

## Management Education for Library Directors: Are Graduate Library Programs Providing Future Library Directors With the Skills and Knowledge They Will Need?

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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 graduate library school programs accredited by the American Library Association revealed that, for the most part, library managers are trained on the job. This paper presents the results of a two-part exploratory study focused on the research question: *Do ALA-accredited graduate library education programs offer their students the knowledge they will need to enter leadership and management positions within the library profession?* Of the 48 programs reviewed, 43.8% did not require management-related courses. A review of 24 program syllabi revealed that 58.3% of the management courses included human resource management concepts and 54.2% included strategy, planning and process. The results suggest that the library profession has yet to agree on the requirements for preparing future librarians for managerial positions and leadership roles.

**Keywords:** management education, library education, library directors, library management, qualitative research

### Introduction: Librarianship and the Discipline of Management

The library director position is the prevalent managerial position within the library profession. 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, library directors interact with union 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 more. Library directors

must provide training and supervision of the professional librarians, non-professional staff, and student assistants in their organizations. Library directors must make personnel decisions involving recruiting, hiring, training, evaluating and terminating staff. They must also make recommendations for the implementation of various personnel policy decisions.

In addition, other members of the professional library staff work in a broad range of institutions and perform a range of functions. In the performance of these multitudinous functions, there exist facets of management tasks and roles.

This study seeks to answer the ques-

tion: *Do ALA-accredited graduate library education programs offer their students the knowledge they will need to enter leadership and management positions within the library profession?*

### Literature Review

A review of the literature suggests that the library profession has been debating the need to increase the professional and management-related preparation for its library school graduates. An increase in the level of research focused on leadership is noted. Hernon and Schwartz (2008) set out to "stimulate the amount and type of research on the topic appearing in the literature of library and information science" (p. 243). Hansen (2004) suggested that the debate over what is needed in library education has been ongoing for many years. In the past, prior to the shift to master's level training for librarians, prominent library directors had developed their own in-house library education programs. The transition to master's level training also documents the steps toward professionalization for individuals working in the library field (Hansen, 2004). Elgohary (2003) described the debate on the effectiveness of library programs in preparing individuals for professional careers. Specific focus was placed on whether the job market demands are being met by the curriculum offered in graduate library programs.

Chandler (1994) sought to understand what competences were expected from the individuals earning a graduate library degree who intended to work within a law library. Chandler's study revealed a consensus among librarians and professional experts. "The experts and librarians were unified in viewing four management competences as important for future law library professionals; they were: (1) understanding of a service orientation, (2) knowledge of problem solving, (3) knowledge of oral and written communication skills, and (4) knowledge of inter-

personal skills and relations" (Chandler, 1994, abstract). Chandler articulated an interest in having these research results influence curriculum planners so that programs may better prepare individuals for professional careers.

Other research findings support the need for "increasing internship requirements and adding more management instruction" (Elgohary, 2003, abstract). Elgohary suggested that both increased internships and increased management instruction "are the most important methods for library schools to consider in preparing future research librarians" (Elgohary, 2003, abstract). From the management literature, Simonetti, Ariss, and Martinez (1999) suggested that mentorship is a key tool for advancement and professional growth.

Yontz (2003) wrote about the varied experiences that strengthen the development of a professional librarian. While a library professional may be expected to be self-directed in gaining the needed skills and credentials, it is essential for the profession to support this process of education. Yontz included mentoring as part of this process; Ptolomey's work as a library professional also revealed the need for "mentoring as a continuing professional development tool" (Ptolomey, 2008, p. 311).

Elgohary (2003) articulated the intent to conduct research that informed library school educators and administrators of what is increasingly needed for professional preparation. Similarly, Lemaster (1981) focused on graduates' post-degree perceptions of whether their graduate education had prepared them for their first professional positions. The results revealed the graduates' desire that programs improve their offerings by including instruction in management and personnel and offering "more field experiences" (Lemaster, 1981, abstract).

The literature also informs us what is needed once a library director is on the job. Library environments are no differ-

ent from traditional businesses and require management education and skill building. Jain (2004) wrote of the need to assess worker performance within the library environment. Providing direction to employees may set them on the right track, but it is not enough. Workplace evidence must be gathered and understood to ensure that the desired workplace outcomes are met. Library directors need skills such as these to effectively manage the workplace. In addition, providing regular feedback to workers improves their future efforts and performance. Jain's research revealed that the critical workplace factors that lead to efficient public library services include: team building, leadership, strategic management, transformational leadership, systems to reward employees, the ability to influence organizational culture, and measuring employee performance. Jain also found critical staff issues to include: "sense of purpose and achievement; feeling of self-worth; job-security; recognition; status; career development; and salary; motivational factors as effective communication; job satisfaction; delegation of authority; clear job description; performance feedback; conducive working environment; human resource strategy issues as motivation building among staff, continuous education and development; generating competitive advantage through human resources; and alignment of human resource strategy with strategic management plan" (Jain, 2004, abstract). In his conclusion, Jain "recommends a strategic human resource management model for libraries" (2004, abstract.).

Additional research on what library workplace environments require was conducted by Moghaddam and Moballeghi (2008), who found that total quality management (TQM) philosophies and tools are "increasingly being applied in the service sector, including libraries" (p. 912). An additional management concern emerges when we consider that the library profession, as Arthur

(1998) states, "has had an age profile older than most comparable professions since 1970" (p. 323). As a result, library leadership faces forthcoming recruiting, selection, and training challenges. To do so they must be intimately aware of "the legal considerations of the Age Discrimination in Employment Act (ADEA) and the Americans with Disabilities Act (ADA)" (Arthur, 1998, p. 326).

There is minimal literature on the development of library directors, but support is found in the literature that suggests that library directors are line managers who require management training (Giesecke, 2001; Montgomery & Cook, 2005; Weingand, 2001) and that library education has not met these needs (Koenig, 2007). Koenig sums up the debate with a review of key articles published in the journal *Education for Information*. His conclusion is that the "tension between the theoretical and practical is growing" (Koenig, 2007, p. 58). Koenig specifically refers to research that emphasized the need for marketing, financial management, and administrative training for librarians (Koenig, 2007).

### ***Distinct Educational Paths: MBA or MLS?***

When a student graduates with an undergraduate BA, BBA, or BS, he or she is expected to have gained a general education combined with the knowledge of a chosen major (Association of American Colleges and Universities, 2002). Often, the coursework in the major provides an introductory path into a profession or discipline. Well-designed undergraduate education should prepare a student to either enter the job market or enter into further advanced study at the graduate level. The choice of graduate education places the student on a path that extends in a different direction from others' educational choices.

### ***The Master of Business Administration (MBA)***

Individuals who plan a career in business enter a graduate business program known as an MBA program. The International Assembly for Collegiate Business Education (IACBE) and The Association to Advance Collegiate Schools of Business (AACSB) are the specialized accrediting bodies for institutions that offer business education programs. Traditional business education includes Management, Marketing, Accounting, Finance and Managing Information Systems.

The research presented in this article is focused 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," and the standards further articulate 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" (International Assembly for Collegiate Business Education, 2006, p. 73). The AACSB accreditation standards, although not prescriptive, include the following subject areas, among others, as important to 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).

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 are highly regarded and well developed in graduates of MBA programs (Graduate

Management Admission Council, 2004). The learning experience offered by an MBA degree is intended to prepare an individual to enter and succeed in a managerial position, regardless of setting or industry.

### ***The Master of Library Science (MLS)***

Individuals who plan a career in librarianship enter a graduate library program. Librarianship evolved to meet the need to organize an ever-growing collection of tangible knowledge artifacts (Battles, 2003). The American Library Association (ALA) is an accrediting body for educational institutions that offer the MLS 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 graduates. The question remains as to whether the graduate library degree offers its students the opportunity to gain the knowledge that they will need to enter leadership and management positions within the library profession.

### **Methodology**

A manager, or more precisely a line-manager, is defined within the scope of this study as an individual who directs processes *and* 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.

This study is designed to be exploratory in nature (Morse & Richards, pp. 27-28). Descriptive statistics were used

to describe the data collected, and qualitative methods were used to draw meaning from the data and to extract tentative theory (Kidder, 1981, p. 103). This study resides primarily in the qualitative paradigm, yet draws from the quantitative paradigm. The schools, data, and subjects used in this study were selected to provide access to rich and in-depth detail (Richards, 2005, p. 34) about the formal preparation of managers in the field of librarianship. Since statistical significance testing is not appropriate within the qualitative paradigm, the results do not permit predictive analysis. The research design is iterative; the results from Stage One of the study were in turn used to inform Stage Two of the study.

### ***Stage One—Research into the ALA-Accredited Graduate Library Programs in the United States and Canada***

The research in Stage One was conducted in three steps. The first step was to determine whether the ALA requirements for an accredited MLS program include learning outcomes reflective of management skills (e.g., a management course or management related internship). In the second step the authors identified all the ALA-accredited MLS programs in the United States and Canada and captured descriptive information for each program. In the final step, a review of the curricula of the ALA-accredited programs was conducted.

### ***Stage One—Sample***

The population and sampling frame for Stage One is all of the schools offering an ALA-accredited program in the United States and Canada. The non-probability-based, purposive sample drawn from this sampling frame included all programs excepting those with conditional accreditation and those that present their institutional information in a language

other than English. The results, listed in the appendix as Table 7, include 48 institutions throughout the United States and Canada

### ***Stage Two—Review Management-Related Courses Taught in ALA-Accredited Graduate Programs***

The research in Stage Two was conducted in four steps. First, the authors reviewed each of the program websites from the Stage One data collection process to identify those courses taught within the graduate library curriculum that focused on traditional management skills and knowledge. A course was included in Stage Two if the course title and description indicated learning outcomes that aligned with the management topics as described by the specialized accrediting authorities for business education (e.g., management principles, organizational behavior, human resource management, group and individual dynamics). Management courses prepare an individual to manage people regardless of the setting. Second, if the syllabi for these management-related courses were available online they were downloaded. Third, it was determined if the course is required or is elective. Finally, the content description for each course was reviewed to identify the specific concepts and knowledge designed to prepare an individual to assume a managerial leadership role.

### ***Stage Two—Sample***

Twenty-four courses from 17 ALA-accredited graduate programs were selected for review. A course was included in this sample if the syllabus or detailed outline was available online and if the course included a focus on traditional management defined according to the IACBE accreditation standards, which describe the basic concepts within the field of management education (IACBE

Table 1: Stage Two—Course Titles.

<b>Course Titles</b>
Managing Information Services & Organizations
Managing Library Collections and Services
Management of Special Libraries & Information Services
Professional Communication
Human Resource Management
Library Administration and Management Core Course
Financial Management
Management
Current Problems and Issues in Library and Information Science
Marketing and Public Relations for Information Professionals
Advanced Issues in Information Resources: Management of Information Service Organization
Principles of Management for Librarians and Information Specialists
Public Libraries
Academic Libraries
Principles of Management
Professional Competencies
Information Organizations and Management
Management in Library and Information Science
Management and Administration for the Information Professional
Leadership and Management Principles for Library and Information Services
Management of Libraries and Information Centers (2 courses, different programs, same title)
Management of Information Organizations (2 courses, different programs, same title)

Accreditation Manual, 2006, p. 73). The titles of the 24 courses that define the Stage Two sample are listed in Table 1.

Analysis of the syllabi focused on the concept of managing people within an organizational environment. The specific knowledge areas of finance, budgeting, and marketing, though valuable business skills, were not included in the focus of stage two of the study as they are not part of the basic management concepts.

## Results

The results presented here correspond to the research path described in the methodology section of this paper. This two-part exploratory study focused on the research question: Do ALA-accredited graduate library education programs offer their students the knowledge they will need to enter leadership and management positions within the library profession?

### *Stage One—American Library Association (ALA) Standards as They Relate to Management*

The American Library Association Web site lists the “Standards for Accreditation of Master’s Programs in Library and Information Studies 1992” (<http://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: “The Standards are indicative, not prescriptive” (ALA, 1992, Foreword section, para. 10). The 2002 revisions to the 1992 standards do not change this.

The term *management* appears within the following contexts in the 1992 standards:

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. (Curriculum section, para. 2)

—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. . . . (Missions, Goals, and Objectives section, para. 3)

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. (Afterword section, para. 15)

The interpretation of the term *management* in the ALA standards is different from what is considered management within traditional management education, where the focus is on the management of people. The term *management* in the ALA standards is more closely related to what may be found in a Management Information Systems (MIS) program and refers to managing information rather than people.

### **Stage One—Descriptive Information for ALA-Accredited Graduate Library Programs in the U.S. and Canada**

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

Diversity in the titles given to the graduate degrees was found. The data revealed thirteen different degree titles, many with overlapping terms. The traditional term for the degree is the Master of Library Science, or MLS (12.5% of the degrees offered), but the results of this study illustrate that the Master of Library and Information Science is the most popular terminology, representing 35.4% of the degree titles. While graduate level terminal degrees such as the J.D., MBA, M.Div., and MFA are universally recognized and understood, it appears that the leaders that influence the graduate library community have not agreed on the terms which represent the culmination of an education process that produces a library professional.

### **Stage One—Management-Related Curriculum within Graduate ALA-Accredited Programs**

An examination of the graduate program websites for the 48 programs reviewed revealed that many programs provide students with an opportunity to include a management course as an elective (see Table 2). For those programs that required a management course (56.2%), most required one course for completion of the graduate degree (54.2%). An additional 2% of the programs required two courses. The remaining 43.8% of the programs had no firm requirement of a traditional management course within their curriculum. Language such as “recommended elective” was often found.

Table 2: Frequency of Required Management Course(s).

Management Courses	Frequency	Percent
No management course is required	21	43.8
1 management course required	26	54.2
2 management courses required	1	2.0
<b>Total</b>	<b>48</b>	<b>100.0</b>

Another indicator of intent to prepare an individual for a future management role is a professional internship requirement (Elgohary, 2003; Lemaster, 1981). Many of the programs reviewed offered an option for students to participate in an internship or practicum, but students could instead prepare a portfolio or write a thesis paper as a capstone option. Of the 48 programs reviewed, 81.3% did not explicitly require a professional internship. The nine programs that did require an internship represented 18.8% of the reviewed programs.

A third indicator of the intent to prepare future library directors for management is the existence of traditional management courses, including those that have been customized for the graduate library degree programs. Of the 48 programs reviewed, 64.6% included one or more management electives within their course offerings (Table 3). In reviewing the electives, the data suggest that the curriculum developers within these schools misperceive coursework focused on technology and collection de-

velopment as *management* coursework (see Table 4).

Traditional management coursework focuses on line management responsibilities, rather than collection/resource management or patron focused processes. Line management responsibilities focus on the management of people. Courses that prepare a library director to engage in the complexity of managing employees within an organizational structure were present in 22.9% of the programs. This indicator will be examined more closely in Stage Two.

In viewing the courses included in graduate library programs as a whole, a theme emerged as to what is perceived as management coursework. Courses that focus on human resource management, management principles, and organizational behavior reflect an interest in the management of people. However, the academic themes that emerged from the data collected were focused on collections management and managing the network and library resources (see Table 4). Management course content was also examined more closely in Stage Two.

Table 3: Frequency of Management Electives Offered in Library Degree Program.

Management Electives Offered	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
<b>Total</b>	<b>48</b>	<b>100.0</b>



Table 4: Academic Focus of Management Courses, Frequency Reported.

Academic Focus	Frequency	Percent
Management of Library Resources	19	39.6
Management of people	11	22.9
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
<b>Total</b>	<b>48</b>	<b>100.0</b>

### *Stage Two—Review of Management-Related Courses Taught in ALA-Accredited Graduate Programs*

Twenty-four course syllabi were reviewed from 17 ALA-accredited graduate library programs in Stage Two. Twelve of the courses were required for graduation and twelve were electives. Of the graduate library programs offered by 17 schools, 79.2% required one or more management courses. Of the larger group of 48 ALA-accredited programs, 56.2% required one or two management-related courses (Table 2).

Human resource management and strategic planning were well represented in the reviewed management-related courses. Of the 24 syllabi analyzed, 58.3% included human resource management and 54.2% included strategy, planning, and process. No consensus as to what should be included was found. Only 37.5% of the 24 courses concerned managing effective teams and leadership theories. The explicit role of management was taught in one-third of the management-related courses reviewed. Within the 24 syllabi reviewed, a total of 30 management-related topics were found. Many of these management topics were only minimally represented in the courses. Table 5 represents the full list of topics drawn from the syllabi reviewed, the topics' frequencies of being taught within one or more of the courses, and the percentage overall of the topic being represented.

A question raised from the data was whether the syllabi's management-related topics and their frequency of occurrence changed significantly if the course was *required* within the curriculum or if the course was an *elective*. To help answer this question, Table 6 lists the management topics and their frequency within the required and elective courses.

All 30 management topics are represented in the 12 courses that were required by their degree programs. The evidence of frequency in the required courses contrasts to the lower frequency within the elective courses: the topic of human resource management is included in 75% of the required courses, and in 41.7% of the elective management courses. The topics of leadership and leadership theories are included in 58% of the required management courses, and in 16.7% of the elective management courses. The role of management and managing teams are also more frequently represented in the required courses.

Another indicator of the intensity of the management coursework is the percent of management-related topics included in the course. If a course contains non-management-related topics it dilutes the course's management focus. The review of the 24 syllabi revealed that most of the courses were focused solely on management-related concepts. Of the 24 courses reviewed, 75% were wholly focused on management topics (i.e., no non-management material was covered in the course). A comparison of required courses to elec-

Table 5: Frequency of Specific Management Topics Represented in Management Courses.

Management Topic	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 & professional development, career development	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%
Organizational effectiveness	2	8.3%
Self assessment and attitude	2	8.3%
Time management	2	8.3%
Negotiation	2	8.3%
Goal setting	2	8.3%
Meeting management	2	8.3%
Unions and labor relations	2	8.3%
Policymaking and legal issues	2	8.3%
Assessment and evaluation	2	8.3%
Ethics	2	8.3%
Information risk, ownership, privacy, security	1	4.2%
Analytical thinking	1	4.2%
Quality management	1	4.2%

tive courses revealed the required courses are more focused on management-related concepts, with 83.3% of the 12 required courses focusing completely on management-related topics. Of the *elective* courses, 66.7% were solely focused on management-related content.

### Analytic Discussion of Findings

An analysis of the results suggests that the library profession has yet to agree

upon the requirements for preparing future librarians for managerial positions and leadership roles. Such agreement has the potential to improve the design of graduate library education.

### Stage One

The ALA offers limited guidance about program content to the providers of graduate library education. The ALA accrediting standards are indicative, not

Table 6: Management Topics and Their Frequency Within Both Required and Elective Courses.

Management Topic (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%
Leadership theories	7	50%	2	16.7%
Managing effective teams	6	50%	3	25%
Role of management	6	33%	3	25%
Conflict, organizational change & development	4	16.7%	3	25%
Organizational structure and technology	2	25%	4	33%
History of the foundations of management	3	25%	2	16.7%
Communication	3	25%	2	16.7%
Personal & professional development, career development	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
Analytical thinking	1	8.3%	0	0

prescriptive (ALA, 1992). The term management can be found throughout the language of the standards, but the concept of management is associated with the management of library services and information technologies. No clear direction is offered for preparation of future library managers for the management of people. We interpret our findings to imply that, as a result of the lack of explicit guidance from ALA as to how the master's level curriculum should ensure specific people-management learning outcomes, library managers enter the field at a disadvantage.

Stage One of this research offered evidence that the library profession has not yet agreed on the requirements for preparing future librarians for managerial positions. With 43.8% of the ALA-accredited 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 on library schools to teach their librarians the skills and knowledge required to do their jobs. Library schools have successfully covered the various manifestations of *knowledge*: its creation, selection, acquisition, organization, description, storage, retrieval and preservation (ALA, 1992). The management of people and people-related processes is lacking.

Analysis of the data also suggests that some library schools possess a clear vision that management training is needed and provide courses to meet that need. Other library programs offer little choice of coursework for those interested in preparation for traditional management. Five of the programs provide neither required nor elective management courses. Sixteen of the 48 programs required only one traditional management-related course.

### *Stage Two*

Stage Two of this research more closely examined the management-related curriculum offered by ALA-accredited graduate library schools. The focus was at the coursework level rather than the program level (Stage One). This was done to offer insight into what is perceived as the knowledge and skills required to manage employees and processes. The data analysis suggests that there is a mismatch between what is needed for a management curriculum and the management coursework in library school programs. A review of the 24 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.

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

If a library school student is provided with only one opportunity to learn key employee-focused management concepts before earning his or her terminal degree, there should be a consensus as to the minimum standards that a library manager's career path requires. The authors suggest that 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.

## Future Research

More research is required to answer the question as to whether individuals who choose to enter leadership and management positions within the library profession are effectively prepared by their graduate library education. The results of this exploratory study revealed a limited focus on management education within the graduate library degree. The next step is to look at the recipients of graduate library

education in order to determine if the results from this study ring true. To that end we have established that the next two stages of research will focus on practicing library directors. Stage Three will involve the use of a questionnaire distributed to practicing 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 practicing library directors (Richards, 2005, p.38).

## Appendix

Table 7: Sample.

1. Alabama, University of	2. Albany, SUNY
3. Alberta, University of	4. Arizona, University of
5. British Columbia, University of	6. California, Los Angeles, Univ. of
7. Clarion University of Pennsylvania	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, University of	24. North Carolina, Chapel Hill, Univ. of
25. North Carolina Central University	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, University of
37. South Florida, University of	38. Southern Connecticut State Univ.
39. Southern Mississippi, University of	40. Syracuse University
41. Tennessee, University of	42. Texas-Austin, University of
43. Toronto, University of	44. Washington, University of
45. Wayne State University	46. Western Ontario, University of
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