Innovation Ways of Management of Library

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Abstract: This article discusses new management methods using modern methods and technologies in the management of library activities and information resource center. This article also provides information on the world’s most advanced library management systems, methods, and Fayol’s systems.

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FUNCTIONS OF ADMINISTRATION

A library function is a function that can be called by a programme to perform some task, but it is not part of the programme itself. Typically library functions are collected together into libraries, which comprise suites of functions that are loosely related in some way. An example might be a collection of functions that deal with dates and times and how they can be formatted or represented. Libraries save programmers the bother of writing code to do the same tasks time and time again; in short, libraries encourage code reuse.

The code the library comprises is usually in the form of “machine code” that the computer can understand rather than human-readable source code, although this is not always the case, especially with “open source” libraries like those from the GNU project.

There are two main types of libraries: static libraries are read by the compiler at compile-time and bound into the final version of the executable code; and dynamic libraries are referred to by name to the compiler but the code is not actually incorporated into the executable until the programme is run. One advantage of dynamic library is that it can be updated without updating the programme.

When programmers want to use a function from a library they call it by name and make sure that the compiler or the run-time environment can see the precompiled code or “library file.” In C and C++ the programmers also need a “header file” that describes how the library functions should be called so the compiler can carry out its type-checking as it compiles the programme. Most compilers also support options or “switches” to allow programmers to create their own libraries from their own code [1: P.5.].

LEVELS OF MANAGEMENT

The term “Levels of Management” refers to a line of demarcation between various managerial positions in an organization. The number of levels in management increases when the size of the business and work force increases and vice versa. The level of management determines a chain of command, the amount of authority and status enjoyed by any managerial position. The levels of management can be classified in three broad categories:

1. Top level/Administrative level
2. Middle level/Executor
3. Low level/Supervisory/Operative/First-line managers [2: P.5.].
SCIENTIFIC MANAGEMENT

Scientific management is almost synonymous with the teachings and practices of Frederick W. Taylor (1850-1915). Throughout his life Taylor struggled to increase efficiency in production, not only to lower costs and raise profits but also to make possible increased pay for workers through higher productivity. Scientific management is the name given to the principles and practices that grew out of the work of Taylor and his followers (Carl George Berth, Henry L. Gantt, Frank and Lillian Gilbreth, etc.) and that are characterised by concern for efficiency and systematisation in management. You may note that the management science is the application of mathematical modeling in managerial decision-making and is quite different from scientific management.

The schools of management thought are broadly divided into three parts, they are:

1. Classical Management Theory (1880’s-1920’s) which is organisation-centred and has dealt with the economic “rational man”, and included scientific management, administrative management, (Henry Fayol, C.I. Barnard, L. Urwick) and bureaucratic organisation (Max Weber).

2. Neoclassical Theory (1920’s-1950’s) which is person-centered and human-oriented and has emphasised the needs, behaviours and attitudes of individuals (i.e., “social person” view) and included human relations schools (Elton Mayo, F.J. Roethlisberger, W.J. Dickson) and behavioural schools (Maslow, McGregor, Argyris, Herzberg, Likert, Lewin).

3. Modern Management Theory (1950’s-) which emphasises the complete employee view by revisionist researcher (Litchfield) which includes system theory, contingency theory, organisational humanism and management science.

Modern management is characterised by a scientific approach, which involves:

- the application of scientific methods and analysis to managerial functions and problems;
- serious consideration of human elements in management, based on psychological studies and behaviour analysis in different situations;
- increasing emphasis on economic effectiveness in all management functions;
- a systems approach, focusing equal attention on all functions of management; and
- use of electronic computers for analysis and studies.

Beginning from the fifties of 20th Century, contributions have been made to management through disciplines such as mathematics, statistics and economics. Mathematical models have been designed and constructed for use in planning, decision making and forecasting. Operations research studies for operational efficiency, and econometric analysis for cost benefits and effectiveness, are some of the other scientific methods applied to management functions. The advent of computers and communications technologies has aided researchers in the development of the management information system. These have become vital components in scientific management [3: P.7].

MANAGEMENT INNOVATION

Recent innovation research (Birkinshaw, Hamel, & Mol, 2008) has begun to focus on management innovation, a promising new area that relates to the work of the organization: administrative practices, efficiency, organizational structure, and strategy. Hamel (2000) defines management innovation as “a marked departure from traditional management principles, processes, and practices or a departure from customary organizational forms that significantly alter the way the work of management is performed” (p. 4). The premise in this editorial is that management innovations can become the primary enablers of the transformation that library leaders are seeking.
In his review of innovative business enterprises, Hamel (2006) highlights the need to challenge conventional management practices and to search for radical management principles. Wong’s (2013) study demonstrated that management innovations affect critical dimensions of the work environment including human resources, process, and marketing. In a study of public libraries in six Northeast states, Damanpour and Evan (1984) found that the relationship between administrative and technical innovations is even more impacting in high-performance organizations.

Major sources of management innovation are the leaders and managers themselves. However, these innovations do not result directly in new products or services for the end user. Rather, the innovation relates to how the organization does its work. In a recent study, Damanpour and Aravind (2011) reviewed the changing vocabulary related to management and innovation and proposed an encompassing definition for managerial innovation that includes “new approaches in knowledge for performing the work of management and new processes that produce changes in the organization’s strategy, structure, administrative procedures, and systems” (p. 429; italics in original). Within these broad categories, one can imagine variants or subdivisions including innovations for marketing new products and services and approaches for collaborating across institutional boundaries. All of these innovations are important, not only for the efficient operation of the organization, but also for driving organizational change and renewal.

MANAGEMENT INNOVATION IN THE LIBRARY

For the library, the norms of the profession and the bureaucratic traditions of the university are part of the academic culture that limits the organization’s ability to innovate. Established organizations do not change easily, and there is considerable emphasis on preserving the status quo, avoiding the risks that might lead to major innovations. A study of how future library leaders view their culture is revealing. Using the Competing Values Framework, Maloney, Antelman, Arlitsch, and Butler (2010) found that future library leaders viewed the library culture as primarily hierarchical with a focus on stability and the associated rules and procedures. These future leaders preferred a more innovative culture that could respond to both the disruptions and the opportunities emerging within and outside of the university.

The library focus on service quality and adherence to rules and processes is part of the culture that can limit the ability to innovate. In a case study, McCabe (2002) examined how managers’ subjectivity becomes embedded in the culture of an organization, resulting in resistance to a new way of doing things and perpetuating established practices. This cultural inertia typically results in incremental innovations and only minor improvements to existing services (Jantz, 2016, p. 129). The case study of four academic libraries by Conner (2014, p. 147) supports this view in reporting that most innovations are a repurposing of what is already there.

How might management innovations emerge in the library? Jolts from the external environment or dissatisfaction with current performance can cause a leader to take action. The embedded culture, however, can act against any change in order to preserve the status quo. Managers, however, do initiate innovations and they are not merely passive agents of the environment or subject to the restrictions of the established culture. Management innovations are frequently tacit and difficult to define and can take a long time to thoroughly diffuse throughout the organization (Birkinshaw et al., 2008). Few professional librarians have formal training that prepares them to create these truly innovative management approaches. A focus on management innovation will require a reorientation in order to innovate in the critical dimensions of administrative practice. Three areas of opportunity for creative management innovations are discussed here: human resources, marketing, and library R&D.

Human resource (HR) practices are critical in order to provide an organizational climate that fosters creativity and critical thinking. These practices, such as employee training, performance appraisal, and reward systems, do not directly affect organizational performance but rather work through other processes, including administrative practices and technical innovation, to enhance
the performance of the organization (Ceylan, 2013; Chen & Huang, 2009). Careful selection of people for a project, establishing innovative compensation strategies, mentoring, and revising performance appraisal systems can all improve the flow of knowledge throughout the organization: how this knowledge is acquired, how it is shared, and how it is applied to solve problems. As an example in the HR domain, performance appraisal is probably one of the most challenging HR tasks for managers, the least effective for improving individual performance, and one that creates more dissatisfaction among organizational members than any other administrative process. The academic library generally follows the procedures established by the university HR organization in terms of how to do performance review. However, with some creative thinking, these institutionalized practices could be augmented with complementary procedures that improve the process and yet are compatible with university practices.

The HR function is closely associated with the creation of new roles in the library. As libraries innovate and introduce new services, marketing of these services becomes even more important (Spalding & Wang, 2006). In discussing the opportunities for libraries in educational technology, Wolpert (1998) emphasized the role of marketing: “Libraries must become substantially more sophisticated about packaging, advertising, and promoting their valuable resources” (p. 33). In a study of organizations in a U.S. government agency, Hurley and Hult (1998) report that a market orientation can enhance performance when it is combined with organizational learning, that is, the development of new knowledge. Marketing can help the organization anticipate user needs whereas organizational learning helps the organization translate these needs into innovative services. The continued decline in the library budget sends a not-so-subtle message that library contributions have diminishing value within the university. This budget situation is, in part, due to the university administration having a traditional and limited view of what the library can do. One of the primary responsibilities of the marketing librarian is to communicate with the stakeholders in the university (vice presidents and provosts; Robertson, 2015) and make sure they understand how the academic library can advance the strategy and goals of the university.

The benefits of exploration—the generation and use of new knowledge – cannot be overstated. Although the librarian profession can be considered “information intensive,” as Neal (2006) points out, it is an information-poor profession where “decisions are not supported by evidence” and “research in the field is poorly understood, communicated, and applied” (p. 1). In a classic paper, Cohen and Levinthal (1990) observe that an increased R&D investment creates a capacity to assimilate and exploit new knowledge that, in turn, enhances the innovativeness of the organization. However, relatively few research libraries have created R&D units. In a recent ARL Innovation SPEC Kit, the authors (German & Namachchivaya, 2013) report that 31 libraries have invested in R&D. However, only nine of these libraries have separate R&D units. The following quote characterizes how the other 22 libraries conduct R&D: “There is no formal staff or structure” and leaders “want the organization to be flexible enough to allow for different units to engage in R&D activities as necessary” (German & Namachchivaya, 2013, p. 16). These haphazard approaches to developing new knowledge represent an opportunity to introduce a management innovation that addresses how R&D can become an integral part of library culture [4: P.324-325-326].

FAYOL’S PRINCIPLES

Noting that the principles of management are flexible, not obsolete and must be usable regardless of changing and special conditions, Fayol listed fourteen principles based on his experience. They are summarised below:

1. **Division of work**: Specialization allows workers and managers to acquire an ability, sureness, and accuracy which will increase output. More and better work will be produced with the same effort.
2. **Authority:** The right to give orders and the power to exact obedience are the essence of authority. Its roots are in the person and the position. It cannot be conceived of apart from responsibility.

3. **Discipline:** Discipline is composed of obedience, application, energy, behaviour and outward marks of respect between employers and employees. It is essential to any business. Without it no enterprise can prosper. It is what leaders make it.

4. **Unity of command:** For any action whatsoever, an employee should receive orders from one superior only. One person, one boss. In no case is there adaptation of a social organism to a duality of command.

5. **Unity of direction:** One head and one plan should lead a group of activities It wing the same objective. One head, one plan.

6. **Subordination of individual interest to general interest:** The interest of one person or group in a business should not prevail over that of the organization.

7. **Remuneration of personnel:** The price of services rendered should be fair and should be satisfactory to both employees and employer. A level of pay depends on an employee’s value to the organization and on factors independent of an employee’s worth - such as cost of living, availability of personnel and general business conditions. General Principles of Management and their Application to Library Management 11 Principles of Library Management

8. **Centralization:** Everything that serves to reduce the importance of an individual subordinate's role is centralization. Everything that increases the subordinate’s importance is decentralization. All situations call for a balance between these two positions.

9. **Scalar chain:** The chain formed by managers from the highest to the lowest is called a scalar chain or chain of command. Managers are the links in the chain. They should, communicate to and through the links. Links may be skipped or circumvented only when superiors approve and a real need exists to do so.

10. **Order:** This principle is the simple advocacy of a place for everyone, and everyone in his or her place; a place for everything, and everything in its place. The objective of order is to avoid loss and waste.

11. **Equity:** Kindliness and justice should be practised by persons in authority to extract the best that their subordinates have to give.

12. **Stability of tenure of personnel:** Reducing the turnover of personnel will result in more efficiency and fewer expenses.

13. **Initiative:** People should be allowed the freedom to propose and to execute ideas at all levels of an enterprise. A manager who is able to permit the exercise of initiative on the part of subordinates is far superior to one who is unable to do ’so.

14. **Esprit De Corps:** In unity there is strength. Managers have the duty to promote harmony and to discourage and avoid those things that disturb harmony [5: P.11-12].

**SUMMARY**

Radical reforms in the field of education in our country put on the agenda the need to reorganize and improve the activities of libraries of secondary schools in accordance with modern requirements and needs. Because they are about accepting, summarizing, and presenting in a way that is most appealing to the general public, teachers, and students, a powerful flow of information that is generated at a time when the content and form of the education system are being updated. they must play an important role. These are primarily textbooks, normative
documents, methodological manuals and other sources directly related to the educational process.

The Republican school libraries are working to teach children to read and engage them in creative activities, to form the younger generation as educated, spiritually mature people. Public events, such as science months, conferences, exhibitions on various topics, and the presentation of new books, make students and teachers an integral part of school life every year. For several years, competitions for the “Best School Library” and “The Best Reader – Book Scholar” have been held throughout the country. It is an important tool in creating a healthy competitive environment between school libraries.

But in the field of education, librarianship does not only improve and develop with the work listed above. There are still many problems. One of the most important tasks today is to fully form the book collections of school libraries and equip them with modern equipment, automate the process, as well as to improve the theoretical and technical skills of school librarians, to develop their skills in working with information technology.

Modernization of education is in full swing. This process is taking place against the background of rapid informatization of society, the creation of a market for educational publications, the development of information technology. All this requires the transformation of the general secondary school library into an integral part of the school, a real center of information support, a base that forms the culture of information retrieval of the individual.

In order to fulfill these tasks, the Ministry of Public Education of the Republic of Uzbekistan in the current “Year of Improvement of Libraries of General Secondary Education Institutions” in the system of public education Development Concept” was approved. In accordance with it, the main idea of the development of libraries of general secondary education, the content of directions and tasks related to the creation of a single information environment, which is the most important factor in improving the quality of education.

In the framework of the “Program for the development of libraries of secondary schools in the current academic year” to improve the regulatory framework of libraries of general secondary education, to inform them, to provide scientific and methodological support to the educational process. practical work is underway to transform them into support centers.

REFERENCES