

**MANAGEMENT EDUCATION
IN SCHOOLS OF INFORMATION AND LIBRARY SCIENCE:
AN ASSESSMENT OF THE TOP FIVE MLS PROGRAMS**

by
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I. Introduction

When asked “In what ways do library schools fall short in career preparation?” an overwhelmingly large majority of alumni respondents surveyed wish they had had management and supervisory training during graduate school. All but four of these same respondents had acquired administrative and supervisory responsibilities within a year or two of graduate school. Many had taken first jobs that involved these responsibilities.¹ Erkkila and Nicholls, in their study of the core curriculum in library administration, point to Ansbaugh and Luban's survey of the views of library educators in the Southern United States indicating “a major problem of many students is that they cannot see themselves as managers and therefore resist management education.”² Erkkila and Nicholls argue there is an unquestioned need for a management course in LIS education. “Employers from all types of libraries, recognizing the need for management training even for junior positions, rate library management in library school education as important. Even the recent graduate of a professional program will almost certainly have major supervisory responsibilities.”³

With a significant number of new graduates of Library and Information Science (LIS) programs moving eventually, if not immediately, into management positions, a careful examination of the core curriculum should be undertaken to ensure that new

¹ R.W. Conant, *The Conant Report* (Cambridge, Mass.: MIT Press, 1980).

² Erkkila, J. and Nicholls, P., “Core curriculum in library administration: Evidence from Canada,” *Journal of Education for Library and Information Science* 33 (1992): 3.

³ Erkkila, 4.

graduates are equipped with the management and supervisory skills necessary to be successful leaders.

From the literature on this topic, a number of characteristics of successful leaders can be identified. Leadership is a primary component of management. Leaders are said to articulate and shape the agenda; their actions influence others.⁴ Totten and Keys present leadership as consisting of creativity, risk-taking, innovation and intuition.⁵ “Leaders who are entrepreneurs with a new vision are needed to broaden the professional base of current conceptions of librarianship and education for librarianship.”⁶ In order to “prepare both leaders and managers to ensure the future success of libraries and information related organizations, library education programs must reorient the library management courses to encompass a holistic approach which includes both leadership and management.”⁷

Gertzog argues that “leadership is an integral part of any social system and is, therefore, always present.”⁸ Totten and Keys state that the “essence of leadership in relation to success as a director involves the ability not only to motivate people but also, and more importantly, to get people to believe in an idea and to manifest this idea into action.”⁹ Library management courses must embrace change, encourage creativity and innovation, and “grasp the concept of the inevitability of mutability.”¹⁰ Library management courses of the future should be viewed holistically, relating management to motivation, people skills and attitudes. Management education in the twenty first century

⁴ A. Gertzog, “Leadership in Librarianship,” *Library Trends* 40 (1992): 406.

⁵ Totten, 41.

⁶ L.J. Ostler, T.C. Dahlin, and J.D. Willardson, *The Closing Of American Library Schools: Problems And Opportunities* (Westport, Conn.: Greenwood Press, 1995).

⁷ Totten, 45.

⁸ Gertzog, 402.

⁹ Totten, 39.

¹⁰ Totten, 45.

will need to “stress the concept of 'people skills' as being an integral variable in the formula for success.”¹¹ In terms of vision and change, library management courses will need to include a component “which exposes students to original thinking which encourages change as well as guiding them to be original thinkers themselves.”¹² New approaches to management will place much more emphasis on creativity, risk-taking, innovation, and even intuition.¹³

Risk-taking, vision and trust are three additional characteristics identified for successful management. Leading educators in the library and information science field argue that the environment in which libraries function is changing radically and will continue to change in the future.¹⁴ Leaders should be willing to take risks, but should build trust by acting with consistency and predictability. Building trust in leadership is essential for employees to have confidence in the organization.¹⁵ Essential to trust and confidence in the organization, communication is another key to successful leadership.

It was clear from the interviews that the library leaders communicate in many different styles, but they understand that the basic formula for success belongs to the person who: (1) places emphasis on values simply stated and develops one or two understandable themes--themes that then become the dominant message of the organization; (2) has a talent for listening; and (3) understands that the value of power is in sharing it.¹⁶

In an attempt to identify the skills and techniques that would assist Law Librarians in providing the most effective and efficient service, Sylvia Webb concludes that “effective management consists of constant observation, being alert to change and

¹¹ Totten, 39.

¹² Totten, 45.

¹³ Sheldon, 401.

¹⁴ E.H. Daniel, “Educating The Academic Librarian For A New Role As Information Manager,” *Journal of Academic Librarianship* 11 (1986): 364.

¹⁵ Sheldon, 398.

¹⁶ Sheldon, 395.

opportunity, and of regular questioning and consideration of issues at both departmental and corporate level.”¹⁷ Webb argues that management is an integral part to any practitioner’s set of skills:

[Management] is not a concept which applies only to those who have overall responsibility for managing the LIS. Whether we are running a department or just starting out in library and information work, everything that we do has an element of management in it. From the newest recruit to the most experienced practitioner, we all have to manage the way in which we work. We have to find the most effective way in which to manage the use of our time and to carry out each task which makes up our day-to-day activity. Time management, setting priorities, meeting objectives and continually expanding our knowledge and adding to our skills is part of lifelong personal development.¹⁸

At the 1996 Special Libraries Association (SLA) Annual Conference, the Special Committee on Competencies for Special Librarians presented to the Board of Directors its report on competencies for special librarians. In its report, the SLA committee attempts to share its vision of knowledge requirements, competencies (both professional and personal), and skills that will be required in special librarianship. Management of both personnel and resources are key to this vision:

Professional Competencies relate to the special librarian’s knowledge in the areas of information resources, information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information services. Personal Competencies represent a set of skills, attitudes and values that enable librarians to work efficiently; be good communicators; focus on continuing learning throughout their careers; demonstrate the value-added nature of their contributions; and survive in the new world of work.¹⁹

¹⁷ S.P. Webb, “The Management Portfolio: Essential Skills for the LIS Practitioner,” *The Law Librarian* 26 (1995): 429-430.

¹⁸ Webb, 428.

¹⁹ Special Libraries Association, Special Committee on Competencies for Special Librarians (May 1996). Competencies for Special Librarians of the 21st Century [Online]. Available: <http://www.sla.org/professional/competency.html>

The SLA's Competencies for Special Librarians is intended for four primary audiences. Prospective students considering special librarianship as a career are encouraged to use the tool as a development guide and tool for evaluating LIS curricula. Second, current practitioners are also urged to use the guidelines in their own professional development. Third, managers responsible for hiring library and information specialists are also instructed to use the guidelines "to inform themselves about the knowledge and skills of special librarians and the value they add to the organization or to the particular task at hand."²⁰ The final audience and historically, the primary audience for any document addressing competencies are educators in the field for the purposes of curricular development to meet the needs of the changing workplace.

Research Question

This research focuses on one question: Are LIS schools educating students to successfully perform as managers in their professional career? The question is answered by an examination of course descriptions, syllabi and readings of management classes in the top five information and library science (MLS) programs. This research utilizes the most current rankings of graduate schools by the *US News & World Report* for selection of the top five graduate programs in information and library science (<http://www.usnews.com/usnews/edu/beyond/gradrank/gbinfo.htm>). For the purposes of this study, the courses examined are those that relate to general management principles (e.g. supervision, strategic planning, communication). Most graduate programs require an Introduction to Management course. However, in schools where there were no

²⁰ Special Libraries Association, Available: <http://www.sla.org/professional/competency.html>

required management courses, others that were offered relating to management have been included in the analysis.

Significance of the work

This research has many potential applications in both the curricula of library and information science graduate schools and the careers of future graduates. Erkkila and Nicholls point to Bailey's interviews of middle managers and administrators in five ARL-member libraries and concluded that LIS graduate programs are “doing a poor job of teaching administration and management.”²¹ Management courses offered in library and information science schools will need to shift from the traditional and take a new approach, emphasizing creativity, risk-taking, innovation, and intuition.

It is increasingly evident that recent library and information science graduates will need to be capable of successfully performing management duties in their professional careers. “A decade ago...salary accounted for most of a corporate library's budget. Now, in many libraries, salary is a comparatively small proportion of the budget; the major component is external services and databases...Those new hires are managing and deploying considerable resources, whether or not they ever thought of themselves as training for a management job.”²²

A second impact of this research is the implication it holds for the administration of library and information science education. In a study by Mulvaney, a Leadership Quotient measured the quality of a school's leadership. This Leadership Quotient was established through a content analysis of the Dean's resume. “The average ‘Leadership

²¹ Erkkila, 3.

²² M. Koenig, “Educational Requirements For A Library-Oriented Career In Information Management,” *Library Trends*, 42 (1993): 284.

Quotient' score for Deans of ranked programs was substantially higher than that of Deans of unranked programs.”²³ It could therefore be argued that the management and leadership skills instilled in individuals while in graduate school could shape their professional careers, and possibly the education of future librarians.

Aspiring librarians are often resistant to management education in graduate school and then find themselves after graduation lacking the necessary skills in their professional careers. New approaches to management will need to be taken when educating the future generations of library and information science professionals. This new approach will need to address the desired qualities in management identified by current leaders in the field such as creativity, risk-taking, communication and leadership. “[S]chools of library and information science have become, through default, special purpose business schools for the information industry.”²⁴ If the top library science graduate programs are not educating their students to be successful managers, who will?

Limitations of the study

The findings of this paper were based on analyses of five syllabi from management courses at LIS schools. The restricted number of courses included limits this study. Additional limitations are that only one semester and the syllabus of one faculty member were examined for each school. In addition, the online syllabi may not have been fully complete at the time of the study or may have evolved over the course of the semester. If other courses at another point in time, taught by a different faculty member were examined, the findings may be very different. Finally, the research is built

²³ J.P. Mulvaney, “The Characteristics Of A Quality Library School” (Ph.D. diss., University of Pittsburgh, 1989), 101-102.

²⁴ Koenig, 284.

on the assumption that a course syllabus is reflective of the actual course taught. If this is not true, the research would be further limited.

II. Review of Related Literature

An examination of the literature on LIS graduate school curricula strongly suggests an unquestioned need for management classes in graduate library schools and at the same time, room for improvement relating to classroom management education. “There was universal consensus among library school graduates for many years that library school curriculum was at the same time boring and not necessarily related to the work one ends up doing professionally.”²⁵

In surveying the literature of this research topic, two areas were examined. First, research was reviewed to identify characteristics of successful leadership and management. Successful characteristics include leadership, vision, risk-taking, trust, and communication. Second, research concerning the curricula of LIS graduate programs was examined to determine the value of management classes as part of the core curriculum.

In their book *The Closing of American Library Schools* Ostler, Dahlin and Willardson examine library education and attempt to explain LIS school’s decline and closures. Their work traces the historical trends in American higher education and offers an overview of American library education. Ostler, Dahlin and Willardson also include chapters on strategic planning for a revised LIS education curricula that reflects a recent paradigm shift, and a discussion of the standards for certification and accreditation. Of particular interest to this study, the chapter “A New Approach to Library Education”

²⁵ Ostler, 63.

contains suggestions for curriculum reform that presents ideas and suggestions from leaders in the LIS field for the specialization and future direction of the MLS degree.

H.L. Totten and R.L. Keyes in their 1994 article seek to answer the question: Do management courses in LIS schools provide the necessary knowledge for born leaders to become great managers? Totten and Keys point to Klopp's six common traits found in great leaders: (1) ability to act on intuition; (2) ability to make tough decisions; (3) global perspective; (4) appreciation for diversity; (5) sense of urgency; and (6) ability to deal with those you do not control.²⁶ Totten and Keyes suggest that an analytical model of leadership should be implemented, with an emphasis in the curriculum on the four elements that constitute the essence of leadership: creativity, risk taking, innovation and intuition.

In a 1993 article, M. Koenig's findings center on the convergence of factors that have necessitated a review and reassessment of the educational requirements for the LIS student. The major factors identified by Koenig include the role of technology, the growth of the special library and corporate employment, the growth of employment in the information industry and the increased options for and mobility of the information professional. Koenig concludes that the educational ramifications of the convergence of these factors are considerable with incredible repercussions for LIS education: LIS education needs to develop an entrepreneurial and market orientation; develop a more international perspective; recognize greater mobility among professionals; and design curricula that have a core component that is general to information professionals, and not specific to librarianship.

²⁶ Herman L. Totten and Ronald L. Keys, "The Road to Success," *Library Trends* 43 (1994): 38.

B.E. Sheldon's study of sixty-one library leaders from academic, public and school libraries, deans and national association executives compared characteristics of library leaders with characteristics of corporate leaders as identified by Bennis and Nanus (1985). These leaders were library directors, graduate school deans, and state librarians, in addition to those "persons who control major resources, or by reason of their position or professional activities have had a powerful impact on the profession."²⁷ Sheldon used the four qualities of a leader identified by Bennis and Nanus. These four qualities included (1) attention through vision; (2) meaning through communication; (3) trust through positioning; and (4) positive self regard. Four qualities that aided success were also identified. These four were (1) intensity that induces others to join in; (2) outstanding communication and listening skills; (3) an ability to be consistent, developing trust; and (4) self confidence.²⁸ Sheldon's findings mirrored to a large degree the findings of Bennis and Nanus, who said that every person they interviewed had an agenda and were very results-oriented. The library leaders were found to possess clear goals, personal drive, magnetism and persistence. Sheldon concludes that the current library leaders interviewed are in tune with current management trends and "have been among the first to shift away from a somewhat mechanical model of planning and efficiency...The new approaches do not throw out the systematic approach but they place much more emphasis on creativity, risk taking, innovation, and even intuition."²⁹

Alice Gertzog used two surveys administered to library professionals to identify perceived leaders in the field of librarianship, to determine who designated them as

²⁷ Sheldon, 393.

²⁸ Sheldon, 393-394.

²⁹ B.E. Sheldon, "Library Leaders: Attributes Compared To Corporate Leaders," *Library Trends* 40 (1992): 400-401.

leaders, and to assess the extent to which there was support for these leaders. The leaders, as identified in the study, are highly visible figures both within and outside the profession. “These perceived leaders write for national professional journals, administer and participate in national professional organizations, socialize new entrants to the profession, produce new technologies that have ramifications for the entire field, and represent librarianship to the outside community.”³⁰

In an examination of Canadian library school education in contrast to needs as identified by Canadian public librarians, Erkkila and Nicholls found that despite criticism from students, practitioners, and library educators, there is an unquestioned need for management education in LIS programs. Library school survey data suggests high emphasis placed on such topics as Budgeting, Principles of Control, Directing, Organizing, Human Resources, and Planning. Medium emphasis was placed on Development of Management Theory, and Unions, with low emphasis in Quantitative Methods. In contrast, only one topic, Budgeting, was rated as a high emphasis by the public librarian survey data. Principles of Control, Directing, Organizing, Human Resources, and Planning were ranked as a medium emphasis, while Quantitative Methods, Development of Management Theory, and Unions were given low emphasis by public librarians. The results suggest that library schools are providing management education on the topics emphasized by the profession, and while the rankings may differ in the levels of importance, both groups found they were necessary to some degree. Erkkila and Nicholls conclude that, based on the major topics identified in their study, the general management course can provide an introduction of the fundamentals to new LIS

³⁰ Gertzog, 425-426.

students. The authors recommend additional elective courses to expand on these principles and ideas.

In addressing change in librarianship, E.H. Daniel took a “top-down” look at the curriculum of LIS schools. Daniel concludes with her three major components of “a good education today: theory, problem-solving skills, and the study of the environment.”³¹

Swisher, DuMont and Boyer examined gender differences in academic library management in their 1985 article “The Motivation to Manage.” While finding no evidence of a significant gender difference between the motivation to manage of men and women who were either LIS students or academic librarians, they did find that “the general level of motivation to manage among students who have declared a preference for academic librarianship is lower than academic librarians’ motivation to manage.”³²

In a dissertation presented at the University of Pittsburgh, *Competencies for the Information Professional in the Coming Decade: A Delphi Study*, A.E. Friedrich attempted to determine if ratings of the importance of thirty-four competencies would differ among library and information science participants. Employing the method of a two-round Delphi study, Friedrich concluded that competency ratings showed a high level of agreement among all participants, both library and information science. It was Friedrich’s assumption that the identified core competencies could serve as “the basis for a restructured core curriculum responsive to the demands of practitioners and students.”³³ Friedrich found upon analysis of the second round of responses, “among the ten

³¹ Daniel, 360.

³² Swisher, R., DuMont, R., and Boyer, C., “The Motivation to Manage: A Study of Academic Librarians and Library Science Students,” *Library Trends* 34 (1985): 229.

³³ Friedrich, iii.

competencies rated most important to each group [of LS and IS participants] eight of the ten rankings are identical for both groups. In addition, the top four competencies were also identical after Round II.”³⁴ These four competencies were:

- ◆ Ability to articulate ideas, principles, and concepts clearly: orally and in writing
- ◆ Ability to communicate effectively with clients in order to supply appropriate information services
- ◆ Ability to take action to solve problems, overcome obstacles and achieve goals
- ◆ Ability to be flexible in adapting to change

Management competencies were viewed by all as especially important to future professionals.

Recent research strongly indicates the need for management education in LIS schools. Fundamental management concepts such as leadership, creativity and intuition recur throughout the literature. At the same time, studies show a disinterest in management education among LIS students. This research examines management course syllabi from the top five MLS programs to assess the management education of LIS students.

³⁴ A.E. Friedrich “Competencies For The Information Professional In The Coming Decade: A Delphi Study” (Ph.D. diss., University of Pittsburgh, 1985), 121.

III. Methodology

This research involves a study of course descriptions, syllabi and readings of management courses in the top five library and information science programs, as ranked by the *US News & World Report* annual graduate school ranking. The top five were selected for inclusion in this study because they are prestigious institutions considered to be leaders in the field of educating LIS professionals. At the beginning of the course term, a “snap shot” was taken of the course syllabi for any class relating to the topic of management. If available, the course information and syllabus were obtained from an online resource, such as the class web page. If the syllabus was not available online, a paper copy was requested. The syllabus was examined in terms of the major themes and concepts presented and the readings that support those topics to determine the similarities and differences among the schools. The course syllabi were evaluated using a checklist of management characteristics identified in the literature. The characteristics included terms such as leadership, communication, vision, trust, risk-taking, creativity and innovation. These terms were derived as a result of combining Friedrich’s four competencies as identified in his Delphi study with LS and IS participants, and the recommendations for management curricula criteria of other leaders and researchers in the field. Leadership, communication, vision, trust, risk-taking, diversity, creativity, and innovation are all terms identified by such researchers as Sheldon, Klopp, Gertzog, Totten and Keys. This research considered such questions as:

Are Friedrich's four core competencies explicitly addressed in the syllabi?

Are terms (leadership, communication, vision, trust, risk-taking, creativity and innovation) identified as course topics and to what degree are they addressed?

How many readings support each topic?

Are readings “classical texts” on the subject or are more modern/current readings incorporated?

Are readings interdisciplinary? Are readings pulled in from outside disciplines?

Project schedule

This research was conducted during the 2000 Spring semester, with data collection and analysis in March and the production of a final paper in early April of that same year.

Data Collection

The top five graduate programs in Library Science, as ranked in 1999 by *US News & World Report* were the University of Illinois at Urbana-Champaign (UIUC), University of North Carolina at Chapel Hill (UNC-CH), Syracuse University, University of Michigan, Ann Arbor, and the University of Pittsburgh. Five courses, one from each of the top five Library and Information Science graduate programs, were selected for the purposes of this study. From the two top ranked programs, the University of Illinois at Urbana-Champaign Graduate School of Library and Information Science, and the University of North Carolina, Chapel Hill, School of Information & Library Science the

syllabus for LIS405 Administration and Management of Libraries and Information Centers and the syllabus for INLS131 Management of Information Agencies were selected, respectively. The syllabus for IST614, Management of Libraries and Information Centers, from the Syracuse University School of Information Studies was included in the study. The syllabus for SI605, Managing the IT Organization was included from the University of Michigan, School of Information. And finally, the course syllabus for University of Pittsburgh, School of Information Science course LIS2700, Management Of Libraries And Information Systems And Services was selected.

In the five programs only two, UNC-CH and Syracuse, had a specific management course as a requirement of the curriculum. These two classes have been included in this study. The management requirement at the remaining three LIS programs varied. The University of Pittsburgh graduate program requires four core classes for its MLIS degree. The class selected for this study from the University of Pittsburgh is one of nine classes that would fulfill the management core course requirement. LIS2700 was selected due its more general approach to the topic of management, and because it was less focused on specialized subjects (preservation, archives, records) and/or locations (public, academic, special, school libraries) than the remaining eight classes. The University of Illinois and the University of Michigan both offered classes in management, but neither program required these classes as part of the core curriculum. Three of the five classes included in this study provided online access to the class syllabus. The syllabi for INLS131 (UNC-CH) and IST614 (Syracuse) were

also available online, but were password-protected. For the purposes of this study, copies were made available upon request.

IV. Findings

Course Descriptions

There were several dominant themes addressed in the course descriptions for the five courses included in this study. Common topics included organization of libraries, organizational structure, principles of management and administration, planning, staffing (also referred to as personnel, human resources), budgeting, leadership, change, and decision-making. *For more information and complete course descriptions for each course, see Table I, Course Descriptions.*

Readings To Support Course Topics

Readings to support major syllabus topics for each course varied in terms of discipline, currency, number per topic and medium. *For an overview of the readings, see Table II, Readings Matrix.*

LIS405 (University of Illinois) uses *Library and Information Center Management* (Stueart and Moran, 1998) as the required text for the course. Additional sources include *Library Manager's Deskbook* (Carson, Carson and Phillips, 1995), *Handbook of Public Administration* (Perry, 1996), and volume 42, issue 3 of *Library Trends*. Required and recommended readings from each of these sources support each topic addressed in the syllabus. With a total of 70 readings and 11 session topics, there was an average of 6.36 readings on each topic, and all but a small number were published in the 1990s. The two

oldest sources were from the late 1980s and are on the topics of Grants for Libraries and Planning Library Buildings. Readings were primarily from library literature with a few readings pulled from the literature of other disciplines.

INLS131 (University of North Carolina, Chapel Hill) uses *Management* (Daft, 2000) as the recommended text and a majority of the required readings are taken from this text. Additionally, optional readings are listed to support most topics on the syllabus. With 26 total readings and 17 course topics, there was an average of 1.53 readings to support each topic. In terms of the currency of the readings, the required readings from the recommended text were published in 2000, and all but one of the remaining optional readings were published in the mid- to late-1990s. The one reading that was published outside of the 1990s was published in 1980 and is an optional reading for the topic “Looking Backward: A History of Management and Its Schools.” Also important to note, two of the readings for the topic “Getting to Know Yourself” were online, one, a personality assessment and the other, a learning styles instrument. Most readings were taken from the literature of other disciplines, with a few of the optional readings pulled from the library literature.

IST614 (Syracuse University) uses two required texts, *Business* (Bounds and Lamb, 1998) and *The Goal: A Process of Ongoing Improvement* (Goldratt, 1992). In addition, the class uses the A.D. Little Case Study as a tool for discussion over the course of several classes, and *Harvard Business Review* articles used to support the team-led classes and discussions. The required readings were both published in the 1990s, but the dates of the *Harvard Business Review* articles varied.

SI605 (University of Michigan) has two required texts: *The Information Paradox* (Thorpe, 1998) and *Management of the Absurd* (Farson, 1997). The course bibliography presents the optional readings for the course divided by major syllabus topics. The readings, both required and recommended, are pulled almost exclusively from the literature of other disciplines. There were a total of 150 readings, supporting 9 topics, resulting in an average of 16.67 readings per topic. The two required texts were published in the late 1990s, with most of the articles dating from the mid- to late 1990s. A small number of articles (21) were published in the early 1990s and an even smaller number in the 1980s (3) and in the 1970s (1); 10 of the 18 articles in the Leadership section of the course bibliography were published in 1993 or earlier.

LIS2700 (University of Pittsburgh) offers a list of core and recommended readings, including articles, conference proceedings and chapters of books. Each topic is supported with a list of core and recommended readings and a case study. With a total of 257 readings (38 core, and 219 recommended) and 12 course topics, there was an average of 21.41 readings per topic, with a majority of those readings (225) dating from the 1990s. A small number of the readings (24) were published in the 1980s and even fewer were published in the 1970s (6). Two readings, one core, one recommended, were published in the 1960s. A majority of the readings were pulled from the library literature with a select few taken from other disciplines.

Addressing Friedrich's Four Core Competencies

Looking at Friedrich's four competencies as identified in the Delphi study with LS and IS participants, and combining these with the recommendations for management

curricula criteria of other leaders and researchers in the field, a number of points of emphasis for management education can be identified. Leadership, communication, vision, trust, risk-taking, diversity, creativity, and innovation are all terms identified by such researchers as Sheldon, Klopp, Gertzog, Totten and Keys. Incorporating these fundamental constructs with Friedrich's competencies, four clear concepts relating to management emerge (*see Figure I, Four Primary Management Concepts*):

- 1) Ability to articulate ideas, principles and concepts, orally and in writing, with vision and leadership
- 2) Ability to communicate effectively in order to supply appropriate information services
- 3) Ability to take action to solve problems, overcome obstacles and achieve goals, supported by the principles of risk-taking, trust and managing diversity
- 4) Ability to be flexible in adapting to change, coupled with creativity and innovation

In measuring the syllabus from each school's management course against these four constructs, distinct differences in the strengths of the five LIS programs become readily apparent.

Ability to articulate ideas, principles and concepts, orally and in writing, with vision and leadership

The management courses at the University of Illinois, University of Michigan, University of North Carolina and University of Pittsburgh included in this study provide

a foundation for students through defined sections of the course and the syllabi that highlighted definitions of key terms, an overview of management and the history and critical issues of management in the IT organization. Going beyond knowledge that is internal to the organization or the profession, the University of Pittsburgh course also dedicates a session of the syllabus to General Principles and Socioeconomic and Technological Factors Affecting Libraries, expanding on the knowledge of basic issues and vocabulary for students by providing an in-depth look at and definition of external issues that affect the information organization. The University of Michigan and University of North Carolina students are also exposed to readings and discussion on the topic of Leadership. Motivation, key to successful management and leadership is also a topic on the course syllabus for the UNC management course. The courses, syllabi and readings from the University of Illinois, University of Michigan, University of North Carolina and University of Pittsburgh introduce their students to the foundations and definitions needed for discussion on management, leadership and vision. Unlike the other four schools in the study, from the syllabus it appears Syracuse does not address definitions, key terms or history of management.

Ability to communicate effectively in order to supply appropriate information services

This second principle incorporates exposure to many of the ideas and skills needed for the day-to-day operations of the information organization. The ideas associated with this principle include communication, organization structure, roles and functions, evaluation of services, human resources management and supervision, and issues involving relationships with external organizations such as vendors and

bibliographic utilities. All five graduate programs in this study provide sections in their courses, supported with readings on human resources management, issues and supervision. The University of Michigan and University of North Carolina cover the general topic of Human Resources, while the University of Illinois looks specifically at Supervision. The University of Pittsburgh takes the approach of examining Staffing and Human Resources, while Syracuse takes a broader approach of Managing People. Three of the five courses also examine the fundamentals of organization: the University of Illinois, University of North Carolina, and the University of Pittsburgh offer course topics of Types and Structures of Organizations, Fundamentals of Organizations, and Administrative Issues and Organizational Structure, respectively. The University of North Carolina and the University of Illinois also provide course topics and readings on Communication and the Directions and Channels of Communication in the organization.

In terms of effectively supplying appropriate information services, three of the courses also provide an overview of evaluating and managing services: the University of Illinois offers Evaluation of Information Services; Syracuse University offers Managing Products and Services; and the University of Pittsburgh offers Measurement and Evaluation of Operations and Services. Only two programs, the University of Michigan and University of Pittsburgh provide any topic on the syllabus relating to the management of external relations with vendors (Vender Relations, University of Michigan) and external organizations (Relationships with Vendors, Bibliographic Utilities and External Organization, University of Pittsburgh; Library Network and Collaboration/Resource Sharing, University of Pittsburgh). And interestingly, only the University of Illinois covered the topic of Business Writing and Public Speaking.

Ability to take action to solve problems, overcome obstacles and achieve goals, supported by the principles of risk-taking, trust and managing diversity

Decision-making is the most fundamental way of taking action to solve problems and achieve goals, and in support of this construct, the syllabi from the management courses were examined for course topics and readings in this area. Three major areas emerged: decision-making, budgeting, and managing the process and/or the organization. The University of North Carolina, Syracuse University, University of Michigan and University of Pittsburgh all offered topics on budgeting and managing money. Tangentially related to this topic, but only offered by one school was the topic of Outsourcing, covered in the syllabus of the management course at the University of Michigan. Decision-making was covered as a topic, and supported with literature from several disciplines by the University of North Carolina and the University of Illinois. Taking a more broad approach, the University of North Carolina also covers Designing the Effective Organization, the University of Illinois addresses the topic of Project Management, and Syracuse University has the broad syllabus topic of Managing Processes. More focused, specialized topics appear on the syllabi for two of the five universities: the University of North Carolina covers Managing Diversity in the Human Resources section of the course and the University of Illinois addresses Conflict Resolution and Risk and Crisis Management.

Ability to be flexible in adapting to change, coupled with creativity and innovation

Two themes dominate the fourth and final construct dealing with flexibility, change, creativity and innovation: managing change and managing the future. The

University of Illinois, University of North Carolina and Syracuse all address the principle of managing change with the sections of their syllabi that relate, respectively, to Innovation, Change and Transition, the Changing Organization, and Managing Change. All but one of the syllabi address the topic of managing the future: the University of Michigan covers Future Directions, University of North Carolina offers a section on Planning, University of Pittsburgh covers Selecting, Deploying and Managing New Technologies, while Syracuse covers Managing the Future.

V. Conclusions

This study began by posing the question: Are LIS schools educating students to successfully perform as managers in their professional career? The management syllabi from the five top rated LIS schools were examined to provide an answer to that question. In the aggregate, these LIS schools appear to be successfully preparing students to be managers, with each school having its own strengths. From this study, several conclusions can be made concerning management education in LIS programs.

First and foremost, research suggests a management class should be required in every library school graduate program. Studies show that management education is fundamental to the success of any professional in the library and information science field. Experts suggest that management education gives the student the history and vocabulary to work and communicate with other professionals in the field. Management classes are program requirements in three of the LIS schools; courses are recommended, but not required, in the remaining two.

Second, research indicates that the management course should strive to expose the student to as many fundamental principles and new ideas in the management of the information agency as is possible and manageable. As was evident in the syllabus for management course at the University of Illinois, University of Michigan, University of North Carolina and University of Pittsburgh, those courses provided an overview of management, history and critical issues the IT organization. Findings suggest that

students receive an education in the core principles, history and vocabulary of management to increase perspective and facilitate the ability to clearly communicate with other professionals.

Research also suggests that students should be exposed to new issues affecting the profession and new approaches to management. The result would be an increase in the potential for creative and innovative approaches to traditional and contemporary issues in the field of librarianship. The syllabi showed that both traditional and non-traditional topics are addressed in the management course. The five syllabi reviewed for this study included traditional topics such as history, definition of key terms, communication, organizational structure, roles and functions, human resources management and supervision, decision-making and budgeting. More contemporary and innovative course topics that were covered by one or more schools include leadership, motivation, diversity, relationships with external organizations, business writing and public speaking, outsourcing, conflict resolution, risk and crisis management, and managing change and the future.

The syllabi examined showed management courses in this study also made use of new resources and methods of instruction. As seen in the University of Syracuse syllabus, the use of a case study actively involves the student in the class, focuses on a real-life issue, and provides a focal point for examination and discussion. Additionally, the University of Michigan and University of North Carolina took advantage of personality assessments (the Myers Briggs and the Keirsey Temperament Sorter) and the University of North Carolina also used an online learning styles assessment.

Due to the rapidly changing nature of management, the literature used to support course topics should be current and relevant to the topic and the profession. Additionally, because management is multidisciplinary, literature should be taken from all disciplines, ensuring that the topic that is the point of emphasis is adequately addressed, regardless of which professional discipline is actively publishing on that issue. The syllabi examined for this study utilized current literature and three of the five courses used literature primarily from other disciplines. Older works that are viewed as the seminal work on a particular topic, or that provide a historical perspective are also utilized in the courses.

In order for today's student to become tomorrow's successful professional, research indicates that management courses must provide an education in the fundamentals, with exposure through readings and new methods of instruction to new and creative ideas in the field. If the syllabi examined for this research accurately reflect the management preparation being given LIS students, it seems that the librarians emerging from these five programs will be prepared to some extent to assume managerial responsibilities. However, because each syllabus varies in its strengths in specific areas as measured against the literature and research findings, the management education of the student is also limited. Until one management course can successfully incorporate all aspects identified in this research, the management education of the LIS student will not be truly complete.

Suggestions for further study

Areas for further study would include a review of management courses at other institutions; perhaps a random sample from the entire spectrum of ranked LIS programs,

not just the top five. Future studies may also include different courses or the same course with a different faculty instructor. Additionally, following Friedrich's example, a Delphi study could be conducted with a pool of recent graduates and employers as the participants to determine the immediate needs of employers contrasted with the skill set of recent graduates in the field. And finally, a comparison of management education in LIS schools to management education in other professional programs would be an interesting look into the preparation of IT professionals versus that of professionals in other disciplines.

Table I: Course Descriptions

University of Illinois at Urbana-Champaign, Graduate School of Library & Information Science

LIS 405. Administration and Management of Libraries and Information

(<http://alexia.lis.uiuc.edu/gslis/courses/descriptions.html#405>)

Designed to supply knowledge of the internal organization of libraries and of the principles of library administration; emphasis on comparison of the conditions found in the several kinds of libraries and on applications of the general theory of administration.

University of North Carolina, Chapel Hill, School of Information and Library Science

INLS 131 Management of Information Agencies

(<http://ils.unc.edu/ils/catalog/courses.html#131>)

An introduction to management in libraries and other information agencies. Topics to be studied include planning, budgeting, organizational theory, information sources for managers, staffing, leadership, organizational change and decision making.

Syracuse University, School of Information Studies

IST 614: Management of Libraries and Information Centers

(<http://istweb.syr.edu/academic/courses/descriptions/grad.html>)

This course covers basic management functions as applied in libraries and information service organizations and the design and implementation of strategic planning techniques.

University of Michigan, School of Information

SI605 - Managing the IT Organization

(<https://coursetools.umm.umich.edu/1999/fall/si/si/605/001.nsf>)

Most professionals will be deeply involved with information technology (IT) throughout their careers. Many professionals will elect to lead, or be asked to lead, an IT unit. This cross-disciplinary course introduces students to the skills needed to manage the modern IT organization. In this course, students will develop skills and techniques in the areas of technology assessment, strategic planning, budgeting and financing, human resources administration, IT operations, and leadership.

University of Pittsburgh, School of Information Science

LIS 2700 Management Of Libraries And Information Systems And Services

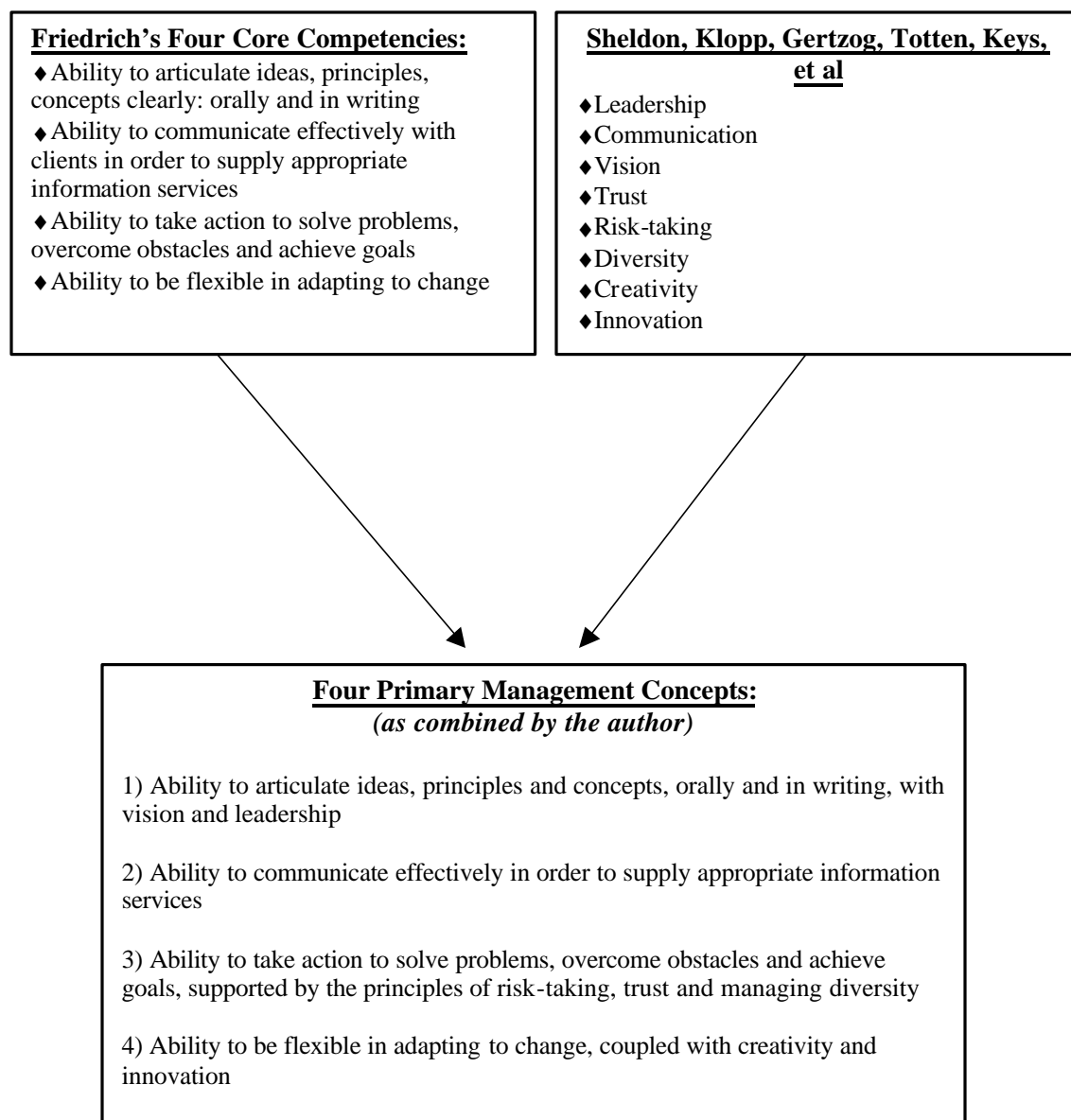
(<http://www.sis.pitt.edu/~lsdept/descrip.htm#man>)

Overview of management theories and principles and their application in library and information systems and services. Managerial decisions and functions in relation to structure, policy, personnel, and budget.

Table 2: Readings Matrix

	<u>Primary Source(s)</u>	<u>Additional Source(s)</u>	<u>Numbers</u>	<u>Currency of Readings</u>	<u>Library or Other?</u>
University of Illinois	<i>Library and Information Center Management</i> (Stueart and Moran, 1998)	<i>Library Manager's Deskbook</i> (Carson, Carson and Phillips, 1995), <i>Handbook of Public Administration</i> (Perry, 1996), <i>Library Trends</i> (volume 42, issue 3).	70 readings, 11 session topics; approximately 6.36 average readings per topic.	Primarily dating in the 1990s; two oldest in the 1980s.	Literature pulled almost exclusively from Library literature
University of North Carolina	<i>Management</i> (Daft, 2000)	Articles serve as optional readings	26 readings, 17 course topics; average of 1.53 readings per topic.	Required text published 2000; all but one of the remaining date in the mid- to late 1990s. One published in 1980.	Literature primarily taken from other disciplines, with a few optional readings from the library literature.
Syracuse University	<i>Business</i> (Bounds and Lamb, 1998) and <i>The Goal: A Process of Ongoing Improvement</i> (Goldratt, 1992)	A.D. Little Case Study and Harvard Business Review articles.	2 texts, 1 case study and a varying number of articles to support 9 course topics.	Readings date primarily in the 1990s, but the HBR articles could vary in date (they are selected by students in the class and not included on the syllabus).	Primarily pulled from the literature of other disciplines.
University of Michigan	<i>The Information Paradox</i> (Thorpe, 1998) and <i>Management of the Absurd</i> (Farson, 1997).	Articles serve as optional readings	150 readings, 9 topics; average of 16.67 readings per topic.	Required readings date in the 1990s, and most articles in the mid- to late 1990s. 21 in early 1990s, 3 in the 1980s, and 1 in the 1970s.	Primarily pulled from the literature of other disciplines.
University of Pittsburgh	No required text; required readings are individual articles, chapters and conference proceedings.	Optional readings also individual articles, chapters and conference proceedings.	257 readings (38 core and 219 recommended), 12 topics; 21.41 average readings per topic.	225 date in the 1990s, 24 in the 1980s, 6 in the 1970s and 2 readings date in the 1960s.	Readings are taken primarily from Library literature.

Figure I: Four Primary Management Concepts:



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