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An Exploratory Study of Libraries and Their Managers: Management Education for Leaders of Non-Traditional Businesses

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ABSTRACT

Where do library directors, and the librarians who perform various management functions as part of their work, receive their management training? A review of the curricula of 48 library school programs accredited by the American Library Association revealed that, for the most part, library managers need to be trained on the job. This paper presents the results of an exploratory study focused on the research question: Do ALA accredited library education programs properly prepare library students to enter management level positions within the library profession? Of the programs reviewed, 43.8% did not require a management-related course within its degree requirements. And 81.3% of the programs did not require an internship. A review of program syllabi revealed that only 58.3% of the management courses included human resource management and only 54.2% included strategy, planning and process. The results offered evidence that the library profession has not yet agreed upon the requirements for preparing future librarians for managerial positions. It is suggested that the accreditation requirements be revised in order to better prepare library school students for the role of manager

LIBRARIANSHIP AND THE WORLD OF LIBRARY ADMINSTRATORS

Librarianship as a profession evolved from the need to organize an ever-growing collection of tangible knowledge artifacts (Battles 2003). The American Library Association is the guiding authority for librarianship in the United States and Canada and is influential throughout the world. Founded in 1876, the ALA's mission is "to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all" (American Library Association 2006). The terminal degree for librarians is the Master of Library Science (MLS) or the Master of Library and Information Science (MLIS) which are considered equivalent in ALA approved programs. The outcome for the individual earning this terminal degree is preparation to assume his or her role in the field of librarianship.

Librarians work in a broad range of institutions: public libraries, school libraries, school media centers, academic and research libraries, and special libraries. Librarians also perform a broad range of functions as medical librarians, law librarians, school media experts, non-print librarians, digital librarians, rare book librarians, reference librarians, and acquisition librarians. Librarians may be researchers, scholars and/or

college professors. In the performance of all these various librarian functions there exists a significant realm of management. The *director of libraries position* is one of the more prevalent managerial positions in the profession. In addition, practicing front-line librarians are also significantly involved in various managerial roles as they perform their daily professional responsibilities.

Library directors must deal with all the personnel decisions related to full-time, hourly and student employees. Depending on the organizational structure of the institution, they must deal with union employees and/or non-union employees. They must be aware of various human resource related topics, such as reasonable accommodation, sexual harassment, fair labor standards, equal employment opportunity provisions, and the like.

There is minimal literature on the development of library directors. Searches for literature and books on this topic primarily led us back to the ALA. ALA Editions publications can be found through the ALA Store (www.alastore.ala.org). In browsing this collection under the subject heading of “Administration and Management,” most of the titles refer to managing technology, collections, customers, funding agencies, trustees, assessment demands, and intellectual property. The focus on *managing people* as a traditional manager is a sub-focus even within this venue. There are, however, relevant titles that begin to illustrate that library directors are traditional managers and require skill and knowledge development (Giesecke 2001, Montgomery & Cook 2005, Weingand 2001.)

This exploratory study will focus on the academic preparation of individuals who choose to enter the field of librarianship and assume management positions. Therefore, this study will further focus on American Library Association (ALA) approved library programs, as the ALA is the accrediting authority for library schools in the United States and Canada. This study’s research question is: Do ALA accredited library education programs properly prepare library students to enter management level positions within the library profession? To answer this question the research design will employ multiple methods using both the quantitative and qualitative paradigms.

THE MASTERS OF LIBRARY SCIENCE (MLS), AND THE MASTERS OF BUSINESS ADMINISTRATION (MBA)

The Masters of Library Science (MLS)

The American Library Association is the accrediting body for educational institutions that offer the Master of Library Science, or the Master of Library and Information Science, degree. Traditional library education includes Knowledge Organization (or Cataloging and classification), Reference Services, Technical Services, Children and Youth Services, Ethics, the Management of Information in its various forms, and much more. The field of librarianship is broad and there is a multitudinous variety of employment opportunities for program graduates.

Revisions of the ALA’s “indicative, not prescriptive” (ALA 1992) accreditation guidelines are currently under way by the Association’s Committee on Accreditation. Put in the simplest terms, the goal is “to ensure that a graduate of an ALA-accredited program receives an adequate library education” (Gorman 2006).

The Masters of Business Administration (MBA)

The International Assembly for Collegiate Business Education (IACBE) and The Association to Advance Collegiate Schools of Business (AACSB) are specialized accrediting bodies for institutions that offer

business education programs. Traditionally business education includes Management, Marketing, Accounting, Finance and Managing Information Systems (MIS).

The focus of this study is on the discipline of management, a dominant discipline within graduate level business education. The IACBE accrediting standards defines "Management curriculum at its most basic level to include 1) management principles, 2) organizational behavior, 3) human resource management, and 4) operations management." They further state that a business curriculum is established to "ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment" (IACBE 2006, 10). The AACSB accreditation standards, though not prescriptive, include the following topics, among others, as typical in a general management program: management responsiveness to ethical, cultural and gender diversity, human resource management and development, decision making processes, group and individual dynamics, and strategic management (AACSB International 2006, 73).

Management recruiters have found that skills such as the ability to think analytically, apply quantitative methods, integrate information from a wide variety of sources, and to gather information were highly attractive and well developed in graduates of MBA programs (Graduate Management 2004). The learning experience offered by an MBA degree purposively intends to prepare an individual to enter and succeed in a managerial position, regardless of industry.

METHODOLOGY

The predominant research question of this study is: *Do ALA accredited library education programs properly prepare library students to enter management level positions within the library profession?*

The design of this study is exploratory in nature (Morse and Richards 2002, 27-28), which is the appropriate approach when specific areas of knowledge are being probed. Descriptive statistics will be used to describe the data collected and qualitative methods will be used to draw meaning from the data. Qualitative methods will be used to extract tentative theory from the data, which will then lead to hypothesis development (Kidder 1981, 103).

This study, which resides primarily in the qualitative paradigm, will also draw from the quantitative paradigm as descriptive statistics are collected and analyzed. Since statistical significance testing would not be appropriate, the results will not permit predictive analysis. The schools and data used in this study have been selected in order to provide access to rich and in-depth detail (Richards 2005, 34) about the formal preparation of managers within the field of librarianship.

A manager, or more precisely a line-manager, is defined within the scope of this study as an individual who directs not only processes, but people. A line-manager carries out his or her role within the authority line of the organization, as compared to a staff-manager who holds a management position, but provides support and consults with line-management by providing expertise in a non-core function such as human resources or finance.

The research design is iterative; the results from stage one of this study will be used to inform the research focus of stage two. In stage 1, we will use a quantitative focus to collect data from the ALA-approved library programs in the United States and Canada. The results from stage one will be probed within stage 2, where selected management courses offered within these ALA-approved programs will be analyzed using content analysis (Morse and Richards 2002) to identify the knowledge and skills students are exposed before graduating with an ALA-approved graduate library degree.

The two stages of this study are more fully described below:

Stage 1 - Research into the ALA-approved graduate library programs in the United States and Canada

- 1. Determine whether the ALA requirements for an accredited MLS program include learning outcomes related to management skills (e.g., management course or internship).**
- 2. Identify all ALA approved MLS programs in the United States and Canada. Capture descriptive information for each program:**
 - **School location: Canada or United States**
 - **The name of the ALA approved graduate degree.**
 - **Whether the school also offers a doctoral degree. If so, what is the degree named?**
- 3. Review the curriculum of all of the ALA approved programs in order to identify:**
 - **Learning outcomes pertaining to management skills**
 - **Required management courses**
 - **Required internships**
 - **Elective courses that are management related**
 - **The academic focus within the curriculum on the management of *people* vs. the management of the *collection***
- 4. Capture, where available, the syllabi for management-related courses taught within the graduate library degree program (e.g., MLS or MLIS programs).**

Stage 1 - Sample

The population and sampling frame for stage 1 is 100 percent of the ALA-approved programs in the United States and Canada. The non-probability based, purposive sample drawn from this sampling frame includes all programs *except* for those with conditional ALA approval and programs that present their institutional information in a language other than English. The result of this purposive sample is 48 ALA approved programs throughout the United States and Canada. The list of programs included in the sample is listed here:

- 1. Alabama, University of**
- 2. Albany, SUNY**
- 3. Alberta, University of**
- 4. Arizona, University of**
- 5. British Columbia, Univ. of**
- 6. California, LA, Univ. of**
- 7. Clarion University of PA**
- 8. Dalhousie University**
- 9. Denver, University of**
- 10. Drexel University**
- 11. Florida State University**
- 12. Hawaii, University of**
- 13. Illinois, University of**
- 14. Indiana University**
- 15. Iowa, University of**
- 16. Kent State University**
- 17. Kentucky, University of**
- 18. Long Island University**

19. Louisiana State University
20. McGill University
21. Maryland, University of
22. Michigan, University of
23. Missouri-Columbia, U. of
24. N.C., Chapel Hill, Univ. of
25. N. C. Central Univ.
26. North Texas, University of
27. Oklahoma, University of
28. Pittsburgh, University of
29. Pratt Institute
30. Queens College, CUNY
31. Rhode Island, University of
32. Rutgers University
33. St. John's University
34. San Jose State University
35. Simmons College
36. South Carolina, Univ. of
37. South Florida, University of
38. Southern CT State Univ.
39. Southern Mississippi, U. of
40. Syracuse University
41. Tennessee, University of
42. Texas - Austin, Univ. of
43. Toronto, University of
44. Washington, University of
45. Wayne State University
46. Western Ontario, Univ. of
47. Wisconsin-Madison, U. of
48. Wisconsin-Milwaukee, U. of

Stage 2 - Review management related courses taught in ALA-approved graduate programs

1. Review each of the program websites during the stage 1 data collection process to identify those courses taught within the graduate library curriculum that focused on traditional management skills and knowledge.
2. A course was selected to be included in stage 2 if the title and course description described learning outcomes that would prepare an individual to manage people regardless of the industry.
3. Where available online, the syllabi for these management-related courses were downloaded.
4. Determine if the course is required or an elective.
5. Review the content description and content for each course to identify the specific concepts and knowledge that will prepare an individual to assume a managerial leadership role.
6. Determine the percentage of the course content that is focused on traditional management concepts as compared to managing the collection or library resources.

Stage 2 - Sample

Twenty-four courses from seventeen ALA-approved graduate programs were identified. The course syllabus or detailed outline was available online. The course included a focus on traditional management concepts.

The analysis of the syllabi focused on *managing people* within an organizational environment (regardless of whether the organization is a library or a different business unit). The specific knowledge areas of finance, budgeting, and marketing, though extremely valuable business skills, were not the focus of this study. When determining the percent that a course prepared an individual for a managerial role, these modules were included in the calculation. But, when identifying the knowledge and skill areas that would prepare an individual to *manage people* regardless of the industry, finance, budgeting and marketing modules were not included in the analysis.

RESULTS

Stage 1 - American Library Association (ALA) Standards as they related to Management

The American Library Association Web site lists the “Standards for Accreditation of Master's Programs in Library and Information Studies 1992” (located at www.ala.org/ala/accreditation/accredstandards/standards.htm).

The standards are purposely vague and do not specify exact courses, just general subject areas that should be met through unstated courses. In the 10th paragraph of the Foreword they wrote: “The Standards are indicative, not prescriptive...” The 2002 revisions to the 1992 standards do not change this.

The term “management” appears within the following context in the following four paragraphs of the 1992 standards (located at <http://www.ala.org/ala/accreditation/accredstandards/standards.htm>).

“The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.” (This paragraph appears twice in the document.)

“- the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management...”

“The first section of the Standards describes the field of professional practice and its associated areas of study and research. It defines the phrases ‘library and information studies’ and ‘school of library and information studies.’ These definitions are intended to allow a school to bring forward for the purposes of accreditation any master's degree program (one or more than one) that addresses the field's areas of interest regardless of a degree's name, including for example, degrees entitled Master of Information Science, Master of Librarianship, Master of Arts in Library Science, Master of Information Resource Management, or other similar titles.”

“The most important issues at the time of the revision (1989-1992) were these: action orientation; definition of the field; discrimination; distance education; diversity; excellence; future focus; globalization; innovation; interaction with other fields of study and other campus units; management; multiple degree programs; ongoing evaluation processes; philosophy, principles and ethics; research; specialization; technology; users.”

Stage 1 - Descriptive information for ALA approved graduate library programs in the U.S. and Canada.

Of the 48 ALA approved graduate library programs reviewed, 91.7% are located in the United States and 8.3% are in Canada. In addition to the graduate library degree, a doctoral level degree is offered in 66.7% of the graduate library schools.

The diversity in the titles given to the graduate degrees was revealed. Graduate level terminal degrees such as the J.D., MBA, M.Div., MFA are universally recognized and understood. The deans and scholarly leaders that influence the graduate library community have not come together to agree on the term which represents the culmination of an education that produces an educated library professional.

The results revealed a list of thirteen different degree titles, many with overlapping terms. The traditional term for the degree is the MLS or Masters of Library Science, but the results of this study illustrate that the Master of Library and Information Science is the most popular choice covering 35.4% of the degree titles. Table 1 includes the complete list of the frequency of title use.

Table 1: Frequency of Master Degree Titles

| MASTER DEGREE | Frequency | Percent |
|--|-----------|---------|
| Master of Library Science (MLS) | 6 | 12.5 |
| Master of Library & Information Science (MLIS) | 17 | 35.4 |
| Master of Library & Information Studies (MLIS) | 6 | 12.5 |
| Master of Information Studies | 1 | 2.1 |
| Master of Science in Information Science | 2 | 4.2 |
| Master of Science in Information Studies | 1 | 2.1 |
| Master of Science in Library Science | 3 | 6.2 |
| Master of Science in Library & Information Science | 5 | 10.4 |
| Master of Arts in Library & Information Science | 3 | 6.2 |
| Master Degree in Information Resources & Library Science | 1 | 2.1 |
| MA or MS in Information Studies | 1 | 2.1 |
| Master of Arts in Library Science | 1 | 2.1 |
| Master of Science in Information | 1 | 2.1 |

The diversity of titles in the doctoral level degrees is just as broad, reflecting an interdisciplinary view of the field. Of the 48 ALA-approved degree programs, 32 (66.7%) offer a related doctoral degree. The relationship between library science and information science is articulated in degree titles and department names. The interdisciplinary nature of information science has resulted in a number of doctoral degrees that combine the foundational theories of information science with other disciplines. Of the 32 schools that offer an ALA-approved graduate degree and a doctoral degree, 18.8% of the doctoral degrees are interdisciplinary Ph.D.s.

Stage 1 - Management related curriculum within Graduate ALA approved programs

The primary focus of this study is to understand if and how library directors are prepared as managers by the curriculum of their graduate library education. After examining the graduate program websites for all 48 reviewed programs, the results revealed that many programs provide only a voluntary opportunity for students to include a management course as an elective (table 2). For those programs that *did* require or

mandate a management course (56.2%), most required only one course for completion of the graduate degree.

Table 2: Frequency of Required Management Course(s)

| MANAGEMENT COURSE(S) REQUIRED | Frequency | Percent |
|----------------------------------|-----------|---------|
| No management course is required | 21 | 43.8 |
| 1 management course required | 26 | 54.2 |
| 2 management courses required | 1 | 2.0 |
| Total | 48 | 100 |

Of the 48 graduate programs reviewed, only 56.2% *required* one or more management course. Therefore, 43.8% of the programs had no firm requirement of a traditional management course within its graduate degree program. Language such as “recommended elective,” was occasionally used, yet the course was not required.

Another indicator as to intent to prepare an individual for a future management role is the requirement of a professional internship. Many of the programs offered an option for students to engage an internship or practicum, but students could also avoid any explicit professional preparation and instead, prepare a portfolio or write a thesis as a capstone option. Specifically, 81.3% of the 48 reviewed programs did *not* explicitly require or mandate a professional internship. The nine programs that did require an internship represented 18.8% of the total group reviewed

A third indicator of the intent to prepare future library directors for management is the existence of traditional management courses that have been customized for the graduate library degree programs. Programs included a wide variety of electives. Of the 48 programs reviewed, 64.6% included one or more management electives within its course offerings (table 3). In reviewing the electives as a group, it is the opinion of the authors that the curriculum developers within these schools perceive coursework focused on technology and collection development as management coursework. In defining what was identified as management coursework, courses that focused on line management responsibilities, rather than collection/resource management or patron focused processes, were captured. Courses that prepare a library director to engage the complexity of managing employees within an organizational structure were present in some programs, (22.9%) but not all. This indicator will be probed more deeply in stage 2.

Table 3: Frequency of Management Electives Offered In Library Degree Programs

| MANAGEMENT ELECTIVES | Frequency | Percent |
|--|-----------|---------|
| No management electives available in the program | 17 | 35.4 |
| 1 management elective | 10 | 20.8 |
| 2 management electives | 12 | 25.0 |
| 3 management electives | 5 | 10.4 |
| 4 management electives | 3 | 6.3 |
| 5 management electives | 1 | 2.1 |
| Total | 48 | 100.0 |

In holistically reviewing the courses included in the graduate library program a theme begins to emerge as to what is considered management coursework. Courses that collectively focused on human resource management, management principles, and organizational behavior demonstrate an interest in the

management of people, but the themes that emerged more often were focused on collections management and managing the network and library resources (see table 4). This area of management course content will be further probed in stage 2.

Table 4: Academic Focus of Management Courses: Frequency Reported

| ACADEMIC FOCUS OF MANAGEMENT COURSES | Frequency | Percent |
|---|------------------|----------------|
| Management of people | 11 | 22.9 |
| Management of Library Resources | 19 | 39.6 |
| Management of the Collection | 10 | 20.8 |
| Information Management | 4 | 8.3 |
| Management of Technology | 2 | 4.2 |
| Can not tell by viewing program website | 2 | 4.2 |
| Total | 48 | 100.0 |

Stage 2 - Review management related courses taught in ALA-approved graduate programs

Twenty four course syllabi were selected from seventeen ALA-accredited library education programs. Twelve of the courses were required for graduation and twelve were electives offered for selection based on the student’s interest and career goals. The schools from which these twenty-four syllabi were selected collectively offered a higher percentage of doctoral programs (87.5%) when compared to the larger group of ALA-approved graduate library programs (66.7%). Also, 79.2% of the graduate library programs offered by these seventeen schools required one or more management courses. In comparison, only 56.2% of the larger group of 48 ALA-approved programs required one or more management-related courses.

Human resource management and strategic planning were highly represented in the management-related courses reviewed. Of the 24 syllabi analyzed, 58.3% included human resource management and 54.2% included strategy, planning, and process. The consensus, as to what should be included, begins to weaken with only 37.5% of the 24 courses teaching managing effective teams and leadership theories. The role of management was explicitly taught in one-third of the management-related courses reviewed. A total of thirty topics were found within the 24 syllabi reviewed. Many of these topics were included in only a handful of courses. Table 5 below represents topics drawn from the syllabi reviewed that appeared in three or more courses and the percentage overall of the topic being represented.

Table 5: Frequency of specific Management Topics Represented in Management Courses

| MANAGEMENT TOPICS | Frequency | How many of the 24 syllabi included this topic? |
|---|------------------|--|
| Human resource management | 14 | 58.3% |
| Strategy, planning, and process | 13 | 54.2% |
| Managing effective teams | 9 | 37.5% |
| Leadership theories | 9 | 37.5% |
| Role of management | 8 | 33.3% |
| Conflict, organizational change & development | 7 | 29.2% |
| Organizational structure and technology | 6 | 25.0% |
| History of the foundations of management | 5 | 20.8% |
| Communication | 5 | 20.8% |
| Personal & prof. development, career dev. | 4 | 16.7% |

| | | |
|---|---|-------|
| Motivating employees | 4 | 16.7% |
| Decision making and control | 4 | 16.7% |
| Diversity | 4 | 16.7% |
| Organizational theory | 4 | 16.7% |
| Project management | 3 | 12.5% |
| Power and politics | 3 | 12.5% |
| Organizational behavior, individual differences | 3 | 12.5% |

In considering these topics, the question was asked of the data whether the topics and their frequency changed significantly if the course was *required* within the curriculum or if the course was an *elective*. The answer becomes evident in table 6, which lists the management topics and their frequency within the required and elective courses.

Table 6: Management Topics and their Frequency within both Required and Elective Courses

| Management Topics – Comparing “Required” and “Elective” Courses Listed in the order of greatest frequency when considering all courses reviewed | Frequency for only required courses | How many of the 12 required courses included this topic? | Frequency for only elective courses | How many of the 12 elective courses included this topic? |
|--|-------------------------------------|--|-------------------------------------|--|
| Human resource management | 9 | 75% | 5 | 41.7% |
| Strategy, planning, and process | 7 | 58.3% | 6 | 50.0% |
| Managing effective teams | 6 | 50% | 3 | 25% |
| Leadership theories | 7 | 58.3% | 2 | 16.7% |
| Role of management | 6 | 50% | 3 | 25% |
| Conflict, org. change & dev. | 4 | 33% | 3 | 25% |
| Organizational structure and tech. | 2 | 16.7% | 4 | 33% |
| History of the foundations of mgmt | 3 | 25% | 2 | 16.7% |
| Communication | 3 | 25% | 2 | 16.7% |
| Personal & prof. dev., career dev. | 3 | 25% | 1 | 8.3% |
| Motivating employees | 3 | 25% | 1 | 8.3% |
| Decision making and control | 4 | 33% | 0 | 0 |
| Diversity | 3 | 25% | 1 | 8.3% |
| Organizational theory | 3 | 25% | 1 | 8.3% |
| Project management | 2 | 16.7% | 1 | 8.3% |
| Power and politics | 1 | 8.3% | 2 | 16.7% |
| Org. behavior, indiv. differences | 2 | 16.7% | 1 | 8.3% |
| Organizational effectiveness | 1 | 8.3% | 1 | 8.3% |
| Self assessment and attitude | 2 | 16.7% | 0 | 0 |
| Time management | 1 | 8.3% | 1 | 8.3% |
| Negotiation | 2 | 16.7% | 0 | 0 |
| Goal setting | 2 | 16.7% | 0 | 0 |
| Meeting management | 1 | 8.3% | 1 | 8.3% |

| | | | | |
|---|---|-------|---|---|
| Unions and labor relations | 2 | 16.7% | 0 | 0 |
| Policymaking and legal issues | 2 | 16.7% | 0 | 0 |
| Assessment and evaluation | 2 | 16.7% | 0 | 0 |
| Ethics | 2 | 16.7% | 0 | 0 |
| Info risk, ownership, privacy, security | 1 | 8.3% | 0 | 0 |
| Analytical thinking | 1 | 8.3% | 0 | 0 |
| Quality management | 1 | 8.3% | 0 | 0 |

All thirty management topics are represented in the twelve courses that were *required* by their degree programs. The evidence of frequency in the *required* courses versus the lack of frequency in the *elective* courses is evident. The topic of human resource management is included in 75% of the required courses, yet only 41.7% of the elective management courses. The topic of leadership and leadership theories are included in 58% of the required management courses, yet only 16.7% of the elective management courses. The role of management and managing teams are also more heavily represented in the required courses.

Another indicator of the legitimacy of the management coursework is the percent of management-related topics included in the course (considering a percent ranging from 1-100%). If the course contains non-management related topics it dilutes the student's focus. If the management course is solely focused on management-related topics then no dilution of the student's focus on management skills and knowledge occurs.

The review of the twenty-four syllabi, found that most of the courses were solely focused on management-related concepts. Seventy-five percent of the twenty-four courses reviewed were 100% dedicated to management topics. A comparison of *required* courses to *elective* courses revealed that the required courses are more focused, with 83.3% of the twelve required courses focusing 100% of their content on management-related topics. Only 66.7% of the elective courses were solely focused on management-related content.

DISCUSSION

Stage 1

Stage 1 begins answering the research question: *Do ALA accredited library education programs properly prepare library students to enter management level positions within the library profession?* The next question that evolves from the data that was collected is: *where does the library community expect its library directors to come from?*

The ALA offers limited guidance to the providers of graduate library education as to specific program content. The ALA accrediting standards are "indicative, not prescriptive" (ALA 1992). The term *management* is sprinkled throughout the language of the standards, but most often the concept of management is associated with the management of library services and information technologies. No clear direction is offered for preparation of future librarians who will manage.

A library director's management concerns are similar to those of other business managers. As a result of a lack of explicit guidance from ALA as to how the master's level curriculum should be developed and presented toward ensuring specific people-management learning outcomes, librarians whose jobs include managing people are at a severe disadvantage.

The diversity of graduate library program titles also suggests a lack of consensus in curriculum outcomes for the various ALA accredited degree programs. The Library Association's standards recognize that a school may "bring forward for the purposes of accreditation any master's degree program that addresses the field's areas of interest regardless of a degree's name" (ALA 1992). Degree titles suggest a focus on information, information resources, and/or librarianship. Several of the programs lead to a Master of Arts while others lead to a Master of Science. None of the programs led to a Master of Library Business Administration.

The stage 1 results offered evidence that the library profession has not yet agreed upon the requirements for preparing future librarians for managerial positions. With 43.8% of the ALA approved library school programs requiring no management courses, students must anticipate a career path into leadership and somehow construct a curriculum that will prepare them to assume a management position.

Library directors rely upon library schools to teach their librarians the skills and knowledge required to do their jobs. Library schools have successfully covered the components of *knowledge*: creation, selection, acquisition, organization, description, storage, retrieval, preservation, analysis, evaluation and management (ALA 1992); but the management of *people and processes* is lacking.

The data resulting from this study also suggests that some library schools have a clear vision that management training *is* needed and they have made a range of courses available to meet that need. Other library programs offer little choice of coursework for those interested in traditional management preparation. Five of the programs provide neither required nor elective management courses. Sixteen of the forty-eight programs require only one traditional management-related course.

An individual who has the desire to pursue a management career may enter a management program (MBA) but they will not receive the content knowledge required of a library professional (MLS). Which educational path should a management-focused individual choose who desires to enter a non-traditional business discipline such as librarianship?

Where do library directors come from? There is limited evidence that the Library Association expects library directors to emerge as a direct result of ALA-approved programs.

Stage 2

Stage 2 more closely examines the management-related curriculum offered by ALA-accredited graduate library schools. In this stage, focus is on the coursework level rather than at the program level of Stage 1. This is done to offer insight into what is perceived as the knowledge and skills required to manage employees and processes. The data suggests that there is a mismatch between what is proscribed for management curriculum and what passes for management coursework in library school programs. A review of the syllabi for management-related required courses revealed that 25% of the required courses did not focus on human resource management, 41% did not focus on strategy and planning, 50% did not explicitly teach team management, 41% did not teach leadership theory, and 67% did not teach conflict resolution and the management of change.

If a library school student is provided with only one opportunity to learn certain management concepts before earning his or her terminal degree, there should be consensus as to the minimum standards which a library manager's career path requires. Human resource management, strategy, planning, leadership, managing teams, managing change and conflict, communications and decision making should all be universally accepted as part of the requirements for the MLS degree.

It appears that library schools have made an effort to include marketing, public relations and the pursuit of outside funding in their curriculum. The management of external relationships has been recognized as a skill of value. However, the focus on the management of internal relationships with *employee* stakeholders is a lost opportunity at the present time.

CONCLUSION and PLAN FOR FUTURE RESEARCH

This research is currently at a preliminary phase. The next step involves two additional stages of research. Stage three will involve the use of a questionnaire distributed to library directors to probe their experiences as librarians who have assumed management positions. Stage four will examine the results of stage three by employing in-depth interviews of library directors (Richards 2005, 38). Content analysis will be used as the method to reduce the data (Richards 2005, 85) and draw out the themes in order to tenuously offer results and build theory.

More research will be required before definitive conclusions can be made. The preliminary conclusion offered now to the library community is that discipline-wide discussions are needed in partnership with management faculty and practicing library directors as to what curriculum revisions are needed to better prepare an individual for a management career in the profession of librarianship.

Appendix A - ALA Approved Library Programs

Listed below alphabetically are the fifty-six ALA accredited programs (source: www.ala.org/ala/accreditation/lisdirb/Alphaaccred.htm):

| | | |
|---------------------------------------|--------------------------------------|--------------------------------------|
| Alabama, University of | Kent State University | Rutgers University |
| Albany, State University of NY | Kentucky, University of | St. John's University |
| Alberta, University of | Long Island University | San Jose State University |
| Arizona, University of | Louisiana State University | Simmons College |
| British Columbia, University of | McGill University | South Carolina, University of |
| Buffalo, State Univ. of NY (cond) | Maryland, University of | South Florida, University of |
| California - LA, University of | Michigan, University of | Southern Connecticut State Univ |
| Catholic Univ of America (condit.) | Missouri-Columbia, Univ.of | Southern Mississippi, Univ. of |
| Clarion University of PA | Montreal, University of | Syracuse University |
| Dalhousie University | N.C., Chapel Hill, Univ. of | Tennessee, University of |
| Denver, University of | N.C., Greensboro, U. of (condit.) | Texas - Austin, University of |
| Dominican University (condit) | North Carolina Central Univ. | Texas Woman's Univ. (conditional) |
| Drexel University | North Texas, Univ. of | Toronto, University of |
| Emporia State Univ (conditional) | Oklahoma, University of | Wayne, University of |
| Florida State University | Pittsburgh, University of | Washington, University of |

Hawaii, University of
Illinois, University of
Indiana University
Iowa, University of

Pratt Institute
Puerto Rico, University of
Queens College, C.U.of NY
Rhode Island, University of

Western Ontario, University of
Wisconsin–Milwaukee, Univ. of
Wisconsin-Madison, Univ. of

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