Management Skills for Academic Libraries in the Digital Age*

디지털시대 대학도서관의 경영기법에 관한 연구

이 용 재(Yong-Jae Lee)**

ABSTRACTS

This study explores what kinds of strategies are appropriate or needed for the academic librarians to upgrade their skills in the digital age. Printed and electronic sources related to this topic are gathered and examined, and communication with some academic librarians in USA is used for this study. The skills suggested in this paper mostly come from business-oriented concepts like Learning Organization, Knowledge Management, Team Management, Customer-Oriented Services, and Change Management. As a result of this study, it is found that these skills can be used without much difficulties in academic libraries to improve their services. However academic librarians need to keep in mind the core values of academic libraries as an academic forum and non-profit organization when they endeavor to provide better services for customers in the digital age.

초 록

이 연구는 디지털시대에서 대학도서관을 보다 원활히 운영하고 사서들이 서비스를 향상하기 위해 어떠한 경영기법이 필요한가를 모색하였다. 이 연구를 위해 관련 자료를 수집, 분석하였으며 미국 대학도서관의 여러 사서들과 의견을 교환하는 과정을 거쳤다. 이 연구에서 제시된 경영기법들은 학습조직, 지식경영, 팀 관리, 고객지향적 서비스, 변화관리 등과 같이 주로 영리를 추구하는 기업에서 활용되는 개념들로부터 나온 것이다. 이 연구의 결과 대학도서관이 서비스를 향상하고 대학사회에서 위상을 강화하기 위해 이러한 경영기법을 활용하는 것은 별다른 무리가 없음을 확인할 수 있었다. 다만 대학도서관 사서진은 디지털시대에서도 학술광장이자 비영리조직인 대학도서관의 핵심적 가치를 염두에 두고 도서관을 경영하며 서비스의 지평을 넓혀갈 필요가 있다.

1. Libraries, Perish or Flourish?

Whether we like the Internet or not, few people believe it will go away. Instead, it is increasingly interwoven into our daily lives. Many people prefer email to letter or telephone conversation for communication, even though letters and telephones still exist and function well. The Internet was originally a product made-in-USA, but it is now a convenient tool for communication throughout the world. A huge amount of information prevails on the Internet, and the speedy growth of information is beyond our imagination. Sometimes one gets lost in the galaxy of information.

Especially in the world of research, the Internet becomes more and more indispensable. Students and scholars do many things with the Internet, such as searching on the World Wide Web, downloading articles from some databases, participating in various academic societies and newsgroups, collaborating on research with scholars at other universities, using remote databases and other repositories for information and maintaining one's own homepage.

With the advent of the Internet and Information Technology(IT), many contend that printed books and journals will soon be replaced by electronic documents that are malleable, mutable, and mobile. They say that physical libraries will be replaced by digital libraries, and librarians by cybrarians(Borgman 2000). On the other hand, some library thinkers like Michael Gorman and Walt Crawford regard those technocrats as 'the enemies of libraries,' and they believe in the future of libraries and the values of librarianship (Crawford and Gorman 1996; Crawford 1999; Gorman 2000). Phil Agre says in his analysis of three stories about information, "if we look at what is really happening in the world, we see information technology as a nervous system for the physical world, not as a replacement for it."(Agre 1997)

There are many contradictory predictions about the future of libraries and whether they will perish or flourish with the present digital trend. Some people see the end of the libraries, whereas some people see 'the golden age of libraries'(Bennett 2001). Whether we are optimistic or pessimistic about the future of the libraries and the role of librarianship, the digital age presents surely some fundamental challenges for the librarianship.

Jeff Rutenbeck identifies some of these: malleability, selectivity, exclusivity, vulnerability, and superficiality. 'Malleability' means that digital materials can be easily manipulated, altered and enhanced; 'Selectivity' indicates that the decisions about digitizing

are apt to be based on the potential commercial appeal of the digitized works;
'Exclusivity' symbols the split between the digital haves and the digital have-nots;
'Vulnerability' means that computer programs and systems can't be perfectly
correct, secured, and stable. Computer scientists and mathematicians often refer to this
vulnerability as the "limit of correctness."; and 'Superficiality' implies that relation-
ships among people on the Internet tend to be more shallow, more opportunistic, and more
task driven(Rutenbeck 2000). Scott Bennett summarizes the great challenges as
access, preservation, and scalability(Bennett 2001). Whatever terms to describe the challenges
people may use, the main concern is how the libraries can survive or keep their values
in the digital age and contribute to the literacy and the right to know for the whole
humankind as ever.

Thus librarians should be well prepared for these challenges to keep the values of
librarianship and to serve well each community. In this study, among the many aspects
of libraries and librarianship, I focus on the management of academic libraries and explore
what kinds of strategies are appropriate or needed for the academic librarians to upgrade
their skills in the digital age.

Printed and electronic sources related to this topic have been gathered and examined for
this research during my stay(September 3, 2001 - August 4, 2002) at the Graduate School
of Library and Information Science in the University of Illinois at Urbana-Champaign
(UIUC). In addition, communication with some academic librarians in UIUC, Indiana State
University, and the University of California at Santa Cruz has also been used for this study.

As stated above, this study is based mostly on the context or the cases of the academic
libraries in USA. Today, the academic libraries in Korea have many things in
common with those in USA. The influence of IT, the Internet environment, and some
organizational changes like the introduction of team system are examples for that. It is,
therefore, contended that this study may provide significant implications for the field of
academic library management in Korea, as well.

2. Management Skills for the Librarians in Academic Libraries

In today's rapidly changing library environment, librarians who are working in academic
libraries worldwide need more management skills in the new era to do their jobs better.

Based on some previous articles that deal with this topic, I suggest some manage-
ment skills for academic librarians to cope with the challenges of the hectic digital world.
Academic librarians can identify or refine the skills by themselves in their own
libraries, and the ideas suggested here can be used as resources for them to do so.

In this study, I explore the management skills from two aspects; one is in organi-
zational perspective, the other is in individual perspective.

2. 1 Skills for the Libraries as a Learning Organization

As Ranganathan noted in his five laws for library science, the library is a growing
organism. It is also true in the present digital age. Academic libraries grow with their parent
university and college institutions. With IT and the Internet, academic libraries can strengthen
or expand their services for their customers. But, IT and the Internet seem
sometimes to be strong competitors that can make academic libraries less useful. Though
this digital trend might be more a blessing than a curse, academic libraries need new
management skills to meet these challenges and flourish in the academic communities of
the future. Here are some management skills in three categories for the libraries as a learning
organization.

2. 1. 1 Learning Organization

Academic libraries usually support their customers' learning and studying activities. In
the digital age, to meet well the learning need of customers' and keep growing with them,
academic libraries also should be a learning organization.

What, then, is a learning organization? A learning organization is an organization skilled
at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect
new knowledge and insights(Garvin 1993, 80). In this organization, every staff
member is encouraged to continuously learn new skills and techniques. For learning to
be effective, however, the learning must result in improvements in the organization's
operations(Giesecke and McNeil 1999, 158).

To be a learning organization, libraries should encourage their staff to make use of
opportunities such as self-education; daily conversation and discussions among the staff;
participating in seminars, conferences and workshops; and registering/auditing classes on
campus. In today's digital age, there are many more chances for librarians to learn everyday,

such as searching and learning on the Internet; communicating with other staff by an intranet, cooperating with colleagues worldwide through the Internet, participating in newsgroups; long-distance education; and teleconferencing.

In his book, *The Fifth Discipline*, Peter Senge described five 'component technologies,' that provide the building blocks for systems thinking. These also may be regarded as useful arts for academic libraries to create a learning organization. These are:

- Personal mastery, through which people become committed to their lifelong-learning;
- Creating mental models, our deeply ingrained assumptions, generalizations, and images;
- Building shared visions(not vision statements) through which people learn because they want to and not because they are told to;
- Team learning in which the 'discipline of dialogue' teaches team members to suspend assumptions, think together, and learn "how to recognize the patterns of interaction in teams that undermine learning";
- Systems thinking through which people focus not on individual problems or components of organizations, but on the totality of these problems and components that constitute a system and their interrelationships(Senge 1994, 139-269).

2. 1. 2 Knowledge Management

If some academic libraries are in the beginning stage of becoming a learning organization, it then becomes crucial to encourage staff members to share knowledge among them. Academic libraries cannot keep growing as a learning organization without the mind or culture that makes the knowledge shared among staff members. For example, if a knowledge-sharing mind or culture is not established and a librarian who was deeply involved in the learning process leaves the library, the organization will lose the vital knowledge and experiences of that librarian. Conversely, if an individual's expertise is incorporated into organizational documentation and is shared through cross-training efforts, the expertise remains in the organization after the individual leaves. This transfer of knowledge and expertise from one individual to another is the key component of a true learning organization.

For building some knowledge-sharing culture, the concept of 'knowledge management' can be an important tool. What, then, is knowledge management? Knowledge management may be defined as the set of process that creates and shares knowledge across an organization to optimize the use of judgment in the attainment of mission and goals

It is an emerging discipline developing on the interstices of organizational psychology, library and information science, economics, and computer science. It involves capturing an organization's goal-related knowledge as well as knowledge of its products, customers, competitors, and processes, and then sharing that knowledge with the appropriate people throughout the organization. Knowledge management is the art of creating value from an organization's knowledge assets(Townley 2001, 45). Davenport, De Long, and Beers identified four types of knowledge management processes: (1) to create knowledge repositories (2) to improve knowledge access (3) to enhance the knowledge environment (4) to manage knowledge as an asset(Davenport, De Long, and Beers 1998, 43-57). These types of knowledge management can be applied in academic libraries as well as any other type of organization.

Academic libraries should pay attention to the organizational knowledge that is being produced everyday in the heads or by the hands of their staffs. Organizational knowledge, whether it is explicit or implicit, can be an asset for academic libraries to serve well their scholarly communities in the digital age. For example, data about new monographs are created routinely when these items are added to the collection. These data could be combined with circulation records and online reviews to create notices for distribution to prospective readers. Or, usage data from an electronic reserve service could be aggregated and sent to the instructor in time to modify class activities to take advantage of what has been used(Townley 2001, 49). And the tacit knowledge held in the mind of bibliographer, cataloger, reference librarian, while he/she is selecting materials for customers, making the points of access in a catalog, and conducting reference interviews with customers, could be interwoven and shared among staffs via such means as a written staff manual, web-based knowledge repositories, networking using mailing list or yellow pages, and internal cross-training and exchange.

To date, libraries have done little to use organizational information to create knowledge that can improve the functionality of library and higher education processes(Townley 2001, 45). Keeping, sharing and making use of organizational knowledge that is being produced everyday in academic libraries becomes more and more critical in today's digital library environment.

2. 1. 3 Teamwork and Communication
During the past few decades, there have been many changes in the organization of

academic libraries. One of the most dramatic changes is the trend from a hierarchical structure to flattened organization in the libraries. Though this change is not always apparent in the organizational charts of academic libraries, the trend is apparent in a common culture or working atmosphere in the libraries. In other words, this trend includes a change from the bureaucratic model to the professional model, participatory management, Total Quality Management(TQM), team system, and task-oriented system. Miriam Drake describes the trend in the libraries of the United States during the recent decades:

> For this generation, in libraries' organization there are great changes. Ad hoc and formal teams of staff from all departments in the organization are making libraries more exciting and innovative. Staff at lower levels are taking on more responsibility and accountability for their work and decisions. In addition, staff are engaged in more team efforts for service provision, planning, and communicating. Today, libraries need to be agile organizations that can lead change on the campus, in the company, or in the community(Drake 2000, 58-59).

As this trend toward the professional model prevails in the libraries worldwide, and the organization of libraries becomes flexible to manage the changes in today's hectic library environment, the communication and interpersonal skills become more important and necessary among the staff within each library or among the people beyond the wall of libraries. The enhanced communication skills are needed for the librarians both in libraries as physical space and in libraries as cyberspace. The academic librarians who have communicated with me commented about the trend and some concerns of team system and TQM.

> We're trying very hard to shift from a hierarchical system to a team system. We have a hybrid right now. I think we have mixed results. On the one hand, things are more practical, and it may be easier to go through channels to get things done. On the other hand, the teams have run amok. Rather than serving on maybe three teams, each of us serves on eight or nine of them, which means we're constantly in meetings and end up doing many things badly instead of a few things well. I hope the library administration will see fit to either reduce the number of teams or reduce the number of teams on which a person is called upon to serve(Hardin, Email massage, March 7, 2002).

> My campus has dabbled in TQM and "re-engineering." The administration brought in a

special vice chancellor to re-engineer the campus financial system. He chose a new system
- and then left before it became apparent that, in the short term at least, it required more
staff to use it rather than less. Since then we haven't heard a lot about TQM, but people
are always willing to look at their processes in more informal ways and try to improve
them(Millsap, Email massage, March 11, 2002).

Though professional models including team system and TQM provide good ideas and
ways for the organization of academic libraries, they need also to be well managed by
a sustained leadership.

2. 2 Skills for the Librarian as a Learning Individual

While academic libraries are evolving as a learning organization, it is also necessary for
librarians to be learning individuals. Actually, learning is lifelong task or pleasure for everyone,
but in today's rapidly changing digital world, each academic librarian needs to catch up
with new knowledge about IT, communication or management skills, trends in each discipline,
etc. It is not easy to learn something needed in such a hectic world like today's, however
new technologies and knowledge also provide a new vision for librarianship. Here are
suggested some management skills in three categories for academic librarians as
learning individuals.

2. 2. 1 Planning for Customers and Interacting with Customers

Planning is important for designing and providing better library services. Today, managers
and librarians in academic libraries need enhanced management skills to design
library services well, and need to interact frequently with customers more than ever. I
explore here some useful skills for academic librarians to plan their services for
customers and interact with them efficiently.

As the digital age continues, academic libraries may find that there are new
competitors in providing their services, such as remote libraries' websites, the Internet
bookstores(e.g. Amazon.com), and information retrieval engines.

To cope with these new competitors, academic librarians need to play more
proactive roles in providing services for their customers. Some skills that have been practiced
in the business world can be useful tools for academic librarians to improve their services.

For example, academic librarians can make use of business skills like benchmarking, marketing, and public relations(PR) to enhance their services.

To do benchmarking, a librarian in an academic library can explore the services of some other academic libraries or for-profit organizations that provide model services. Or the librarian can keep an eye on the noteworthy activities of other libraries that are similar to his/her library in size and conditions. Today, this kind of 'library benchmarking' becomes easy to use because of the advent of IT and the Internet. For instance, a librarian can often access the websites of model libraries or rival organizations to assess what is going on there. Similar things can be done for activities such as marketing or PR of libraries. The librarians who are willing to do more customer-oriented services or make their libraries' services known more widely among customers, might try marketing or PR activities based on the digital environment. For example, they can email user-surveys or create electronic newsletters about the current issues and services of the libraries for customers.

As knowledge management can be a useful skill in managing today's academic libraries, 'Competitive Intelligence(CI)' also may be an efficient tool for academic librarians to do their services better. What, then, is CI? According to the definition of the Society for Competitive Intelligence Professionals(SCIP), CI is "a systematic and ethical program for gathering, analyzing, and managing external information that can affect a company's plans, decisions, and operations." CI can be made use of especially in special libraries or corporate libraries, but CI provides good management skills also for academic libraries. The skills mentioned above such as benchmarking, marketing, PR might be said as some kinds of CI skills that the academic librarians can make use of or are already using.

In today's competitive library environment, it will be helpful for academic librarians to learn more about CI skills for the better management of their libraries and user satisfaction. Jerry P. Miller is a professor at the Graduate School of Library and Information Science and the Director of 'Competitive Intelligence Center' in Simmons College. He mentioned that, to be a CI professional, one needs some personal traits such as creativity, persistence, good 'people skills', an analytical mind, business savvy, and the ability to learn independently. Independent learning skills means the ability of an individual to acquire knowledge without pressure from outside forces(Miller 2000, 60). These traits or skills can be found among many academic librarians, and the academic environment often encourages 'independent learning'. And academic librarians at any level or position who

should play more proactive roles in managing libraries and information resources need the above skills. Millar also suggests that intelligent professionals should look into educational offerings in the areas of strategic thinking, business terminologies, market research and presentation skills, knowledge of primary and secondary information sources, research methods, interviewing and communication skills, analytical ability, and familiarity with scientific methodology(Miller 2000, 60). These skills can provide useful knowledge to enhance the 'old and inherent' skills of academic librarians such as strategic planning, academic terminologies, user study and reporting skills, wide and deep knowledge of primary/secondary resources and meta-data, quantitative or qualitative research methods, etc.

In today's digital age, librarians are more than ever involved in frequent interactions among people, in participatory management and assisting and educating customers. Thus they need to know about efficient skills in writing papers, presentation, and teaching. All of these skills can be enhanced in various ways, but the business-oriented skills mentioned above can help academic librarians to learn more savvy and practical tips about analyzing information, writing papers, reporting/presenting at meetings, and assisting and teaching customers.

Amelia Kassel suggests new skills and competencies for corporate librarians: Web research skills, Internet teaching/training, business and competitive intelligence, market research, analysis and writing, consulting/advising about resources and techniques, Intranet development and management(Kassel 2002). These are important skills also for academic librarians to provide better services in today's competitive environment.

2. 2. 2 Change Management

Academic libraries strive to provide stable and continual services for the customers' sustained reading, information literacy, and self-education in each established subject field. But the socio-cultural and technological changes in the environment surrounding academic libraries require them to change. These encompass areas ranging from emerging technologies to challenges in scholarly communication. So in today's rapidly changing environment, academic librarians need to be flexible, adaptable to new technologies, and able to manage change. Arnold Hirshon lists the most common steps and techniques in the process of change management like below:

- Trigger situation: the need for change is often triggered by some type of need or event, such as the hiring of a new library director, a budget change, the introduction of new technology
- Planning: planning can be either strategic or tactical, but typically it requires a work team to be assigned to the task
- Communication: the plan is disseminated, feedback is sought, and the plan is revised
- Restructuring: depending upon the change, staff are assigned. A new organization chart or new job descriptions may also be a result
- Process and policy analysis: existing policies and processes are explored to establish what changes are necessary to reach peak performance
- Training: Staff must be trained to handle their new responsibilities
- Monitoring and assessing: with the change in place, it is necessary to access how successful the new programs are
- Cultural change: cultural change is achieved when the change has become second nature to people(Hirshon 1999).

All through these steps, a librarian or manager who does change management should keep a balance between the inherent values of academic libraries as an open forum for the academic communities and the vision of future services. They need to compromise the spirit of experimentation, risk-taking, and creativity with the mind of flexibility, adaptability and 'holistic view'. What I mean here by the term 'holistic view' is that change managers must pay attention to the whole picture of the organization, take care of each staff's interests and viewpoints, and attempt to keep harmony during the transition.

Deiss and Giesecke suggest 'scenario planning' as an efficient skill to manage changes.

- Stage One: Assessing the Current Scenario
  An organization look deeply at its current work, outcomes, and its customer needs.
- Stage Two: the Creation of a Preferred Scenario
  The organization engages in defining what it wants to be, how it wants to operate, and how it will engage in and perceive future change.
- Stage Three: Designing an Action Plan and Strategy for Moving to the Preferred Scenario from the Current Scenario
  How will the organization get to where it wants to go? How will it take

advantage of changing elements in its environment? This, in essence, is the core of Stage three designing a set of actions that will effectively propel the organization to its desired future(Deiss and Giesecke 1999).

Scenario planning can be a useful tool for academic librarians to move from the present stage of development in a library to a desirable stage. It can help managers to design the future of academic libraries and can let staff members prepare for future services. But to implement this task successfully, managers need to encourage librarians to participant in management and decision-making process. The process of assessing the current condition of the organization, brainstorming and developing plausible and then preferred futures, and designing plans to help the organization move toward the preferred future can bring creativity to the organization(Deiss and Giesecke 1999, 104).

2. 2. 3 Manager as a Team Leader

In today's hectic digital age where academic libraries are becoming learning organizations, and each staff member needs to be a learning individual, library managers find themselves more often than ever playing a role as team leader, even when their libraries retain a hierarchical structure. The team leader is different from the director or manager who just decides something by himself and gives orders to subordinates. The team leader makes decisions based on shared visions and information among the team members, and he participates in teamwork. This reflects a belief that the information for management and decision-making is not kept only in the authority of the manager. Much of the information can be found also in the head and hand of every staff. Larry Millsap, head of technical services at the University of Califonia, Santa Cruz mentioned his work as a team leader.

> The librarians left in technical services are generally managers although we can still catalog when we aren't managing. Library assistants do almost all the work of processing, from acquisitions to cataloging, including original cataloging. Our last librarian cataloger retired last year. Two library assistants and I have kept the number of books awaiting original cataloging down to two shelves. So it's clear we'll not have to replace him. We still have a hierarchical management, but we consult constantly with staff about how work should be done and how changes should be made. And once those decisions are made, we leave them

alone to "manage" their own work(Millsap, Email massage, March 11, 2002).

So managers in today's academic libraries need to learn and use somewhat new management skills in the rapidly changing library environment. Christian Boissonnas suggests 'Deep Integration of technical services with reader services through Systems Thinking' as a way to create better services in the digital age(Boissonnas 2001, 33-46). I think this can be considered as one of useful skills for library managers. As mentioned above, 'systems thinking' is people's thinking style or mindset in an organization that focus not on individual problems or components of organizations, but on the totality of these problems and components that constitute a system and their interrelationships. Like Boissonnas, I think also that systems thinking to librarianship is necessary to develop the solutions to problems that cross many functional and administrative boundaries, and that such approach requires the deep integration of technical services with other reader services. Steve Hardin, an associate librarian at Indiana State University libraries commented to support this approach:

> Technical services needs to be systematically integrated with every facet of library work. A cataloger's knowledge helps organize Web pages. The expertise of the acquisitions librarian helps determine which databases are the best for a library to purchase. Both of these skills need to be combined with the skills of the reference librarian to better serve the patron. Administration of all these talents must cut across traditional reporting lines - the head of reference, for example, can sometimes help judge of a cataloger's expertise by determining just how easy/hard it is to find a resource. All these attributes contribute to the idea of a "deep integration" of technical services with every other facet of the library(Hardin, Email massage, April 9, 2002).

Managers, drawing on systems thinking or deep integration, can encourage staff members to cooperate with each other dynamically beyond the boundaries of functional units. Managers may encourage every staff member to pay more attention to the mission of the library as a whole rather than to the interests of each functional unit. By systems thinking, staff members may come to view each other as colleagues, not as people to boss around or compete with for resources, and staff members can think first of customers and apply cross-functional thinking from the base of the organization, not from the top(Boissonnas 2001, 44). Managers

with systems thinking may also strengthen the teaching role of academic librarians, which is required in this digital age locally and globally.

> Applying systems thinking means rallying around the mission of the university, specifically by building on the centrality of teaching. It requires, in addition to providing access to information, strengthening the academic role of librarians so that they become effective and visible participants in teaching. They can do this both by becoming participants in curriculum development, and through the initiation of a process to facilitate joint teaching efforts with faculty. This also means that librarians should convince faculty that it is in their best interest for librarians join them in teaching. Librarians can help them by developing ways to integrate information resources and their use in courses as these are being developed and taught. Strengthening the academic role of librarians also calls for energetic participation in the development of distance learning programs(Boissonnas 2001, 42).

I think that one of the fundamental roles for a manager in the digital age is that as a 'mentor'. In the more flexible learning organization where librarians with systems thinking work, a manager is likely to play a role as a mentor more than as a boss. A manager as a mentor is desirable even in the academic libraries that keep hierarchical structure in appearances, because the managers need to provide shared visions for the whole organization and participate as a team member rather than as a dictator who orders his subordinates.

Mentoring means that a manager provides his expertise and wisdom to each staff member who seeks advice formally or informally. Mentoring may be carried out in various communication ways such as face-to-face meetings, intranets, bulletin boards, newsletters, and email. Among these communication methods, email is a most efficient tool in this digital age for more informal knowledge sharing. If the mentoring is not appropriate between a staff and his/her direct manager, other managers in other units or departmental libraries can match with the staff.

The desirable traits for a manager to be a mentor are an open mind and good listening skills. The mentor should have an open mind to help others at the same time he is willing to learn during mentoring and from the persons who receive his comments or suggestions. The mentor must be a good listener who knows how to suggest gently or nudge carefully(Hardesty 1997, 284).

The last trait or skill for a manager, which I'd like to mention is that as a 'therapist'. The staff members in a rapidly changing library environment are apt to feel stressful and anxious. Kim Bush shows well the three stages of change: Endings, Transitions, and New Beginnings(Bush 1997). 'Endings' is the process of letting go and ending attachments to the old way of doing things; 'Transitions' is the process of making connections between the old and the new and then clarifying a position for oneself in the new order; 'New Beginnings' is the part of change that most people think of as the official activities of change: planning, organizing, meeting, memos, budgets, etc(Bush 1997, 148).

A manager can play a role as a therapist when he takes care of the feeling and emotions of people in the constantly changing organization. Among the skills presented by Bush, I introduce especially those in the stage called 'Transitions: communication, learning, and rewards' (Bush 1997, 149). The manager as a therapist can show empathy to the staff members in trouble who need to express feelings and thoughts, and might listen to them without judgment. And the manager should hasten to make the library a learning organization where the staff can get the information, ideas, and skills needed for a new environment. Finally, the manager needs to examine its existing reward system by asking whether it facilitates or impedes movement toward New Beginnings(Bush 1997, 150).

3. Conclusion

In this study, I suggest some management skills that are desirable or needed for academic libraries in the digital age. Most of these skills are used in the business world. Some readers may think those are not appropriate for academic libraries as non-profit organizations, while others may say that these skills have already been in practice in academic libraries fully or partly. It is important to emphasize that these skills can provide insights or methods whenever academic librarians try to cope with the challenges of the digital age or seek some comfort in the rapidly changing library environment.

As we apply these business-oriented skills in academic libraries, I acknowledge concerns about how we can maintain the traditional values of libraries. These include regarding information as public good, ensuring access for as many people as possible, and enriching libraries as physical places. These are the inherent or traditional values of libraries that academic librarians should also keep in mind when they endeavor to provide better

services for customers both in their physical libraries and digital dimension of their libraries.

For the future research on this topic, some case studies or survey research in the application of Learning Organization, Knowledge Management, Information Literacy, Competitive Intelligence, Change Management, and Team Leadership in academic libraries might be needed.

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