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PROFOUND MANAGEMENT FOCUS—MANDATORY NECESSITY

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Abstract. Seamless information and their accessibility in different formats have created a turbulent atmosphere in the ever-changing library and information domain. A multitude of resources, such as information, human, financial and many more, and the need for their management, makes it imperative for advanced training in ‘Management’ as a discipline on a larger scale in LIS programs. In view of the changing paradigms of library and information organizations in the recent past, an attempt is made to frame appropriate course contents with management facets to be included in the 2 years integrated Master’s level programs in India.

Introduction

Libraries are increasingly becoming complex organizations. The situation has been further complicated by the availability of large volumes of valuable data and information in digital form via networks, which needs to be integrated with in-house resources and services. Evolving and adopting the right strategy to optimize resource utilization while realizing the goals and objectives require considerable expertise in management. The main issue is to ensure cost effectiveness while being innovative and entrepreneurial (Bryson, 1990). This requires LIS professionals with knowledge of modern management and leadership qualities.

Need and Objective

How adequate is the course contents of our LIS schools in the area of management? Does it find a place in the core curriculum? This study examines the course contents of a few selected schools in south India in order to assess their adequacy. Based on this and also on an analysis of relevant literature an attempt has been made to design a model course on ‘Library management’.

Methodology

More than sixty universities offer Master’s program in LIS in India (UGC, 2001). In the state of Karnataka 6 universities offer 2-year master’s program. The course contents of the following four schools have been examined in this study:

- University of Mysore
- Bangalore University
- Karnataka University
- Gulbarga University

In addition to the above, the course contents of the “Associateship in Documentation and Information Science” program of the Documentation Research and Training Centre, has also been examined.

University Grants Commission (UGC), the apex body for higher education has drafted a model syllabus for LIS schools in India. The course contents in “Library management” in this model syllabus have also been used in this study. The analysis is done at 3 levels. They are:

- Matching the course contents of LIS schools with the UGC Model
- Matching the course contents of LIS schools with a checklist prepared based on recent textbooks in management science to identify gaps
- Analyzing the current research trend by examining the keywords and key concepts derived from recent volumes of three core periodicals specializing in “Library management” and matching with course contents of LIS schools

This exercise, it was believed, would expose the inadequacies in the course contents of LIS schools.

Analysis

UGC Vs LIS Schools Curriculum – Comparative Analysis

UGC has enumerated 9 main units of Library Management in its model curriculum. Under these, 48 sub facets are enumerated covering 70% of the domain. Table 1 gives a comparative account of this checklist with the syllabus of 5 LIS schools selected for this purpose.

Table 1. UGC model syllabus Vs Library Schools - Comparison

Management Facets Prescribed by UGC	University of Mysore	Bangalore University	Karnatak University	Gulbarga University	DRTC, ISI
UNIT 1: Management					
Management concepts, definition & scope	Yes	Yes	Yes	Yes	Yes
Management styles and approaches	Yes	Yes	Yes	Yes	Yes
Schools of Management thought	Yes	Yes	Yes	No	Yes
Functions & principles of Scientific Management	Yes	Yes	Yes	Yes	Yes
UNIT 2: Human Resource Management					
Organizational structure	Yes	Yes	Yes	Yes	Yes
Delegation, communication & participation	Yes	Yes	Yes	Yes	Yes
Job analysis & description; Job evaluation	Yes	Yes	Yes	Yes	Yes
Inter-personal relations	Yes	Yes	Yes	Yes	Yes
Recruitment procedure	Yes	Yes	Yes	Yes	Yes
Motivation; Group dynamics	Yes	No	Yes	Yes	Yes
Training & development	Yes	Yes	Yes	Yes	Yes
Disciplines and grievances	No	No	No	No	Yes
Performance appraisal	Yes	No	Yes	Yes	Yes
UNIT 3: Financial Management					
Resource mobilization	Yes	Yes	Yes	Yes	Yes
Budgeting techniques and methods	Yes	Yes	Yes	Yes	Yes
PPBS, Zero based budgeting etc	Yes	No	Yes	Yes	Yes
Budgetary control	Yes	Yes	Yes	Yes	Yes
Cost effectiveness & cost benefit analysis	No	Yes	Yes	Yes	Yes
Outsourcing	No	No	Yes	No	Yes
UNIT 4: Reporting					
Types of Reports, Annual report: Compilation, contents and style	Yes	Yes	Yes	Yes	Yes
Library Statistics etc.	Yes	Yes	Yes	Yes	Yes
UNIT 5: System Analysis & Design					
Library as a system	No	Yes	Yes	Yes	Yes
Project management, PERT\CPM	No	Yes	Yes	Yes	Yes
Decision tables	No	No	No	Yes	No
Performance evaluation. Standards, MIS	No	Yes	Yes	Yes	Yes
Performance Measurement, Reengineering	No	No	Yes	Yes	Yes
Time and Motion study	No	Yes	No	Yes	Yes
SWOT (Strength Weakness Opportunities Threat)	No	No	No	Yes	Yes
DFD (Data Flow Diagram)	No	Yes	No	Yes	Yes
UNIT 6: Total Quality Management (TQM)					

Definition, concept, elements	No	No	Yes	Yes	Yes
Quality Audit	No	No	No	Yes	Yes
Technology management	No	No	Yes	Yes	Yes
UNIT 7: Library house keeping operation					
Different sections of LIC and their functions	Yes	Yes	Yes	Yes	Yes
Book ordering; acquisition and technical processing	Yes	Yes	Yes	Yes	Yes
Serials control, Circulation control, maintenance etc	Yes	Yes	Yes	Yes	Yes
Collection development, management policies, procedures evaluation and weeding	Yes	Yes	Yes	Yes	Yes
Archiving-conservation, preservation, restoration including print, non-print and electronic materials	Yes	No	Yes	No	No
Stock verification – Policies and procedures	Yes	No	Yes	No	Yes
UNIT 8: Planning					
Concept, definition, need & purpose	No	No	Yes	Yes	Yes
MBO	No	No	Yes	Yes	No
Building and space management	No	Yes	Yes	Yes	No
Risk management, contingency management	No	No	Yes	Yes	No
Planning and related infrastructure	No	No	Yes	Yes	Yes
Library standards	No	No	Yes	Yes	Yes
UNIT 9: Managing change					
Concept of change	No	No	Yes	No	No
Changes in procedures, methods, use of new tools & techniques	No	No	Yes	No	No
Problems in incorporating change	No	No	Yes	No	No
Techniques of Management change	No	No	Yes	No	No

1. University of Mysore by adhering to 5 main units and further only to 24 sub facets, they have adopted only 50% of the suggestion made by UGC. However, a close observation of the entire syllabus revealed the inclusion of ‘Stress Management’ and ‘Time Management’ under different heading.
2. Bangalore University syllabus includes 7 main facets under which 26 sub-facets are considered. So, they have included 54% of the suggestions made by UGC. In addition to UGC recommendation they have included ‘Modern Management Techniques’ and ‘Physical facilities management’ in their syllabus.
3. Karnataka University has shown maximum adherence to UGC by employing almost all the facets for inclusion in their curriculum thus leading to 87.5% in the neutralized scale.
4. Gulbarga University occupies 2nd position by including 39 sub-facets of UGC recommendation and thereby leading to 81.25%.
5. DRTC, ISI also occupies 2nd position by including 39 sub-facets. Management spectrum is covered to the extent of 81.25% in their syllabus. Additionally they have included ‘Operations Research techniques and simulation’ and ‘Knowledge management’ in their syllabus.

Additional Checklist of Management Facets

‘Management Science’ is a growing discipline and many new facets relevant to LIS schools are found in current literature (Morden, 2004). Some of the concepts that need to be seriously considered for inclusion in LIS school course contents are:

a. IT management: Information technology revolution has brought a myriad of changes in all walks of life including management of library and information organizations. Therefore, IT management is an essential task for a library manager and he should possess enriched knowledge of establishing standards, norms and methods for evaluating, purchasing, implementing and using technology, including

hardware, other equipment, software and staff training. This justifies in short the inclusion of IT management in the LIS Syllabus.

b. Knowledge Management: Knowledge management basically is creation, dissemination, renewal and application of knowledge towards organizational sustenance and survival. Knowledge is the most decisive factor in every area of an organizational structure, which has comprehensively changed their approach and service delivery capability globally (Raman, 2003).

c. Strategic Management: This provides a comprehensive approach to managing the impact of a dynamical environment upon the psychological, sociological, political and other subsystems which are found in a complex organization such as a Library. SWOT (Strength, Weakness, Opportunities, Threat) is a strategic four-factor analysis, which will lead to critical success of an organization. Strategic management enables library managers to quantify and qualify its contributions to the community or organization on a long-term basis (Corrall, 2000).

d. Marketing Management: Marketing is defined by The Chartered Institute of Marketing as the management process, which identifies, anticipates and supplies customer requirements efficiently and profitably. Since information is recognized as a valued commodity in 21st century, library managers should harness marketing concepts and techniques and future library managers should be trained in marketing strategies systematically (De Saez, 2002).

e. Time management: The sequence in which an individual performs his task, daily log of how much time he spends on particular activity and prioritization of work has profound effect on how much he gets out of life. “*Save the time of the reader*” – 4th law of library science and the emphasis on ‘Right information at the **Right time** to the Right reader’ (Hindle, 1998) suggest the importance of ‘Time management’ in a library.

f. Managing diversity: Diversity in society due to racism, sex, age, disability exists in most of the countries including India. People with diverse backgrounds must be integrated into the teams that plan and carryout an organization activities so that their ideas and skills are used for optimizing organizational performance. Managing diversity should be a part of LIS curriculum as this is a major issue in India, which is known for its diversity (Morrison, 1996).

g. Crisis Management: According Pearson and Clair, “An organizational crisis is a low-probability, high-impact event that threatens the viability of an organization and is characterized by ambiguity of cause, effect, and means of resolution, as well as by a belief that decision must be made swiftly. A crisis is a decisive moment occurring due to short-term perspectives of management. Managing crisis in libraries where man-material interface exists, needs special guidelines and training (Shiva Ramu, 2000).

h. Stress Management: Stress is the natural reaction that people experience when faced with excessive pressure or demands on their time and energy and could lead to mental or physical ill health. So, stress management has become a topic of study. Practicing or adopting stress management techniques differs from one to another depending on individuals stress level. So, knowledge of Stress management is essential for library managers (Agarwal, 2001; Morden, 2004).

An examination of additional list of facets vs the syllabuses of LIS schools under study reveals the fact that ‘Stress management’ and ‘Time management’ are included in the University of Mysore syllabus (see Section 1.1) and ‘knowledge management’ has been included by DRTC (See section 1.5). However, generally speaking there are wide gaps in the existing course contents of LIS Schools. A well-structured course content in ‘Library Management’ will be instrumental in generating value-added LIS graduates with adequate managerial skills.

Analysis of Scholarly Literature

Three journals exclusively devoted to library management are selected for analysis:

- Journal of Library Administration
- Library administration and management
- Library management

Research articles published in the current issues (last one-year) are considered for evaluation. 126 articles are published and their subject classification is represented in the table below.

Table 2. Subject-wise count of scholarly literature in Library Management

Subject classification based on key words	# of articles
Internet Information resources	31
Collection management	19
Human resource management	17
Consortia/Licensing/pricing models	13
Knowledge management	7
Change management	6
Library organization management	5
Digital libraries	4
Total Quality Management	3
Archiving	3
Marketing management	2
Strategic management	2
Finance management	1
Stress management	1
<i>Library Science</i>	5
<i>Library Science education</i>	4
<i>Library and society</i>	2
<i>Information retrieval</i>	1

In the table above, descriptors in italics (12 articles), indicate peripheral subjects. A significant number of articles are published on Internet information resources. Traditional facets of management such as 'Human resource management, information resource management' have received fair representation in the current literature. Library managers have attempted to write on sub-facets like 'Knowledge management', 'Marketing management', 'Strategic management' and 'stress management', which are of concern in the present management scenario. This trend rightly substantiates our suggestion for inclusion of new management facets in LIS Syllabus in our previous analysis. 'Consortia/Licensing/pricing models' had 13 articles. This is an upcoming field of interest to Library managers. So, this needs inclusion in the LIS syllabus.

Conclusion

Management Science is evolving with new approaches and techniques. A two-pronged approach can be suggested to equip LIS professionals with the required knowledge and skills:

- Introducing management concepts on LIS school curricula
- Continuing education programs for library managers on specific aspects of management

It is suggested that a modified 3-credit course be introduced as a core course with provision for elective courses in this area in Master's programs in LIS.

A major requirement for this would be an appropriate faculty. To have a large inter-disciplinary faculty in LIS Schools is not a viable proposition especially for schools in developing countries such as India. Instead, what is suggested here is to involve the faculty from the Department of management studies in teaching management courses in LIS program. The choice-based credit system introduced by the University of Madras which is flexible and allows students of LIS program to choose electives offered by the other departments of the University is a cost-effective solution to this problem that makes best use of the available human expertise in the University and largely obviates the need for hiring specialized faculty by every department.

An examination of the situation prevailing in large research / university libraries in India suggests that top management level positions are either vacant or occupied by persons drawn from other disciplines. Whether this situation is because of the inadequacy of LIS professionals in management techniques needs to be explored.

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