENT 101

---

A PRACTICAL GUIDE

EDITED BY Diane L. Velasquez



An imprint of the American Library Association | Chicago • 2013

[www.alastore.ala.org](http://www.alastore.ala.org)

**Diane L. Velasquez** is program director of the Library and Information Management and Business Information Management programs and lecturer at the University of South Australia. She teaches information governance, readers' advisory, and management and supervises the placement into industry of her students and the capstone project course. She was previously an assistant professor at a university in the Midwest. Her research interests include management and e-government in public libraries, readers' advisory, and librarians' perception of readers of genre fiction, especially the romance genre. Dr. Velasquez has a PhD in LIS from the University of Missouri, an MBA in management from Golden Gate University in San Francisco, an MLS from the University of Arizona, and a BA from San Jose State University. She spent 20 years in corporate America before switching careers to librarianship and academe.

---

© 2013 by the American Library Association. Any claim of copyright is subject to applicable limitations and exceptions, such as rights of fair use and library copying pursuant to Sections 107 and 108 of the U.S. Copyright Act. No copyright is claimed for content in the public domain, such as works of the U.S. government.

Printed in the United States of America

17 16 15 14 13 5 4 3 2 1

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBNs: 978-0-8389-1148-8 (paper); 978-0-8389-9502-0 (PDF)

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

Library management 101: a practical guide / edited by Diane L. Velasquez.

pages cm

Includes bibliographical references and index.

ISBN 978-0-8389-1148-8 (alk. paper)

1. Library administration—United States. 2. Library administration—Canada.

I. Velasquez, Diane, editor of compilation.

Z678.L4725 2013

025.1—dc23

2012044514

Cover design by Karen Sheets de Gracia. Image ©oriontrail/Shutterstock.

Text design by Adrianna Sutton in Stemple Schneidler and Futura.

Ⓢ This paper meets the requirements of ANSI/NISO Z39.48–1992 (Permanence of Paper).

*For Rich and Lisa—both of you have kept me sane during a very difficult time.  
Thanks.*

—Diane



# CONTENTS

---

*Preface* • ix

*Acknowledgments* • xiii

- 1 **Introduction to Management** • 1  
Diane L. Velasquez
- 2 **Classical Theory** • 9  
Lisa K. Hussey
- 3 **Modern Theory** • 29  
Lisa K. Hussey
- 4 **Human Resources Management** • 53  
Diane L. Velasquez
- 5 **Strategic Planning** • 77  
Mary Wilkins Jordan
- 6 **Leadership and Decision Making** • 91  
Mary Wilkins Jordan and Lisa K. Hussey
- 7 **Organizational Communication** • 107  
Lisa K. Hussey
- 8 **Change Management and Organizational Culture** • 121  
Diane L. Velasquez and Lisa K. Hussey
- 9 **Marketing** • 145  
Diane L. Velasquez
- 10 **Financial Management** • 161  
Diane L. Velasquez



- 11 **Assessment and Evaluation** • 177  
Jennifer Campbell-Meier
- 12 **Internal and External Stakeholders** • 195  
Diane L. Velasquez
- 13 **Ethics and Confidentiality** • 209  
Diane L. Velasquez
- 14 **Understanding and Resolving Conflict** • 229  
Lisa K. Hussey
- 15 **Diversity** • 241  
Lisa K. Hussey
- 16 **Facilities Management** • 253  
Lenora Berendt
- 17 **Information Technology Management** • 271  
Diane L. Velasquez
- 18 **Grants and the Grant Writing Process** • 285  
Catherine Hakala-Ausperk
- 19 **Outsourcing** • 305  
Heather L. Hill
- 20 **Future Trends** • 323  
Lisa K. Hussey and Diane L. Velasquez
- Glossary* • 335  
*Contributors* • 349  
*Index* • 351



Supplemental materials, including a companion bibliography of references and further readings are available online at [www.alaeditions.org/webextras](http://www.alaeditions.org/webextras).

# PREFACE

---

Library and information science (LIS) schools accredited by the American Library Association (ALA) don't all consider a management course to be a requirement. Many of the schools view a specialty course on academic libraries, public libraries, and so forth to be enough of an introduction to the topic of management for LIS students. I disagree wholeheartedly, but then I am not an unbiased viewer on this subject. I have taught the overview management course every semester for the past five years at an ALA-accredited LIS school in the Midwest.

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

## HOW THIS BOOK CAME ABOUT

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

This textbook pulls together best practices from people who teach management at ALA-accredited LIS schools, both throughout the

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

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

*Empowering Learners: Guidelines for School Library Programs* (AASL, 2009a)

*Standards for the 21st-Century Learner in Action* (AASL, 2009b)

*A Planning Guide for Empowering Learners* (AASL, 2012a)

*A 21st-Century Approach to School Librarian Evaluation* (AASL, 2012b)

## PEOPLE AND MANAGEMENT

*Managing any people is like herding cats.*

—Warren Bennis (1999, p. 7)

Management is complicated because the majority of the time it involves managing people, and all of the different aspects of those people. This book discusses different types of management, but the one aspect they all have in common is people. People are the basis of the organizations that we call libraries and information centers, and if you treat (i.e., manage) your people well, they will serve the organization well. I recently

presented a case as part of a management course I am teaching; in it, the CEO comments that he wants his people to be excited to come to work every day. This is a sentiment that we, as managers, should share because happy employees make for happy patrons.

## References

- American Association of School Librarians. (2009a). *Empowering learners: Guidelines for school library programs*. Chicago, IL: Author.
- American Association of School Librarians. (2009b). *Standards for the 21<sup>st</sup>-century learner in action*. Chicago, IL: Author.
- American Association of School Librarians. (2012a). *A planning guide for empowering learners* (online program assessment and planning module). Chicago, IL: Author and Britannica Digital Learning.
- American Association of School Librarians. (2012b). *A 21st-century approach to school librarian evaluation*. Chicago, IL: Author.
- Bennis, W. (1999). *Managing people is like herding cats*. Provo, UT: Executive Excellence Publishing.
- Donham, J. (2008). *Enhancing teaching and learning* (2nd ed.). New York, NY: Neal-Schuman.
- Martin, B. S., & Zannier, M. (2009). *Fundamentals of school library media management: A how-to-do-it manual*. New York, NY: Neal-Schuman.
- Morris, B. J. (2010). *Administering the school library media center*. Santa Barbara, CA: Libraries Unlimited.
- Woolls, B. (2008). *The school library media manager*. Westport, CT: Libraries Unlimited.



# ACKNOWLEDGMENTS

---

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

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

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



# INTRODUCTION TO MANAGEMENT

---

**Diane L. Velasquez**

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

## PROFESSIONAL ACCREDITATION AND DEVELOPMENT

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



library, some directors or deans will have a juris doctorate (JD), which is a law degree. Still others will have a master's of business administration (MBA) or a master's of public administration (MPA). Again, it all depends. Many of us have a combination of degrees.

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

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

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

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

## HOW THIS BOOK IS ORGANIZED

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

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

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

Implementing a strategic plan takes strong leadership and excellent decision-making skills, the subjects of Chapter 6. Bad leadership seems easy enough to recognize, but what defines good leadership? Why are some people better at leading than others? Can leadership be taught? I believe it can be by, first, learning to "know yourself" (Bennis, 1999, p. 103). The other ingredients leaders share, according to Bennis (2009), are a guiding vision, passion, and integrity. Once you know yourself,

you will be able to discover the type of leader you are and learn to become a better one (Bennis, 2003). Creative leaders make sure their people understand that everyone is in this together, thus creating an environment in which leadership can grow and the people feel nurtured. Toward this end are these six things that a good leader creates:

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

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

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

Once the organization “knows itself,” it’s time to let others know about it. If no one knows the library is there, after all, who will use the services and programs? Most of us like to believe that everyone realizes that our libraries are out there, but do they know what our libraries

offer? Marketing, the topic of Chapter 9, is the strategy to employ to get the word out, and all types of libraries should market their services. Marketing efforts can be as simple as word of mouth, posting flyers, or sending e-mails or more far-reaching, such as advertisements in the newspaper or on the radio—anything that lets the community know what is going on at the library.

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

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

Chapter 12 turns its attention to the internal and external stakeholders of the organization. When looking at internal and external stakeholders for a library or information center, the idea is to discover how well these stakeholders are served. Internal stakeholders include employees, the parent organization, and department, and external stakeholders can be people who donate money, employees, city workers . . . the list can go on and on.

Ethics and confidentiality, the subject of Chapter 13, are at the heart of library service. Guidelines such as those offered by the ALA—for example, the ALA Code of Ethics and the Library Bill of Rights—are valuable tools for library service. How well we provide information to patrons and keep this information confidential reflects on organizational integrity. Many times our personal viewpoints need to be parked at the door when we walk into work because we may or may not agree with someone, but this does not give us, as librarians, the right to censor a book choice. Other professional organizations, such as the American Association of Law Libraries (AALL), Medical Library Association (MLA), and Special Library Association (SLA), also have codes of ethics similar to ALA's but with guidelines specific to their particular focus, such as law, health sciences, or special librarianship. The full text of the ALA, AALL, and MLA codes and the Library Bill of Rights is included at the end of the chapter.

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

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

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

ways, from old-fashioned keys to high-tech swipe cards and punch-in pass codes.

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

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

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

Finally, Chapter 20 examines future trends in librarianship. What will the future bring, and how will it affect the management of libraries? As

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

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

## References

- Bennis, W. (1999). *Managing people is like herding cats*. Provo, UT: Executive Excellence Publishing.
- Bennis, W. (2003). *On becoming a leader* (Rev. ed.). New York, NY: Basic Books.
- Bennis, W. (2009). *The essential Bennis*. San Francisco, CA: Jossey-Bass.
- Schein, E. H. (2003). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Wiegand, W. A. (1996). *A biography of Melvil Dewey: Irrepressible reformer*. Chicago, IL: American Library Association.

# INDEX

---

## A

- AALL (American Association of Law Libraries), 6, 210, 223–224
- Abilene paradox, 38–39
- academic libraries
  - funding, 166
  - internal stakeholders, 196
  - marketing, 149
  - organizational chart, 131
- acceptance of authority, 22
- access to information, 272–273
- ACRL (Association of College and Research Libraries), 2
- administrative management
  - Henri Fayol on, 17–19
  - and leadership theories, 94–95
  - Luther Gulick on, 19–20
  - overview, 17, 20
  - POSDCORB, 19
  - principles of, 18–19
- African Americans, 242
- Age Discrimination in Employment Act of 1967, 56, 61, 69
- air quality, 259–260
- ALA (American Library Association)
  - Accessibility Basics for Librarians webpage, 266
  - Code of Ethics, 6, 210, 220, 222–223
  - Library Bill of Rights, 215–216, 220, 226
  - overview, 2
- Alabama Public Library Service (APLS), 179
- ALISE (Association for Library and Information Science Education), 243
- alone, patron’s right to be left, 220
- alternative funding, 287. *See also* grant proposals
- American Marketing Association, 145
- Americans with Disabilities Act of 1990 (ADA), 56, 57, 69, 265–266
- Apple, 147–148
  - approved grant proposals, 300
- Argyris, Chris, 128
- Armstrong, Neil, 92
- artifacts, 124–125
- Asian Americans, 242
- assessment and evaluation
  - balanced scorecard, 187
  - benchmarking, 187
  - case study, 192
  - cause analysis tools, 189
  - change process, 126
  - contingency diagrams, 189
  - data collection and analysis tools, 188–189
  - developing an evaluation plan, 189–190
  - evaluation standards, establishing, 84
  - force field analysis, 189
  - goals and objectives, 177–179
  - grant proposals, 290
  - marketing, 157



- measures, 179–186
  - OBE (outcome-based evaluation), 182–183
  - outcomes assessment, 182–186
  - outsourcing, 314
  - overview, 3–8, 177–179
  - process analysis tools, 188
  - reading list, 193
  - sample assessment worksheet, 191
  - sampling, 188–189
  - stakeholder analysis, 187
  - storyboards, 187
  - strategic planning, 85
  - surveys, 188–189
  - tools for, 186–189
  - Association of College and Research Libraries (ACRL), 2
  - Association of Research Libraries (ARL), 182
  - assumptions and implicit beliefs of an organization, 124–125
  - attitude, 118
  - Australia, outsourcing in, 310, 313, 314
- B**
- background checks, 57–58
  - balanced scorecard, 187
  - bandwidth, computer, 278–279
  - Bankruptcy Act, 56
  - Barnard, Charles, 20–21, 22–23, 95
  - behavioral norms, 233
  - behavioral school of management
    - criticism of, 25–26
    - Hawthorne experiments, 23–24
    - Maslow's hierarchy of needs, 24–25
    - overview, 23
  - benchmarking, 187
  - benefits for employees, 60–61
  - Bennis, W., 4, 92, 134, 217
  - Berg, D. N., 232
  - Berners-Lee, Tim, 271
  - Bertot, J. C., 277
  - Birdir, B., 98
  - books
    - checking out books, confidentiality of patron when, 220
    - cost of, 172–173
    - donation policy, 218
    - interlibrary loan (ILL) of, 174
  - Bosch, S., 171
  - Boston Public Library (BPL), 326
  - Brandeis, L. D., 220
  - branding, 146
  - Brett, William Howard, 306
  - budget
    - books, cost of, 172–173
    - capital, 162
    - facilities management, 266
    - in-class group exercise, 5–6, 174–175
    - journals, cost of, 171
    - line item budgets, 163–166
    - marketing, 158
    - materials costs, 171–173
    - operations budgets, 162–163
    - overview, 161–162
    - periodicals, cost of, 171–172
    - personnel budgeting, 167–171
    - reading list, 176
    - serials, cost of, 171–172
    - zero-based budgeting, 173–174
  - bureaucratic management
    - characteristics of, 15–16
    - criticism of, 16–17
    - Max Weber on, 14–17
    - top-down management, 16
  - Burger, Leslie, 275
  - business transactions, confidentiality of, 219–220
- C**
- cadence, 117
  - California, outsourcing in, 316–317
  - capital budget, 162
  - case study

- assessment and evaluation, 192
- change management, 138–140
- communication, 118–119
- conflict, 239–240
- ethics, 220–221
- facilities management, 267
- grant proposals, 301–302
- information technology management, 280–281
- leadership, 103–104
- marketing, 158–159
- stakeholders, 206
- strategic planning, 87–88
- cataloging, automation of, 137
- cause analysis tools, 189
- CCT (compulsory competitive tendering), 310
- celebrating end of plan, 85–86
- censorship and collection management, 217–218
- change management
  - case study, 138–140
  - change as process, 125–127
  - diversity initiatives, 247–249
  - fear of change, 121–122
  - leadership and change, 134–135
  - need for change, recognizing, 125–126
  - organizational change, 127–133
  - overview, 129
  - reading list, 142–143
  - resistance to change, 135–138
  - structural change, 133–134
- channels of communication, 109, 111
- charismatic leadership theory, 97–98
- checking out books, confidentiality of patron when, 220
- Chicago Public Library, 197, 211
- Child Support Enforcement Amendments, 56
- CIPA (Children’s Internet Protection Act), 202, 211, 212
- Civil Rights Act of 1964, 56, 61
- classical management theories
  - administrative management
    - Henri Fayol on, 17–19
    - Luther Gulick on, 19–20
    - overview, 17, 20
    - POSDCORB, 19
    - principles of, 18–19
  - bureaucracy
    - characteristics of, 15–16
    - criticism of, 16–17
    - Max Weber on, 14–17
    - top-down management, 16
  - overview, 20
  - scientific management
    - Frank Gilbreth on, 13–14
    - Frederick Taylor on, 11–12
    - Henry Gantt on, 14
    - Lillian Gilbreth on, 13–14
    - One Best Way, 11, 12, 14
    - overview, 10–11
    - Therblig, 13–14
  - cleanliness, having a high standard of, 255
  - The Cleveland Foundation, 293
  - closed systems, 40–41
  - COBRA (Consolidated Omnibus Budget Reconciliation Act), 69
  - codes of ethics
    - AALL (American Association of Law Librarians), 223–224
    - ALA (American Library Association), 7, 210, 220, 222–223
    - MLA (Medical Library Association), 224–226
    - overview, 210–211
  - collection development and management
    - censorship and, 217–218
    - outsourcing, 307–308
  - communication
    - attitude, 118
    - cadence, 117
    - case study, 118–119
    - channel, 109, 111
    - competence, 111

- conflict resolution, as part of, 236
- context and environment, 111–112
- direction of, 113–116
- downward, 113–115
- e-mail, 117
- encoding and decoding, 109
- feedback, 111, 114–115
- formal, 112, 116
- group (networked), 113
- horizontal, 115–116
- humor, 117–118
- IM (instant messaging), 117
- informal, 112
- interpersonal, 112
- message, 109
- misunderstood, 117–118
- models, 109–111
- modes of, 116–117
- noise, 111
- oral, 116
- overview, 4, 107–108
- process, 109–112
- reading list, 119
- reasons we communicate, 108
- senders and receivers, 109
- texts, 117
- tone, 117
- types of, 112–113
- upward, 113–114
- vertical, 113–115
- word choice, 118
- written, 116
- community as stakeholder, 199–200
- complete services, outsourcing, 307–308
- The Complete Idiot's Guide to Grant Writing* (Thompson), 291
- compromise, 234
- compulsory competitive tendering (CCT), 310
- computers
  - access, cost of, 173
  - filters, 201–202
  - hardware
    - future trends, 327
    - overview, 273–274
  - software
    - future trends, 327–328
    - overview, 277–278
- confidentiality
  - alone, patron's right to be left, 220
  - of business transactions, 219–220
  - checking out books, confidentiality of patron when, 220
  - donations, confidentiality of, 219
  - and human resources, 219
  - overview, 218–219
  - reading list, 228
- conflict
  - case study, 239–240
  - communication as part of process
    - of resolving, 236
  - compromise, 234
  - deconstructing, 237–238
  - forced solutions, 234–235
  - group development, 232–233
  - identity-based, 235
  - mediation, 235–239
  - narrative mediation, 236–239
  - overview, 229
  - reading list, 240
  - resolution, 7, 233–235
  - resource-based, 235
  - respect in dealing with, 235–236
  - tension and, 229–232
  - underlying causes, 234
  - uniqueness of each, 233
- Consolidated Omnibus Budget Reconciliation Act (COBRA), 69
- context and environment for communication, 111–112
- contingency diagrams, 189
- contingency theory, 21, 95
- contracting. *See* outsourcing
- Cope, O., 134
- core services, 307
- corporate libraries, 148–149
- criminal background checks, 57

curators of the University of Missouri, 203  
 current situation, assessing, 80–82  
 customer service, 204–205

## D

data collection and analysis tools, 188–189  
 data gathering for strategic planning, 79–80  
 deadlines and decision dates for grant proposals, tracking, 294  
 decision making  
   ethics and, 216–217  
   overview, 100  
   steps for, 100–101  
 deconstructing conflict, 237–238  
 Deming, W. Edward, 44–46  
 Dempsey, B., 99  
 denied grant proposals, 299–300  
 Dewey, Melvil, 3  
 Dickson, W. J., 23  
 digital media, 328–331  
 direction of communication, 113–116  
 disaster planning and emergency preparedness, 263–264  
 discipline for employees, 70–72  
 discursive formations, 237  
 distance education, 328  
 diversity  
   defining, 242–244  
   exercise, 250–251  
   future trends, 332  
   initiatives, 247–249  
   language of, 245–246  
   in LIS professions, lack of, 243  
   overview, 8, 241–242  
   reading list, 251–252  
   tokenism, 245  
   visual, 244–245  
   white privilege, 246–247  
 divine right leadership theory, 93, 94  
 DMCA (Digital Millennium Copyright Act), 330

documenting discipline issues, 71–72  
 donations, confidentiality of, 219  
 donors as stakeholders, 200  
 double loop learning, 128  
 downward communication, 113–115  
 Drucker, Peter, 30, 323

## E

e-books, 328–331  
 e-mail communication, 117  
 E-Rate, 3, 203–204, 211–212  
 e-readers, 328–329  
 early influential modern management theorists  
   Douglas McGregor, 30–32  
   overview, 30  
   Peter Drucker, 30, 32–33  
   Theory X, 30–32, 96  
   Theory Y, 30–32, 96  
 editing grant proposals, 288–289  
 educational background checks, 57–58  
 EEOC (Equal Employment Opportunity Commission), 61  
 effective listening, 111  
 electricity, 258–259, 279  
 Elementary and Secondary Education Act (ESEA), 203, 211, 212  
 Elizabeth I (queen), 93  
 emergency preparedness and disaster planning, 263–264  
 employees  
   benefits for, 60–61  
   discipline for, 70–72  
   exempt, 61, 62–68  
   existing employees, training and retaining, 73  
   nonexempt, 61  
   strategic planning, involvement in, 86  
   terminating, 72  
   unionized, 197  
 encoding and decoding communication, 109

- energy and environmental systems management
- electricity, 258–259
  - heating, air-conditioning, and ventilation, 259–260
  - humidity and mold issues, 260–261
  - overview, 258
  - plumbing, 261
  - technology and telecommunications equipment, 258
  - water issues, 261
- EPA (Environmental Protection Agency) guidelines, 264–265
- Equal Employment Opportunity Commission (EEOC), 61
- espoused beliefs and values of an organization, 35, 124–125
- ethics. *See also* codes of ethics
- ALA Library Bill of Rights, 215–216, 220, 226
  - case study, 220–221
  - ensorship and collection management, 217–218
  - CIPA (Children’s Internet Protection Act), 211
  - and confidentiality, 6
  - and decision making, 216–217
  - E-Rate, 211–212
  - legal guidelines, 210–216
  - LSTA (Library Services and Technology Act), 212
  - overview, 209
  - Patriot Act, 213–215
  - reading list, 228
  - Son of CIPA laws, 213
  - Title III of the Elementary and Secondary Education Act (ESEA), 212
- evaluation. *See* assessment and evaluation
- evaluation and decision-making tools, 189
- executive summary, 152
- exempt employees, 61, 62–68
- existing employees, training and retaining, 73
- exterior maintenance, 255–256
- external stakeholders, 5, 198–204
- F**
- facilities management
- budget, 266
  - case study, 267
  - energy and environmental systems management, 258–261
  - fiscal organization and responsibility, 266
  - information technology, adapting for, 274–275
  - operations maintenance, 254–257
  - overview, 8, 253–254
  - reading list, 268–269
  - safety and security, 261–266
- faculty as stakeholders, 200
- Fair Labor Standards Act (FLSA), 61, 62–68
- Family and Medical Leave Act (FMLA), 70
- Fayol, Henri, 17–19, 94
- FDLP (Federal Depository Library Program), 195
- fear of change, 121–122
- federal government as stakeholder, 200–201, 203–204
- federal legal protections
- Age Discrimination Act of 1967, 61, 69
  - Americans with Disabilities Act of 1990 (ADA), 69
  - Civil Rights Act of 1964, 61
  - Consolidated Omnibus Budget Reconciliation Act (COBRA), 69
  - Fair Labor Standards Act (FLSA), 61, 62–68
  - Family and Medical Leave Act (FMLA), 70
  - Genetic Information Nondiscrimination Act of 2008 (GINA), 70

- Health Insurance Portability and Accountability Act (HIPAA), 70
- Occupational Safety and Health Act (OSHA), 69
- feedback, 111, 114–115
- FEMA (Federal Emergency Management Agency), 264
- FICA (Federal Insurance Contribution Act), 169
- Fiedler, Fred, 95
- The Fifth Discipline* (Argyris), 41, 128
- filters, computer, 201–202
- financial background checks, 658
- financial management. *See* budget
- Florida, outsourcing in, 317–318
- flowcharts, 188
- FLSA (Fair Labor Standards Act), 61, 62–68
- FMLA (Family and Medical Leave Act), 70
- focus groups, 84, 87, 147
- Follett, Mary Parker, 20–22, 49, 94–95
- followers, 101–102
- following up with patrons, 205
- FOLs (Friends of the Library), 196, 197
- food and drink in library, 254–255
- force field analysis, 189
- forced solutions to conflict, 234–235
- formal communication, 112, 116
- formal groups, 36–37
- formal job description, 55
- forming stage of group development, 232
- Foundation Center, 288, 292
- Foundation Directory, 287
- four Cs of marketing, 146–147
- four Ps of marketing, 146–147
- Free Library of Philadelphia, 326
- FTE (full-time equivalent), 181
- The Functions of the Executive* (Barnard), 22, 95
- funding for libraries, 150–151. *See also* grant proposals
- FUTA (federal unemployment tax assessments), 169
- future trends
- computer hardware, 327
  - digital media, 328–331
  - distance education, 328
  - diversity, 332
  - e-readers, 328–329
  - economic issues, 324–326
  - outsourcing, 318–319
  - overview, 8, 323–324
  - reading list, 333–334
  - social media, 331–332
  - software, 327–328
  - technology and, 323–324, 326–331
- G**
- Gantt, Henry, 14
- Gantt chart, 14
- Gates, Bill, 92
- general maintenance, 256
- Genetic Information Nondiscrimination Act of 2008 (GINA), 70
- Gilbreth, Frank, 13–14
- Gilbreth, Lillian, 13–14
- Gilchrist, Debra, 184
- goals and objectives, 82–84, 126, 177–179
- Gouldner, Alvin, 37–38
- government libraries
- funding for, 148
  - outsourcing, 309
  - grant proposals
    - approved, 300
    - case study, 301–302
    - deadlines and decision dates, tracking, 294
    - denied, 299–300
    - directions, following, 295–298
    - editing, 298–299
    - final review, 298–299
    - funder, identifying appropriate, 290–295
    - future applications, reusing information in, 301
    - measurement and evaluation, 290

mission-driven, making your  
 application, 298  
 need, documenting existing, 289  
 objectives, stating, 289  
 partners, 290, 298  
 preparation for writing, 286–288  
 project, identifying your, 288–289,  
 288–290  
 proofreading, 296–297  
 questions about proposal, before  
 writing proposal answering,  
 297–298  
 reading list, 303  
 reasons managers don't like to  
 write, 286  
 timetable, 290  
 tips for, 293–294, 296–298, 302  
 writing, 293–294  
 Griffin, R. W., 232  
 group (networked) communication,  
 113  
 group development  
 behavioral norms, 233  
 forming stage, 232  
 norming stage, 232–233  
 overview, 232  
 performing stage, 233  
 storming stage, 232  
 group dynamics, 37  
 groups, 36–37  
 groupthink, 38–39  
 Gulick, Luther, 19–20

## H

hardware, computer. *See* computer  
 hardware  
 Harris, Leslie, 266  
 Hawaii State Public Library System  
 (HSPLS), 307–308  
 Hawthorne experiments, 23–24  
 health coverage, 69  
 Health Insurance Portability and  
 Accountability Act (HIPAA), 70  
 heating, air-conditioning, and ventila-  
 tion, 259–260

Helmick, C., 99  
 Henderson, K., 171  
 hiring process  
 background checks, 57–58  
 interviews, 55–57  
 job description, 55  
 job offer, 58–59  
 overview, 54, 73–75  
 Hispanics/Latinos, 242  
 horizontal communication, 115–116  
 human relations, introduction of,  
 20–23  
 human resources management  
 (HRM)  
 benefits for employees, 60–61  
 and confidentiality, 219  
 discipline for employees, 70–72  
 federal legal protections, 61–70  
 hiring process, 54–59, 73–75  
 overview, 53–54  
 pay for personnel, 59–60  
 professional development, 60–61  
 reading list, 75  
 terminating employees, 72  
 training and retaining  
 existing employees, 73  
 new hires, 72–73  
*The Human Side of Enterprise*  
 (McGregor), 30, 96  
 humidity and mold issues, 260–261  
 humor in communication, 117–118

## I

ICTs (information and communica-  
 tion technologies), 306, 307  
 identity-based conflict, 235  
 ILS (integrated library system), 279  
 IM (instant messaging), 117  
 Immigration Reform and Control Act  
 (ICRA), 56  
 implementing plan, 84–85, 126  
 implicit beliefs and assumptions of an  
 organization, 124–125  
 in loco parentis, 201  
 individual ambivalence, 231

individual identity and group identity, balance between, 230–231

informal communication, 112

informal groups, 36–37

information technology management

- access to information, 272–273
- bandwidth, 278–279
- case study, 280–281
- computer hardware, 273–274
- electricity and, 279
- facilities, adapting, 274–275
- Internet, library use of, 275–277
- managing technology, 280
- overview, 271–272
- prominence of information technology in libraries, 272–274
- reading list, 283
- servers, 279
- software, 277–278
- virus protection, 277

initiatives, diversity, 247–249

input measures, 179–181

instant messaging (IM), 117

Institute of Museum and Library Services (IMLS), 178, 180, 182, 203, 292

integrated library system (ILS), 279

integrity, 216–217

interior maintenance, 254–255

interlibrary loan (ILL) of books, 174

internal stakeholders

- academic libraries, 196
- overview, 5
- public libraries, 197–198

Internet

- library use of, 275–277
- as stakeholder, 201

interpersonal communication, 112

interviews, 55–57

**J**

JD (juris doctorate), 2

job description, 55

job offer, 58–59

journals, cost of, 171

**K**

Kaizen, 47–48

Kanter, Rosabeth Moss, 129, 135

King, Martin Luther, Jr., 92

Klusendorf, H., 171

Kotter, John P., 136

**L**

language of diversity, 245–246

LaRue, Jamie, 218

Lauterborn, R. F., 146

Lawrence, Paul, 136

leadership

- case study, 103–104
- and change, 134–135
- competencies, 98–100
- decision making, 100–101
- examples of leaders, 92
- followers, 101–102
- overview, 4, 91–92
- reading list, 105–106

leadership theories

- administrative management and, 94–95
- charismatic theory, 97–98
- divine right, 93, 94
- overview, 93
- power theory, 93–94
- situational theories, 95–96
- trait theory, 94
- transactional theory, 97
- transformational theory, 96–97

learning organization, 41–43

legal guidelines, 210–216, 316–318.

*See also* federal legal protections

Lewin, Kurt, 127–128

LibQUAL+, 182

Library Bill of Rights, 6

Library of Congress, 306

lighting, 259

line item budgets, 163–166

LIS (library and information science), 241–242

Lodge, Missy, 296



Los Angeles Public Library (LAPL),  
326

Louis XVI (king), 93

LSTA (Library Services and Technol-  
ogy Act), 203, 211, 212

LSTA grants, 295

## M

Machiavelli, Niccoló, 94

management by objectives (MBO),  
33–34

management theories

acceptance of authority, 22

behavioral school of management

criticism of, 25–26

Hawthorne experiments, 23–24

Maslow's hierarchy of needs,  
24–25

overview, 23

Charles Barnard, 19–21, 22–23

classical theories

administrative management,  
17–23

bureaucracy, 14–17

overview, 20

readings list on, 27

scientific management, 11–14

human relations, introduction of,  
20–23

Mary Parker Follett, 20–22

modern theories

early influential modern manage-  
ment theorists, 30–34

learning organization, 41–43

management by objectives  
(MBO), 33–34

organizational behavior, 35–39  
overview, 29–30

Peter Senge, 41–43

quality theories, 43–48

readings list, 50–51

respect, concept of, 33

systems theory, 39–41

overview, 9–10

marketing

budget, 158

case study, 158–159

creating a market, 147–148

environmental analysis, 153

evaluation methods, 157

executive summary, 152

four Cs, 146–147

four Ps, 146–147

library four Ps, 147

management, 146–150

methods of, 150–151

mission statement, 152–153

mix, 150–151

objectives, 156–157

overview, 4–5, 145–146

portfolio analysis, 155–156

programming and services, asking  
patrons what they want in, 151

reading list, 159–160

strategic planning, 152–158

SWOT analysis, 153–155

target market, 151, 155

timetable, 157–158

Maslow, Abraham, 24–25

Maslow's hierarchy of needs, 24–25

mass media as stakeholder, 201

materials costs, 171–175

Mayo, Elton, 23

McGregor, Douglas, 30–32, 96

measures

input, 179–181

outcomes assessment, 182–186

output, 182, 183

overview, 179

process, 181

qualitative, 179

quantitative, 179

mediation, 235–239

Medicare payments, 169

mental models, 42

message, 109

metainformation, 272

microclimates, 260

millage, 166, 198

mission-driven, making your grant

- application, 298
  - mission statement, 152–153
  - misunderstood communication, 117–118
  - MLA (Medical Library Association), 6, 210, 224–226
  - MLIS (Master of Library and Information Science), 243
  - model of communication, 109–111
  - modern management theories
    - early influential modern management theorists
      - Douglas McGregor, 30–32
      - overview, 30
      - Peter Drucker, 30, 32–34
      - Theory X, 30–32, 96
      - Theory Y, 30–32, 96
    - learning organization, 41–43
    - management by objectives (MBO), 33–34
    - organizational behavior
      - Abilene paradox, 39
      - Alvin Gouldner on, 37–38
      - Edgar Schein on, 35–37
      - groupthink, 38–39
      - overview, 35
    - overview, 29–30
    - Peter Senge, 41–43
    - quality theories
      - Kaizen, 47–48
      - overview, 43–44
      - Six Sigma, 47–48
      - W. Edward Deming, 44–46
      - William Ouchi, 46–47
    - readings list, 50–51
    - respect, concept of, 33
    - systems theory, 39–41
  - modes of communication, 116–117
  - Monk, Gerald, 236–237
  - Moore’s Law, 271, 327
  - Murphy, M., 99
- N**
- Nanus, Bert, 134
  - narrative mediation, 236–239
  - Narrative Mediation* (Winslade and Monk), 236
  - National Labor Relations Act (NLRA), 56
  - Native Americans, 242
  - NCES (U.S. National Center for Education Statistics), 180
  - Needham, G., 135
  - neoliberalism, 313
  - new hires, training and retaining, 72–73
  - The New Inquisition: Understanding and Managing Intellectual Freedom Challenges* (LaRue), 218
  - New York Public Library, 211
  - Nicely, D., 99
  - noise (communication), 111
  - nonexempt employees, 61
  - nonprofit, funding for libraries that are, 148
  - nonprofit organizations as stakeholders, 199
  - norming stage of group development, 232–233
  - NPM (new public management), 313–314
- O**
- Oak Brook, Illinois, 166
  - OBE (outcome-based evaluation), 182–183
  - objectives and goals, 82–84, 126, 177–179
  - Occupational Safety and Health Act (OSHA), 69, 265
  - One Best Way, 11, 12, 14
  - The One Minute Manager* (Blanchard and Johnson), 48
  - open source software, 327–328
  - open systems, 41
  - operations budgets, 162–163
  - operations maintenance
    - cleanliness, having a high standard of, 255
    - exterior maintenance, 255–256

- food and drink in library, 254–255
    - general maintenance, 256
    - interior maintenance, 254–255
    - overview, 254
    - preventive maintenance, 256–257
  - opportunities, 81, 154
  - oral communication, 116
  - organizational behavior
    - Abilene paradox, 39
    - Alvin Gouldner on, 37–38
    - Edgar Schein on, 35–37
    - groupthink, 38–39
    - overview, 35
  - organizational change, 127–133
  - organizational change model, 127–128
  - organizational chart
    - academic library, 131
    - public library, 130
  - organizational communication, 108
  - organizational culture
    - artifacts, 35, 124–125
    - assumptions and implicit beliefs of an organization, 35–36, 124–125
    - change management, 127–133
    - espoused beliefs and values of an organization, 35, 124–125
    - overview, 4, 122–125
    - reading list, 142–143
  - Organizational Culture and Leadership* (Schein), 123
  - organizational philosophy, 46–47
  - OSHA (Occupational Safety and Health Administration) guidelines, 264–265
  - Ouchi, William, 46–47, 96
  - outcome-based evaluation (OBE), 182–183
  - outcomes assessment, 182–186
  - output measures, 182, 183
  - outsourcing
    - in Australia, 310, 313, 314
    - in California, 316–317
    - collection development, 307–308
    - competition with, 315
    - complete services, 307–308
    - cooperation with, 315
    - current state of, 306–307
    - evaluating, 314
    - in Florida, 317–318
    - future of, 318–319
    - government libraries, 309
    - history of, 306
    - legal guidelines, 316–318
    - NPM (new public management), 313–314
    - overview, 305–307
    - public libraries, 310–313
    - public objection to, 315–316
    - reaction of library management to, 314–316
    - reading list, 321
    - special libraries, 309–310
    - in United Kingdom, 309, 310–311, 313, 318
    - whole libraries, 308–313
  - OverDrive, 329–330
- P**
- paid time off (PTO), 169–170
  - partners, 290, 298
  - Patriot Act, 213–215
  - patrons
    - involving, 86–87
    - as stakeholder, 201–202
  - pay for personnel, 59–60
  - payment of fines, confidentiality of, 220
  - Pearson, K., 98
  - performing stage of group development, 233
  - periodicals, cost of, 171–172
  - personal mastery, 41–42
  - personnel budgeting, 167–171
  - Phoenix Public Library (PPL), 308
  - PLA (Public Library Association), 2
  - planning for change, 126
  - plumbing, 261
  - Poole, William Frederick, 306

- Poole's Index to Periodical Literature*, 306
- portfolio analysis, 155–156
- POSDCORB, 19
- power leadership theory, 93–94
- Preer, J., 216
- preventive maintenance, 256–257
- The Prince* (Machiavelli), 94
- The Principles of Scientific Management* (Taylor), 11
- private and public schools as stakeholders, 202–203
- privatization, 305
- problems, potential, 86–87
- process, change as, 125–127
- process analysis tools, 188
- process consultation, 36
- process measures, 181
- professional accreditation, 1–2
- professional development, 2, 60–61
- programming and services, asking patrons what they want in, 151
- progressive discipline, 71
- project planning and implementation tools, 187
- prominence of information technology in libraries, 272–274
- proofreading grant proposals, 296–297
- Protecting Children in the 21st Century Act, 212
- PTO (paid time off), 169–170
- public libraries
  - funding, 166
  - internal stakeholders, 197–198
  - Internet, library use of, 275–277
  - marketing, 149–150
  - organizational chart, 130
  - outsourcing, 310–313
- Public Library Association (PLA), 2
- Q**
- qualitative measures, 179
- quality theories
  - Kaizen, 47–48
  - overview, 43–44
  - Six Sigma, 47–48
  - W. Edward Deming, 44–46
  - William Ouchi, 46–47
- quantitative measures, 179
- R**
- radon, 259–260
- Rainey, H. G., 134
- Reader's Guide to Periodical Literature*, 306
- reading list
  - assessment and evaluation, 193
  - budgeting, 176
  - change management, 142–143
  - classical theories of management, 27
  - communication, 119
  - confidentiality, 228
  - conflict, 240
  - diversity, 251–252
  - ethics, 228
  - facilities management, 268–269
  - future trends, 333–334
  - grant proposals, 303
  - human resources management, 75
  - information technology management, 283
  - leadership, 105–106
  - marketing, 159–160
  - modern management theories, 50–51
  - organizational culture, 142–143
  - outsourcing, 321
  - stakeholders, 206–207
  - strategic planning, 88–89
- reality, constructing a shared, 107–108
- relocation during major emergencies and disasters, library eligibility for temporary, 264
- resistance to change, 135–138
- resolving conflict, 233–235
- resource-based conflict, 235
- respect

concept of, 33  
 conflict, using respect when dealing with, 235–236  
 Roethlisberger, Fritz, 23

## S

safety and security

ADA (Americans with Disabilities Act) compliance, 265–266  
 disaster planning and emergency preparedness, 263–264  
 EPA (Environmental Protection Agency) guidelines, 264–265  
 OSHA (Occupational Safety and Health Administration) guidelines, 264–265  
 overview, 261–262  
 salary negotiation, 58–59  
 Salinas, California, 150  
 sample assessment worksheet, 191  
 sampling, 188–189  
 San Francisco Public Library, 211  
 Santa Cruz (CA) Public Library, 214  
 Sayre, Karen, 293  
 scalar chain of authority, 18, 19  
 Schein, Edgar, 4, 35–37, 123, 129, 132, 137  
 Schlesinger, L. A., 136  
 Schreiber, B., 99  
 Schultz, D. E., 146  
 scientific management  
   described, 3  
   Frank Gilbreth on, 13–14  
   Frederick Taylor on, 11–13  
   Henry Gantt on, 14  
   Lillian Gilbreth on, 13–14  
   One Best Way, 11, 12, 14  
   overview, 10–11  
   Therblig, 13–14  
 SDI (state disability insurance), 169  
 security. *See* safety and security  
 Seftel, E., 275  
 senders and receivers, 109  
 Senge, Peter, 41–43, 128

senior citizens as stakeholders, 203  
 serials, cost of, 171–172  
 servers, 279  
 Shackleton, Ernest, 92  
 Shannon, J., 99  
 shared vision, building a, 42  
 Sheldon, Brooke, 134  
 situational ethics, 209  
 situational leadership theory, 95–96  
 Six Sigma, 47–48  
 SLA (Special Library Association), 6, 210  
 SMART goals, 82–84, 294  
 Smith, K. K., 232  
 Smithsonian Institution, 148  
 social media, 331–332  
 social roles of a group, 38  
 Social Security payments, 169  
 Society for Human Resource Management (SHRM), 57  
 Society of American Archivists, 210  
 software  
   future trends, 327–328  
   overview, 277–278  
 Son of CIPA laws, 202, 213  
 special libraries, outsourcing, 309–310  
 Spectrum Scholarship Program, 6  
 splitting, 231  
 staff. *See* employees  
 stakeholder analysis, 187  
 stakeholders  
   case study, 206  
   customer service, 204–205  
   external, 198–204  
   internal  
   academic libraries, 196  
   public libraries, 197–198  
   overview, 195  
   reading list, 206–207  
 state legislature as stakeholder, 203  
 statistical quality control process, 44–46  
 storming stage of group development, 232

- storyboards, 187
  - strategic planning
    - assessing plan, 85
    - case study, 87–88
    - celebrating end of plan, 85–86
    - current situation, assessing, 80–82
    - data, gathering, 79–80
    - evaluation standards, establishing, 84
    - goals, setting, 82–84
    - implementing plan, 84–85
    - marketing, 152–158
    - opportunities, determining, 81
    - overview, 77–78
    - patrons, involving, 86–87
    - problems, potential, 86–87
    - reading list, 88–89
    - setting up a strategic plan, 78–86
    - SMART goals, 82–84
    - staff, involving, 86
    - steps for, 78–86
    - strengths, determining, 80
    - SWOT analysis, 80–82
    - threats, determining, 81–82
    - weaknesses, determining, 80–81
  - structural change, 133–134
  - Sullivan, Maureen, 99
  - surveys, 188–189
  - Swigger, K., 99
  - SWOT analysis
    - marketing, 153–155
    - strategic planning, 80–82
  - synergy, 39–40
  - systems theory, 39–41
  - systems thinking, 41
- T**
- Tannenbaum, S. I., 146
  - target market, 151, 155
  - taxpayers as stakeholders, 204
  - Taylor, Frederick, 3, 11–13
  - team learning, 42
  - technology. *See also* information technology management
    - equipment, 258
    - filters, computer, 201–202
    - future trends, 323–324, 326–331
    - telecommunications equipment, 258
    - tension and conflict, 229–232
    - terminating employees, 72
    - texting, 117
    - theories about management. *See* management theories
    - Theory X, 30–32, 96
    - Theory Y, 30–32, 96
    - Theory Z, 46–47, 96
    - Theory Z: How American Business Can Meet the Japanese Challenge* (Ouchi), 96
    - A Theory of Leadership Effectiveness* (Fiedler), 95
    - Therblig (scientific management tool), 13–14
    - Thomas, M. A., 274
    - Thompson, Waddy, 291
    - threats, 81–82, 154–155
    - timetable
      - grant proposals, 290
      - marketing, 157–158
    - tips for grant proposals, 293–294, 296–298, 302
    - Title III of the Elementary and Secondary Education Act (ESEA), 212
    - tokenism, 245
    - tone in communication, 117
    - tools for assessment and evaluation, 186–189
    - top-down management, 16
    - TQM (total quality management), 95
    - training
      - in customer service, 205
      - existing employees, 73
      - new hires, 72–73
    - trait leadership theory, 94
    - transactional leadership theory, 97
    - transformational leadership theory, 96–97

**U**

underlying causes and conflict, 234  
 Uniformed Services Employment and Reemployment Act (USERRA), 56  
 unionized employees, 197  
 uniqueness of each conflict, 233  
 United Kingdom, outsourcing in, 309, 310–311, 313, 318  
*United States v. American Library Association*, 212  
 UPS (uninterruptible power source), use of, 258  
 upward communication, 113–114  
 U.S. National Center for Education Statistics (NCES), 180  
 U.S. Office of Management and Budget's (OMB) Circular A-76, 309  
 USA Patriot Act, 213–215

**V**

values, 33–37  
 Velasquez, D. L., 132  
 verbal warnings as discipline for employee, 71  
 vertical communication, 113–115  
 virus protection, 277  
 vision statement, 79  
 visual diversity, 244–245

**W**

Waddell, D., 134  
 Warner, W. Lloyd, 23  
 Warren, S. D., 220  
 water issues, 261  
 Weber, Max, 3, 14–17  
 white privilege, 246–247  
*Who Moved My Cheese?* (Johnson), 48  
 whole libraries, outsourcing, 308–313  
 Wi-Fi, 327  
 Williamsburg (VA) Regional Library, 274  
 Winslade, John, 236–237  
 WIPO (World Intellectual Property Organization), 330  
 wireless access, 327  
 word choice and communication, 118  
 Wright State University Libraries (WSUL), 307, 308  
 written communication, 116  
 written warnings as discipline for employee, 72

**Z**

zero-based budgeting, 173–174