# Managing in the Twenty-First Century

Good people in management positions are vital to the existence of library and information services organizations. The internal relations among themselves and staff; the external relations among themselves and stakeholders who are users and supporters of information services; and the temporal relations as "inheritors of the past and ancestors to the future" are all factors to consider as managers and leaders. The future is driven by changing relationships. In order to reinvent the future good managers are required to have a vision of the possible that empowers the future beyond the temporal boundaries of the annual budgets and routine activities. The future is what those leaders create.

Every reader of this textbook, with its focus upon both theory and practice, should take to heart the admonishment to become a manager by beginning to prepare, now, for that eventuality. It requires recognizing that whether a person is a manager or someone being managed, all are involved in the process—team building, strategic planning, motivation, quality control, and evaluation. To be truly committed to information services requires every single member of an organization be dedicated to the vision and mission of the knowledge-based organization, most often called a library. When that happens, society benefits.

This section addresses the challenges facing future leaders and managers of information services organizations.

# Managers: The Next Generation

## ⓘ Overview

Lou has been a reference librarian since she graduated from library school almost forty years ago. She is planning to retire next month. One of her friends asked her, "Lou, did you ever think of doing anything besides being a reference librarian?" Lou replied that she had always enjoyed her position but that she had once considered becoming a manager. This was when the head of the reference department position was available and the director asked her to consider applying for it. "What happened?" asked her friend. "Well," said Lou, "I decided not to apply after all. I thought about it, but decided it was more than I wanted to take on. You know that the head of the department has to do the performance appraisals of everyone who works in the department. The head also has to handle any disciplinary situations. The more I thought about it, the more I knew that I just didn't want the responsibility. What if someone was not doing a good job? I would be the one who would have to write the bad appraisal. What if an employee was consistently late and I had to issue the reprimand? I decided it wasn't worth the hassle."

As Lou's story illustrates, management does not appeal to everyone. There are many students in schools of library and information science who think that they never would want to be managers. Like Lou, they do not want the responsibility. Nonetheless, most LIS graduates become managers if not in their first jobs then soon thereafter. Managers are not born but made (and sometimes reluctantly at that), and libraries need a constant stream of

individuals who are willing and able to take on the responsibilities of management. As today's baby boomer managers reach retirement age, there is an even greater need and opportunity for a new generation of library mangers.

This chapter will look first at how the decision to become a manager should be made and then at how individuals who have decided they want to manage can acquire the skills and knowledge necessary to be a successful library manager.

Imagine Melvil Dewey waking from a 100-year-long Rip Van Winkle–like sleep and suddenly being confronted with the twenty-first-century library. He would be astounded at some of the changes he encountered. Where is the card catalog? What about the shelf list? What are these black metal boxes with windows on them? What are those things that people are talking into while walking around? What about library directors? Many directors and high-level managers seem to be women. What are the librarians doing? Librarians no longer deal with books but seem to have been transformed into information navigators, surfing what is called the Internet with zeal and devotion. What is all this talk of metadata and Dublin Core, OCLC, and ARL LibQual+ measurements; outsourcing and customer satisfaction; self-directed teams and flattened organizations; change management and strategic planning? The transformation of the library that has taken place over the past 100 years would, at first, certainly leave Dewey bewildered, but Dewey was always a reformer. It seems likely that after he readjusted to the realities of the twenty-first-century library, he would begin to think like a manager and consider additional innovations that might allow these libraries to serve their users even better.

Stability and continuity are no longer characteristics that can be used to describe the library profession or a library manager's responsibilities. The profession is now best characterized by change, discontinuity, and opportunity. Managers are at the core of all that is happening in libraries today. Perhaps an appropriate slogan for a modern manager might be, "If you sense calm, it's only because you're in the eye of the storm." Few traces of the past remain. Information service has entered a new era, and the only way libraries, under the leadership and initiative of directors, can conserve the good that has been built in the past while performing a more challenging, vital mission in the future is by innovating. The challenge is to achieve a balance between preserving the good aspects of the past while moving toward a new vision of the future.

## Try This!

Interview a manager that you know. Either interview the manager at his or her workplace or perhaps offer to take the manager out for coffee. Ask the person you interview questions that will help you get an insight into what managers actually do and what you should be doing to prepare yourself to be one.

How did he or she become a manager?
What are the most difficult parts of being a manager?

The most frustrating?

The most rewarding?

What has this person learned from being a manager?

How does he or she keep up-to-date?

What ethical dilemmas has that manager faced?

How does that person make decisions?

What difficult decisions has he or she had to make?

What is his or her management style?

What career advice can that manager offer you?

## MANAGING IN TODAY'S ORGANIZATIONS

The challenge of managing is one thing that has remained the same from the time of Dewey to the present. The nature of the work being done, the types of technologies employed, the speed with which activities are accomplished, and the way workers think, talk, and react all have been drastically altered. But the managers of the early twenty-first century still face many of the same challenges that confronted their predecessors: How does one motivate workers? How can a realistic budget be developed? How can the organization be both more effective and more efficient? How can library organizations capitalize upon the fact that workers are better educated, more involved in decision making, more motivated to attempt to identify objectives, and more committed to interacting with customers than ever before?

As previously discussed in the introductory chapters of this book, practices and procedures have evolved over the years, drawing upon the theories developed during the last century to cope with developing trends. Management and the techniques used to practice it have changed, but the need for managers remains constant. Many of the interpersonal and organizational skills that made managers successful in the past are still important for modern managers. But, in addition, managers in twenty-first-century organizations require augmented skills and talents to lead new types of organizations. Many of the readers of this textbook will be those new managers of the twenty-first-century library. The future of libraries and information services rests squarely in the hands of this new breed of managers.

## THE NEW GENERATION OF MANAGERS

A great deal has been written in the past few years about the graying of the library profession and the need to recruit new librarians. There also will be a need to find replacements for many of today's library managers. The baby boom generation is beginning to reach retirement age, and most library managers fall in this very large age cohort. The vast majority of people working and managing in libraries now are baby boomers born somewhere between 1946 and 1964. The boomers were followed by a much smaller cohort, often called Generation X, born between 1965 and 1978. Individuals belonging to Generation Y (or the millennials) were born between 1979 and 2000 and are

just beginning to be part of the library workforce. It is the Generation X and Generation Y librarians (often called NextGen librarians) who will be the managers of the libraries of the twenty-first century.

Because libraries have existed for centuries, they have much experience with successive waves of workers coming into the library workforce, and certainly this is not the first time that there have been librarians who need to interact with colleagues and patrons of different generations.[1] Although libraries are used to welcoming new workers, there is still a need for librarians to realize the unique characteristics of today's entrants to the workplace. The newest entrants, the Generation Y cohort, have been said to have a preference for teamwork, experiential activities, and using technology. They are strong in multitasking, goal orientation, positive attitudes, and a collaborative style.[2] This is the first generation of new workers who come to the library workplace as digital natives and not digital immigrants.

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## ? What Do You Think?

One NextGen librarian was quoted as saying:

> While generational issues do need to be discussed and resolved, I am concerned about making too big an issue out of them. We do not want to draw a line between two generations of librarians and unintentionally alienate them from each other. Instead, we need to learn to work together as we seek to help librarianship evolve with the times to serve the needs of the public. Each librarian, new or experienced, old or young, brings valuable experiences, perspectives, skills, and ideas to the profession. We need to find a way to acknowledge those assets and put them to good use.

> How much do you think generational differences affect workers? What differences do you see in baby boomer, Generation X and Generation Y librarians? How can libraries be welcoming work environments for people of all generations?

Unnamed NextGen librarian quoted in Rachel Singer Gordon, "Next Generation Librarianship," *American Libraries* 37, no. 3 (March 2006): 28.

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Although many new librarians are from the Generation Y generation, because librarianship often has been a second or third career for many people, there are still new entrants to the library workforce from the baby boomer and Generation X generations. It would be a mistake to focus too much attention on generational differences, but managers need to remember that younger librarians may have different attitudes toward some of the traditional practices in the workplace and may have "changing expectations of work/life balance, a differing view on employer/employee loyalty, and a predisposition toward continuous challenges and lifelong learning."[3] As libraries begin to plan to make the succession from the managers of today to those of the future, the characteristics and strengths of these new managers must be taken into consideration.

## DECIDING TO BECOME A MANAGER

Librarianship, like many other service professions, attracts individuals who often do not have a strong desire to manage. In fact, many enter the profession with a strong aversion to being a manager. In librarianship, professionals usually enjoy the tasks traditionally associated with the profession: collecting, organizing, preserving, and disseminating information. People drawn to the library profession like to work with information and people. These are essential tasks for most librarians, but most modern librarians have to combine work on these tasks with managerial responsibilities. In the United States, for example, the proportion of nonprofessional library employees continues to increase, and, as a result, most professional librarians have to serve as managers. The professional librarians customarily supervise the nonprofessionals, and it is common for many librarians to begin to manage on their first job. So individuals who joined the profession so they could perform professional tasks soon find themselves managers, often reluctant managers, because many probably believed in the old adage "managers are born not made" and were convinced they were not born to be one. But managers are not born but made, and, as has been said frequently before, most librarians will need to assume managerial responsibilities at some point in their careers. Almost all librarians will supervise others and engage in some management activities in teams or committees.

However, what if you are interested in going beyond this level of management and want to be a mid- or upper-level manager? Some readers already may have taken initial steps toward such a management career. They have been, perhaps, intrigued by the idea of managing an organization or trying to make things work better. Others may be working in jobs in which the management approach has been poor and believe that they can initiate necessary improvements. Others are intrigued by the idea of putting into practice some of the theories and techniques discussed in this text. The work of a manager, though often difficult, is never dull and is usually rewarding.

Henry Mintzberg, in a seminal study, examined the work that managers do.[4] He actually sat in the offices of managers, followed them around, and recorded their activities. He found that managers work at demanding activities that are characterized by their variety, fragmentation, and brevity. In other words, managers rarely have long stretches of uninterrupted time to spend on any one task. They simultaneously work at a variety of tasks, each for a short period of time. Their days are fragmented, and there are many demands on their time. A manager also performs a great deal of work at a very fast pace and is required to make ultimate decisions after due consideration. For most managers, there is usually more to be done than there is time in which to do it.

Managers are required to assume a great deal of responsibility. They are responsible for other people, their actions, and the success or failure of the enterprise. "The buck stops here!" mentality continues because managers are accountable, at various levels, for the operation of a team, a unit, a division, or a whole organization. With a focus upon customers and their needs, the idea of the library as a knowledge organization whose primary responsibility is knowledge management becomes the most important part of the manager's daily work life. They typically have heavy workloads and often feel stress because of their managerial duties.

Under such circumstances, why would anyone want to be a manager? Although there are many challenges and difficulties associated with management, most competent managers enjoy their jobs. They like the sense of autonomy and the ability to set their own agendas and are proud of being able to make a difference and of performing well. They are challenged by the diversity of the work they do and the diversity of the people—staff, customers, and other stakeholders—with whom they work. Most managers appreciate the higher salaries that accompany managerial positions. Managers are rewarded monetarily because they are accountable for the actions of others and for the achievement of organizational objectives.

The decision about whether to pursue a managerial career deserves thoughtful consideration by all new professionals. Learning to be a manager in a rapidly changing era involves learning about a great many things. The cliché that management is both an art and a skill is an accurate one. Many management skills are developed only through long practice. Through concerted effort, librarians can improve their managerial skills as they acquire experience and advance in management positions. But it takes more than just time to become a good manager.

Before deciding to pursue a managerial track, an individual should decide whether he or she wants to assume the responsibilities of management. Individuals vary greatly in what they hope to achieve from their career. Edgar Schein has developed one of the best-validated and most commonly used models for discovering career interests. His so-called career anchors are composed of a combination of motivation, attitude, and values. Schein states that these anchors are formed early in life and that they both guide and constrain an individual throughout an entire career. These anchors are what an individual holds to—the career values an individual would not give up even in the face of difficulty. Before anyone decides to become a manager, that person should consider what are the characteristics of the type of activities that he or she enjoys most. One of Schein's career anchors is general managerial competence. People who have that as their anchor have the characteristics shown in table 20.1. When an individual's career anchor is general managerial competence, most likely that person will enjoy management and be a success at it.

So if you want to become an upper-level manager, what are the steps that you should take? Getting ahead in management frequently seems to be affected by serendipity. Often, someone just seems to be in the right place at the right time and then moves up the career ladder because of it. Although serendipity and luck sometimes play a role in becoming a manager, it is wise to plan and to prepare for such a move from the start of one's career to be sure to be ready when the opportunity presents itself.

If you are not yet a manger but would like to be one, the first step is to do the best you can at the job you have now. Even entry-level jobs in libraries usually present at least some opportunity to work autonomously and to exercise creativity. But, in addition to working hard, be sure that your manager knows that you are interested in moving up in the organization at some time in the future. Although you may assume that your boss knows this, be explicit about it. One career strategist describes what she called "the good student" syndrome. Many employees use the same behaviors on the job that worked

**TABLE 20.1** Schein's General Managerial Competence Anchor

| Anchor | Characteristics | Preferred Pay, Benefits, and Rewards |
|---|---|---|
| General Managerial Competence | You want to manage or supervise people. You enjoy authority and responsibility. You are ambitious and thrive on analyzing issues, solving problems, and being in charge of something complex. You enjoy the opportunity to make decisions and like directing, coordinating, and influencing others more than perfecting a particular skill or way of doing things. | You measure success by income level and expect to be highly paid. You believe in promotions based on merit, measured performance, and strong results. |

For the rest of Schein's career anchors, see http://www.lu.com/management.

for them in school; they do their best and then wait passively for recognition, approval, and promotion. In the workplace, this can lead to frustration when that recognition does not come, and employees often become resentful when others who are newer in the organization or seem to have done less are promoted and given new opportunities.[5]

In every position you hold, begin to think about the skills and the experiences you will need to qualify you for the type of position you desire next. How can they be acquired? Once again, you can enlist your manager's help in finding ways to acquire those skills and experiences. You should also be looking for opportunities on your own. Are there opportunities for you to acquire management experience on committees either in the library or in a professional organization? Are there courses or workshops that you could take to increase your capabilities? More information about obtaining skills needed for management is provided later in this chapter.

Mentoring, which was discussed in chapter 12, is also helpful if a person wants to become a manager. Mentors help protégés advance in an organization by informally teaching them about the job and the organization. Also, as the protégés begin to ascend the organizational ladder, mentors often sponsor them and use their connections to help them advance either in their present organization or in another one.

## ❓ What Do You Think?

Mentoring is a complex subject. There are advantages and disadvantages to the practice. Obviously, those in the organization who don't have mentors may resent those who do…. [I]f one wishes to continue to advance, developing a network that includes a mentor greatly enhances the probability of success.

As the quotation states, there are both advantages and disadvantage to mentoring. What do you think are the primary advantages and disadvantages? If those who do not have mentors resent those who do, is there a way for organizations to provide mentoring for all?

Joseph Berk and Susan Berk, *Managing Effectively: A Handbook for First-Time Managers* (New York: Sterling, 1991), 93–94.

Becoming a manager usually is never accomplished in just one easy step. Although a few new graduates do begin their careers as directors of small libraries or information services units, most managers-in-training have the opportunity to learn about management through a series of positions and promotions.

As has been discussed before, in most large libraries, management is divided into three primary levels: first-line managers (often called supervisors), middle managers, and top-level managers. Many recent graduates immediately become supervisors. They are assigned responsibility for supervising a group of support staff and directing specific services or procedures. Middle managers are in charge of departments or, perhaps, projects or teams. Top management is responsible for the entire organization. This layer of management is made up of directors and their immediate deputies.

If a newly qualified professional begins work in a very small library, he or she may be the only professional and thus becomes the top manager automatically. In these cases, the new manager will need to work with other managers in the larger organization of which the library is a part to develop the expertise needed in the job. However, more frequently, new graduates go to work in larger organizations, in which they have a chance to learn management skills from their supervisors before they themselves become either middle- or top-level managers.

## Try This!

Think about the best manager that you ever had and then think about the worst one. What are three things you learned from each? How do managers shape the behavior of the future managers who have worked for them?

## SKILLS NEEDED BY MANAGERS

Managers need different sets of skills at different levels of management. The specific skills needed by most managers were discussed in chapter 1. Many diverse skills, including conceptual, human relations, and technical skills, are required of managers. Skills are needed that will lead to the:

- creation of a vision and a commitment to it, thereby creating a climate conducive to strategic thinking and action;

- coordination of greater team-based initiatives in a knowledge-based learning organization, consultation with funding authorities, within the organization and in the greater environment, and developing fund-raising skills and attitudes;
- communication of ideas and services effectively to constituents—customers, clients, patrons, users, and potential users of information services;
- consolidation of a positive attitude toward change management, with flexibility being the key to success and change being the only constant.

Most people receiving their library and information science (LIS) degrees graduate with a rudimentary knowledge of many of those skills. Some they may have acquired from past job experience, others they have learned during their professional education program, and still others, including analytical and people skills, they either were born with or have acquired in their life experience. But few individuals graduate knowing enough to become a top-level manager. Persons who maintain a lifelong learning attitude can acquire or improve their abilities in all of these skill areas.

## ACQUIRING MANAGEMENT SKILLS

If one is interested in learning and acquiring more management skills, where can one acquire that knowledge? If one is already a manager, how can management skills be improved, and how does one keep up-to-date with all the changes in the field?

The first opportunity to learn skills related to management often comes as part of the educational preparation for entering the profession. Management is taught as a part of the curriculum in almost all LIS programs. Most of the schools offer more than one management course, including such offerings as human resource management, strategic planning, marketing, and financial management. The same types of courses are offered not only in North America but also in schools across the world.

Although all LIS schools offer management courses, there are some problems associated with teaching management in programs designed for preparing individuals for their first professional position. One is the short length of most programs. In the United States, where the MLIS is the standard entry-level degree, most programs are still only about a year in duration. In that year, students have to master the skills related to librarianship, and the number of these skills has grown as the knowledge base of the field has expanded in the past twenty years. Many new courses have been added because of the need to prepare students to work in the ever more technologically sophisticated libraries of today. At the same time, learning the traditional skills of librarianship, such as reference, collection development, and cataloging and classification, is still required of new graduates. Because many students do not see themselves as managers, they often do not take the management courses that are offered unless they are required to do so.

## On-the-Job Opportunities

When newly minted librarians begin their professional careers, it is then that they see the importance of management. Although a few graduates of LIS schools get jobs as directors of small libraries, most graduates go to work in larger organizations in which they have a chance to learn some management skills before they themselves become middle- or top-level managers. All managers learn from doing. Often mistakes are made when a person is learning to manage, but making mistakes is one way of learning. New managers also learn from other managers in the organization and from professional colleagues outside the organization, through mentoring and networking. Observation and on-the-job training are important aspects of development as a manager. One can learn from other managers who are higher in the management structure as well as from those who are on the same level. New managers can learn a great deal from more experienced managers who already have acquired many of the skills and the characteristics that they would like to emulate. They also can observe bad managers and observe ways not to do things.

# ? What Would You Do?

Duckettville was a medium-size town in the heart of Tennessee. Due to its proximity to a quickly growing city, this historical southern town was experiencing steady population growth while trying to maintain its classic southern charm. The feel of the town was one of the attractions for Meredith, the new assistant manager of the Duckettville Branch Library. After having lived, worked, and studied in the New England area, Meredith was, when she saw the job posting for this position a year ago, excited about the opportunity to experience life in the southern United States and therefore decided to apply for her first managerial position. After a year, however, the excitement had faded, and she was wondering why she remained.

It was a little bit surprising to Meredith that she was selected to fill the position of assistant manager. Although her interview with Pam, the branch manager, went well, Meredith thought that she did not have the experience necessary to obtain the position. When offering the position, Pam explained that it was Meredith's hardworking, dependable, and creative attitude that led to her hiring. If only Meredith had been able to see that these words were the first warning signs of the trials that lay ahead for her.

Soon after she arrived, this new manager was asked to supervise all of the library's full-time employees. She was constantly rushing to get her work accomplished but never felt as though she was caught up. Meredith always had been willing to help wherever she could, but she had reached the point of burnout. She was beginning to feel

resentment toward Pam, the branch manager, for the discrepancies she saw in the amount of work they performed.

Meredith has assumed a managerial position but feels that she is in over her head. What is Pam's motive in acting as she does? If you were Meredith, what would you do?

(For the rest of this case study, see http://www.lu.com/management.)

# Continuing Education

On-the-job education is rarely enough. Continuing education is an important part of every professional's career development. Most large libraries provide staff development classes to teach the management skills that are needed by many of the managers within the organization. Library organizations, both state and national, provide other opportunities to learn management skills. These organizations often provide preconferences or institutes on specific managerial topics. Library consortia often contract for classes to be given for their members; regional networks such as SOLINET or NELINET provide courses on an ongoing basis. In addition, many library-related organizations provide continuing-education courses. For instance, the Association of Research Libraries offers a number of continuing-education classes. LIS schools also provide continuing-education opportunities. Increasingly, various types of classes are offered online so that managers can learn new techniques and skills without leaving home. As a result of the interest in developing leaders, a number of leadership institutes at both the state level and the national level have been established. There are also programs like the Senior Fellows Institute designed for upper-level academic library administrators as a step on the way to a library directorship.

So aspiring library managers can improve their knowledge by attending a wide variety of educational offerings. Sometimes managers, having recognized that to manage large and complex organizations requires a great deal of advanced management expertise, want a more systematic immersion in the discipline, and so they decide to get an additional degree in the field of management. Today, many library directors have MBA degrees, whereas others have master's degrees in public administration.

# ❓ What Do You Think?

As one moves up the organizational ladder, matters become less tangible and less predictable. A primary characteristic of managing, particularly at higher levels, is the confrontation of change, ambiguity, and contradiction. Managers spend much of their time living in fields of perceived tensions. They are constantly forced to make trade-offs, and often find that there are no right answers. The higher one goes in an organization, the more exaggerated this phenomenon becomes.

> In the previous quotation, Robert Quinn points out some of the chal-
> lenges facing managers. Why is it so difficult to function in an ambiguous
> environment? How do managers learn to cope with such conditions? How
> do you feel that you would do in circumstances such as these?
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> _____
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> Robert E. Quinn, *Beyond Rational Management* (San Francisco: Jossey-
> Bass, 1988), 3.

One important component in every manager's continuing-education port-
folio must be keeping up-to-date by reading both LIS management literature
and management literature in general. Most librarians have easy access to
both types of literature, which can provide a quick way to stay abreast of
current trends. In addition, there is a wealth of management information
available at one's fingertips through the Internet. Indeed, there is so much
material available on the Web that individuals are required to use their good
judgment about its accuracy, timeliness, and authenticity.

As was discussed in chapter 12, career development is the responsibility of
each professional. Organizations have a role to play in helping their employees
grow and develop, but the ultimate responsibility to shape a career belongs to
each individual to take responsibility for himself or herself. As Peter Drucker
noted, even today remarkably few Americans are prepared to select jobs for
themselves. "When you ask, 'Do you know what you are good at? Do you know
your limitations?' they look at you with a blank stare. Or they often respond
in terms of subject knowledge, which is the wrong answer. When they prepare
their résumés, they still try to list positions like steps up a ladder. It is time
to give up thinking of jobs or career paths as we once did and think in terms
of taking on assignments one after the other."[6] Twenty-first-century library
and information services managers need to develop their own portfolios of
management skills that will permit them the flexibility to respond to a rapidly
changing environment.

Opportunities for good managers are unlimited. Many organizations are com-
peting for a limited number of talented managers of the twenty-first century.
Those professionals, wearing the two hats of librarians and managers, have
numerous opportunities to assume new, more challenging positions. They are
able to advance in their managerial positions to achieve their professional
goals. They have learned to network effectively, to think strategically, and
to manage skillfully. Consequently, they are given opportunities to advance
through the managerial ranks and to assume top positions at leading institu-
tions. If questioned about their career goals, it is likely that most would de-
scribe a plan, a strategy, with at least a ten-year timeline. They have identified
and developed the skills necessary to succeed in the present position while
developing strategies for the next one.

## CONCLUSION

Good people in management positions are vital to the existence of library
and information service organizations. The authors hope that every reader of

this textbook considers the option of becoming a manager and begins to prepare for that eventuality. In any case, it should be recognized that, whether a person is a manager or the one being managed, management in successful organizations is a process that involves many individuals, from top-level managers to team leaders. To be committed to customer services requires every employee's total dedication to the vision and mission of the knowledge-based organization.

This chapter began by imagining Melvil Dewey awakening from a long nap, and it will close with him. As a manager, Melvil Dewey had a great impact on the libraries of his day. Because of his efforts, the library profession came of age in the late nineteenth century.[7] Managers like Dewey can have a great influence on their individual organizations and on their professions as a whole.

Due to the efforts of managers such as Dewey, our libraries and information agencies have had an organization and a structure that has worked well in the past. However, at the present time, these institutions are in the process of making a major transition from paper-based to digitally based organizations. They are confronting increasing competition and new challenges. Library managers are needed to prepare libraries to meet the demands of tomorrow. To ensure their continued existence, libraries need managers who will be the Melvil Deweys of the twenty-first century. We hope that the readers of this book will be those managers.

## NOTES

1. Rachel Singer Gordon, "Next Generation Librarianship," *American Libraries* 37, no. 3 (March 2006): 36–38.

2. Diane Oblinger, "Understanding the New Students," *Educause Review* 38, no. 3 (2003): 36–42.

3. Gordon, "Next Generation Librarianship," 37.

4. Henry Mintzberg, *The Nature of Managerial Work* (Englewood Cliffs, NJ: Prentice-Hall, 1980).

5. Mary Pergander, "A Tale of Two Librarians," *American Libraries* 37, no. 4 (April 2006): 82.

6. T. George Harris, "The Post-Capitalist Executive: An Interview with Peter F. Drucker," in *Managing in the New Economy,* ed. Joan Margretta (Boston: Harvard Business School, 1999), 163.

7. For more about Dewey as a manager, see Wayne A. Wiegand, *Irrepressible Reformer: A Biography of Melvil Dewey* (Chicago: American Library Association, 1996).