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Moving into Management from the Outside

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Moving into Management from the Outside*

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When accepting a promotion from outside the organization, the new manager must understand what is being given up and left behind, and must also realize clearly what expectations the new library holds. In the new position, the outside manager must articulate goals and find common ground with supervisors and subordinates. The take-charge period should be used for judicious decision making and intense learning.

Introduction

One vehicle for promotion involves moving from a position in one library to a supervisory position in a second library. "Parachuting in" is contemporary jargon for this phenomenon. The purpose of this article is to describe the process and technique of outsider succession from both the perspective of the employee who is moving and from the people in the organizations who are affected by the movement.

Little seems to be known about how managers evolve. The library literature does not discuss this kind of outside promotion process in terms unique to librarianship. The literatures of business and sociology offer some discussion, but definitions vary from study to study. For the purpose of this paper, an "outsider" is one who comes to a library from another library, not a person who has never before worked as a librarian. The new outside manager may be found at any management level and is not necessarily a director, an assistant director, or a department head.

Statistics indicate that changing jobs and organizations is becoming an increasingly common activity. The Bureau of Labor Statistics reports that over seventy percent of the college-educated, white-collar employees hired since 1970 will change jobs three or more times before retiring; fifty

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percent will change jobs more than four times.[1] In two studies of top executives from 225 of the *Fortune* 1000 firms, the trend from 1952-1982 is for fewer individuals to remain with the same organization throughout their careers.[2] In 1952, fifty percent of those surveyed had stayed with the same company; in 1982, only thirty-six percent had remained.[3] Yet moving out and up is not everyone's ideal. A 1983 study of industry managers shows that while one in five supervisors said they were content to stay in the same job or in a job at the same level, only one in ten was willing to move out in order to move up.[4]

Moving Out: The Right Time for Changing Jobs

Knowing the right time for a job change is important. Each individual should determine his or her needs, compare those needs to what is being gained from the current position, and determine if the current job is satisfactorily addressing those needs. The present job may not be meeting the individual's needs because expectations formed during the recruitment process were unrealistic or because circumstances prevented those expectations from being met. When needs are not being met, it is time for change. Some librarians change jobs because of serious job dissatisfaction;[5] others because they feel too much comfort and not enough challenge in their present jobs. Financial offers too good to refuse also precipitate movement.

Finding the *right* next job, one that satisfies the important needs, is not easy. There is no guarantee of job satisfaction in the compensation package offered by any prospective employer. Outsiders need to make sure that they want the new set of problems more than their present ones. Information gathering is essential; interviewing carefully is critical. Candidates should avoid being overwhelmed by the attention given them by recruiting librarians and faculty. All aspects of the job should be understood by the

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1. Sherwood, *How to Resign Effectively*, SUPERVISORY MGMT., June 1984, at 22, 22.
2. Ross & Unwalla, *Making It to the Top: A 30-Year Perspective*, PERSONNEL, Apr. 1988, at 70, 72.
3. Thirty to thirty-four percent of the group surveyed had worked with four or more companies; only twenty to twenty-five percent of them had stayed with the same firm. *Id.* at 72.
4. Phillips, *Four Practical Approaches to Supervisors' Career Development*, PERSONNEL, Mar. 1986, at 13, 13 (citing study by L.R. Bittel and J.E. Ramsey).
5. Piltch, *Whys and Hows of Job Changing*, BUREAUCRAT, Summer 1987, at 42, 43 (1987). Dissatisfaction may manifest itself in finding work assignments boring, unenjoyable, or unchallenging; complaining about aspects of the job previously enjoyed; not looking forward to going to work; lowering standards of performance; constantly criticizing a supervisor; missing work frequently; fantasizing about another job; being lethargic about work and finding discipline hard to achieve; and dodging work assignments. *Id.*

outsider. Before accepting a job, the outside candidate should understand: the future supervisor's expectations about the candidate's performance and that of the work unit; why the candidate was selected; why the job is being filled from the outside; what skills and experience the outsider is expected to bring to the job; what the relationship of the library and its parent institution is; what opportunities are available for professional growth; what status, salary, benefits, and resources are committed to the outsider; and what support will be given when personnel problems arise.[6]

Even realistic expectations of the job do not preclude dissatisfaction. Rational reasons for job changes are always accompanied by emotional leaps of faith about one's ability to fit into the new situation. When one librarian accepted her first managerial position, she had not realized that her colleagues in middle management cared about more than just her technical competence. They wanted her to share their management styles and philosophies, which were opposed to her own, and she could not adopt their patterns. An accepted balance of philosophies was never reached, and after two years, the outsider left that library, even though everyone agreed that she had contributed positively to its operation. Frustration over differing management styles impacts on all levels of managers. Lee Iacocca knew he needed full authority to put his own management style and policies into effect when he joined the Chrysler Corporation, and he made that need known during the interview process.[7]

Moving out affects not only the mover, the present employer, and the next employer, but it also impacts on the mover's "career path" as viewed by others. A decision to be a "mobile manager" must be made with full knowledge of the consequences. When librarians are in short supply, frequent job moves have fewer marketplace consequences, but the discriminating dean or library director will notice frequent job changes and will seek thoughtful explanations before committing the institution to hiring a mobile manager.

Individuals who resign need to face their own emotions, which may include guilt; a sense of loss of friends, home, or security; fear of the unknown; and anger about having to move.[8] The emotions of others are involved, too: colleagues and staff left behind may feel rejected; management has to deal with disrupted plans.

Employers deserve reasonable notice about the resignation. Universities move slowly in their recruitment efforts, and recruitment is more difficult

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6. J. GABARRO, THE DYNAMICS OF TAKING CHARGE 94 (1987); W. KIECHEL, OFFICE HOURS 122 (1988); Zink, *Interviewing Your Prospective Employer*, LIBR. J., May 15, 1986, at 36.
    7. L. IACOCCA, IACOCCA: AN AUTOBIOGRAPHY 144 (1984).
    8. *See generally* Sinetar, *Relo Shock*, PERSONNEL J., May 1986, at 45.

during certain seasons of the year. Letters of resignation should express appreciation for the training received and confidence that the organization will do well. Reassurances of continuing cooperation should be given, but one should try to avoid making specific commitments.[9] All colleagues should be told the same reasons for the departure.

Moving Out: Its Impacts

Two benefits frequently sought by librarians who change jobs are improved compensation and enhanced personal growth. Improved compensation for librarians usually means a higher salary. Some librarians follow the conventional wisdom that their salary should increase from fifteen percent to thirty percent with each move. The 1986-87 Administrative Compensation Survey, prepared by the College and University Personnel Association, indicates that the salaries of outside general academic library directors were 12.2% higher than those of inside directors.[10] Mobility does not necessarily mean more money, although it often means better retirement or health benefits. A 1981 study in industry demonstrated that those individuals who stayed with the same employer actually had higher salaries than those who moved between organizations because managers on the move had to play catch-up; those who stayed with the same company got modest annual increases.[11]

Enhancing personal growth and development can be a powerful reason for moving. Individual librarians need different stimuli to keep functioning at high professional levels. Job changes may come about because a library is not large or diversified enough in its activities to sustain each librarian's interest. A librarian may not have the time or freedom to go outside of his daily tasks to participate in other library activities that would provide sufficient stimulation. A supervisor may not have the time or talent to help develop a librarian's professional interest as much as that librarian needs.

One negative aspect of changing jobs includes the period of "lame duck status" in the old library. Exclusion from decision making and from new information, imposed either by the mover himself or by others in the organization, is unfortunate but frequent. Feelings of guilt about leaving staff who have become good friends, leaving projects unfinished, or leaving supervisors who have been loyal and supportive can be strong and can burden the mover. Commonly encountered compensation problems

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9. Sherwood, *supra* note 1, at 23.

10. COLLEGE AND UNIVERSITY PERSONNEL ADMINISTRATION, 1986-87 ADMINISTRATIVE COMPENSATION SURVEY 47 (1987).

11. Veiga, *Do Managers on the Move Get Anywhere?*, HARV. BUS. REV., Mar.-Apr. 1981, at 20, 36.

include the loss of retirement benefits and salary benefits if the move is to a library that has incompatible benefits systems or takes place before benefits have vested. Relocation may bring its own shocks: the first weekend alone in the new town, the cost of moving, or the cutting of close personal or family ties.

Advancing quickly may catch up with some job changers. "Fast tracking" has a strongly negative connotation when the moves are made before sufficient expertise is gathered from the prior position. In this case, everyone involved suffers: the fast tracker; the past library, which has spent energy in teaching and developing the librarian; and the new library, which has received a manager who cannot yet bring it what it expects. A solid foundation must be gained from each position before advancement to the next. Prior experience profoundly influences a manager's actions and focus. In his study of new managers, John Gabarro found that one of the two most prevalent causes of failure to take charge in a new situation is the lack of prior experience relevant to the new assignment.[12]

A library can benefit from the movement of its employees. The introduction of a new library manager can give vigor to the organization. New outside managers can help insure against "intellectual incest";[13] they are seen as more objective because they are unfamiliar with the organization, have fewer preconceptions, and are unhampered by commitments to informal understandings established previously. Outside managers avoid the tendency to apply the same solutions or problem-solving techniques to problems simply because they have been used before.

One problem that can befall the library that loses a manager to another library is a loss of continuity in programs and supervisory style. Time and effort in building programs and systems are lost. The staff have to regroup and adapt, perhaps first to an interim manager and then to a new manager. A second difficulty may be seen in the library's having acquired a "fast tracker" who, by definition, is project, not program, oriented. Programs that take more than two years to build are not begun by managers who know they will not be able to carry them out and who need action-filled projects to call quick attention to themselves for their next recruitment. The means become an end for themselves.[14] Finally, frequent turnover demands attention in and of itself; others in the library may be neglected while energies go to compensating for the mobile manager or anguishing

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12. J. GABARRO, *supra* note 6, at 8. The other is poor working relationships with key people. *Id.*

13. McConkey, *Promotion from Without . . . The Second Business Strategy*, Bus. Q., Winter 1987-88, at 37, 37.

14. Thompson, Kirkham & Dixon, *Warning: The Fast Track May Be Hazardous to Organizational Health*, ORGANIZATIONAL DYNAMICS, Spring 1985, at 21, 26.

over the loss and the ensuing recruitment problems. Discontent may arise in those employees who do not feel they are being given opportunities to develop in comparable ways. Perhaps, and most importantly, the careers of staff who depend on that mobile manager for evaluation and promotion may be negatively affected because of the lack of continuity of supervision.

Moving In: Strategies and Techniques for the New Manager

Once the move to the new job has occurred, many factors go immediately to work. New jobs mean uncertainty, and uncertainty means stress. The new manager wants to reestablish predictable routines, regain his confidence about performing well, and reaffirm some sense of personal control.[15] To achieve this predictability and control, new managers use various coping strategies.[16]

Coping strategies are determined by the interaction of new managers with their environment. New outsiders have long grace periods because they are not expected to know as much about the organization, the job, or local norms of behavior. Newcomers are likely to get others to help them with tasks and to seek out information and training from coworkers and supervisors. Outsiders are also likely to seek social support, and to have colleagues affirm their abilities.[17] Outsiders as well as insiders tend to redefine their jobs or change procedures. For example, to emphasize their own skills and desires, they may hold formal, rather than informal, meetings with subordinates on a regular basis. Both outsiders and insiders can overindulge themselves in food, sleep, or other opiates ("palliation") to find satisfaction and comfort.[18] Data support the proposition that insiders, not outsiders, are more likely to work longer hours, perhaps because everyone expects the insider to get off to a running start.[19]

New managers face conflict at the outset: the need to prove themselves immediately to staff, superiors, and to themselves contrasts with the need to tread carefully to avoid antagonizing staff or making senseless mistakes. The effect of an outsider's making abrupt changes for staff can be analogized to being a guest in their homes and moving their furniture. The rule by which all new managers should abide is stated succinctly as "make haste slowly."[20]

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15. Feldman & Brett, *Coping with New Jobs: A Comparative Study of New Hires and Job Changers*, 26 ACAD. MGMT. J. 258, 259 (1983).
16. *Id.* at 259.
17. *Id.* at 262-63.
18. *Id.* at 268. *See also id.* at 261.
19. *Id.* at 261-62.
20. Myers, *A New Supervisor! Make Haste Slowly*, SUPERVISION, Feb. 1986, at 14, 14.

Several techniques can be used by the new outside manager during the honeymoon period with the new library. The transition meeting is one technique. An initial meeting helps remove the fear of the unknown by sharing information with people, and may foster a spirit of cooperation. A transition meeting must surely be held with the library staff. Depending on the manager's role in the organization, transition meetings may also be held with external actors in the university: faculty, other administrators, or librarians in affiliated libraries. The transition meeting can be used to encourage the staff to express their feelings about their organizational sense of commitment, to learn what the group objectives have been, to get to know the staff, to discover their fears—especially as their fears relate to the interruption of their progress—and to gain their confidence.[21] After members of the group have spoken, the new manager should briefly comment on personal style and experiences, being careful not to make promises that cannot be kept or to be less than frank. Lasting impressions can be formed from observing the way the new manager handles the meeting; statements should be chosen carefully.[22] For the meeting to be successful, the meeting participants must be candid and willing to confront difficult issues; they also should have a mutual concern for the success of the library. At least one new outside technical services manager experienced fortuitous timing in her first managerial position. The regular monthly departmental staff meeting fell on the third day of her new job. She used this occasion to first meet the staff in a group.

Meetings cannot stop after the initial gatherings. After the first several days, unhurried discussions targeted at opening lines of communication should be held with each individual separately. Tours of the library and its work areas should be taken to orient the new manager and allow preliminary assessments. The more experienced manager can also use these activities to identify patterns, see obvious problems, and generate questions.[23] On his first day at Chrysler, Lee Iacocca got a strong sense of the absence of the corporate self from two observations: he saw managers using the president's office as a passageway to the coffee pot, and he saw the president's secretary taking many personal telephone calls.[24] Iacocca knew he had a more significant management challenge than he had imagined.

Meetings alone will not make communication efforts successful. Listening is a strategy needed by all managers at all times. It is particularly

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21. Mitchell, *The Transition Meeting: A Technique When Changing Managers*, HARV. BUS. REV., May-June 1976, at 13, 16.

22. L. BELKER, THE FIRST TIME MANAGER 162 (2d ed. 1986).

23. J. GABARRO, *supra* note 6, at 73.

24. L. IACOCCA, *supra* note 7, at 152.

important for a new outside manager, who needs to gather information quickly. Acting without sufficient information is foolhardy and can lead to the downfall of a new manager. Listening makes the person speaking feel worthy, fosters a cooperative atmosphere and mutual trust, and assists change and sets a tone which, if not captured early, may never be found. Staff will make suggestions when they believe the manager has an open mind, values their suggestions, and credits them for their contributions. One difficulty for the new outside manager during the initial learning period is how to evaluate the information received. From what perspectives is a person speaking? What are the background or political factors that color employees' thoughts or that limit their knowledge? How committed are speakers to the ideas they express?

Establishing relationships with key actors is the most important factor in a successful transition by a new manager.[25] In Gabarro's study, three of four managers in failed successions had poor working relationships with two or more of their key subordinates and with two or more of their peers; all four had poor relationships with their superiors.[26] When shared expectations are not developed, trust among individuals does not grow. Without that trust, there is no understanding. The efforts towards developing shared expectations begin on the first day of the new job. The trust that develops is grounded both in the new manager's character traits, such as integrity, openness, consistency of behavior, and discretion, and in the manager's competency in the technical and managerial aspects of the job.

One library is not just like another. The outside manager cannot assume that what worked in a former library will work in the new setting, and cannot impose war stories from past experiences on a different staff. The outsider must always be mindful of the new environment.

Observing and analyzing the workings of the library are critical. Staff patterns of behavior need to be observed: starting and quitting times, rest and mealtime breaks, attitudes when dealing with the public, approaches to problem solving, techniques of information sharing, relationships with users and organizational administrators. Personnel and correspondence files need to be studied; some perspective must be gained on why the library is where it is at this time. The new manager's supervisor should assist in the process by directing the manager to the appropriate recorded information, by explaining policies and procedures, and by sharing observations. If the supervisor fails to offer this support, the new manager

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25. Gabarro, *When a New Manager Takes Charge*, Harv. Bus. Rev., May-June 1985, at 110, 119.

26. *Id.* at 119-20.

must actively solicit it. Josefowitz suggests that the new outside manager be like an anthropologist in an alien culture and study the natives.[27]

Enthusiasm is contagious, and it is uplifting to people who are waiting for signs of life from the new manager. The challenge and excitement of a new job should be conveyed to others in the library. Because everything about the new manager will be scrutinized, the manager's own behavior should communicate silently with the staff. One new department head believed strongly in management by example. She arrived at work promptly, treated everyone courteously, and dressed carefully. Another new manager tried to create an open and inviting atmosphere in her office by the arrangement of her furniture and the introduction of a saltwater aquarium. Other new managers take frequent lunches in common areas with staff and participate in the informal social life found in the workplace. Public service managers often find obvious ways to communicate a sense of change to library users and staff. Service desks can be repositioned for increased accessibility; staffing patterns and hours can be altered to better anticipate users' needs; displays can be created with a different style or emphasis.

Moving In: The Process of Taking Charge

Little has been written about the subject of taking charge in any organizational setting. A cursory review of Gabarro's findings and conclusions about executives in corporations is useful.[28] Gabarro defines the taking-charge period as the process of learning and taking action until the new manager has mastered the new assignment in sufficient depth to be running the organization as well as resources and constraints allow. The taking-charge period lasts from 2 to 2.5 years.[29] The five stages of taking charge varied in length in the group studied by Gabarro because of such externalities as the general economy, the manager's style, the quality of subordinates, the amount of time spent in hiring and training, and the norms of the parent organization.[30]

Gabarro labeled the initial period "taking hold."[31] This period of orientation and evaluation lasts from three to six months. The new

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27. Josefowitz, *What That New Supervisor or Manager Should Know*, MGMT. SOLUTIONS, Oct. 1986, at 4, 12.

28. Both Gabarro's book, THE DYNAMICS OF TAKING CHARGE, *supra* note 6, and his article, *supra* note 25, discuss the five stages of taking charge. Footnotes are to the article because it may be more readily obtainable in a law library collection.

29. Gabarro, *supra* note 25, at 111.

30. J. GABARRO, *supra* note 6, at 34.

31. Gabarro, *supra* note 25, at 111.

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manager develops a sense of the organization, its key people, and the factors important to its functioning. The new manager from the outside has a lot more to learn than the inside manager. Any changes that are made during this time by outsiders are corrective; they address problems that the manager saw before taking charge or immediately upon assuming his responsibility. One illustration of this orientation period can be seen in the activities of Dr. Richard Green, the former New York City Schools chancellor. The chancellor spent his first 100 days in the system studying the system itself. His first report to the Board of Education outlined his goals, but it gave few details.[32] The chancellor wanted more information before committing himself to plans of action.

The second stage is the "immersion" period. By the end of this stage, which lasts from four to eleven months, the new manager has developed concepts or generally revised original ideas of what they needed to be.[33] The manager now learns from daily interactions and conflicts; the subtleties emerge. As experience deepens, the new manager begins to see patterns and begins to explore the appropriateness of existing staffing schemes.

The third stage, reached from the thirteenth to eighteenth months, is the period of greatest activity.[34] Learning continues, but in a routine fashion. There is great organizational change. More than thirty-two percent of the personnel changes and twenty-nine percent of the structural changes are made during the period Gabarro calls "reshaping."[35] The learning that occurs is largely in the form of feedback. The period ends when as much has been done as circumstances allow; several factors, such as the absence of people for key positions, may prevent completion of the changes. Significant changes have been noted by librarians after their first year. One technical services manager reorganized, upgraded, and cross-referenced all the serial records. One public services manager rearranged the microform and book collections so that like materials would not be separated in several different cabinets or by the distance of four floors.

The fourth stage is "consolidation,"[36] which lasts from the nineteenth to the twenty-fourth month. There is learning, but less than in the taking hold or immersion stages. Learning involves identifying the remaining implementation problems, studying unanticipated problems that have resulted from the changes during the reshaping process, and completing

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32. N.Y. Times, June 6, 1988, at B1.
33. Gabarro, *supra* note 25, at 113.
34. *Id.* at 115.
35. *Id.*
36. *Id.* at 115-16.

aspects that could not be implemented before. It is a period of making corrections based on the consequences of the earlier change.

The final stage is that of "refinement."[37] It occurs from the twenty-third to the thirtieth month. The new manager has either established credibility and a power base or not. There has been enough action to evaluate the manager based on results. There is little change during this period, only a refinement of the operation and a search for new opportunities. It is at this time that the qualifier "new" is dropped from before the term "manager."[38]

Moving In: Problems in "Outsider" Succession

One of the inevitable problems for outsiders is surprise. The surprise comes when there is a difference between the new manager's anticipated and actual experience.[39] The subject of surprise can be the job, the organization, or the manager's reactions to a situation. To Iacocca's surprise, Chrysler did not feel like a corporation: there was no real committee structure or no formal communication structure; as a result, all managers functioned independently and not at all like parts of a major corporation.[40] The outside manager may attach inappropriate meanings to surprise events based on experiences in other libraries. Past experiences, interpretive schemes from old settings, and personal predispositions may all contribute toward the creation of dysfunctional interpretations.[41] An outside manager cannot test perceptions with others in the library because he has not yet established relationships with them. Making sense of surprise is problematic to the newcomer both because of local interpretation schemes and because of how the newcomer's actions are interpreted by others.[42] Insiders generally are less surprised because they have come to know what to expect; when surprise comes, insiders have some background with which to interpret meaning and colleagues with whom to compare perceptions and interpretations.

A second problem is that the new manager's reputation may precede arrival on the job. Normally, this is more of a problem for the insider than the outsider. But in a group as closely knit as law librarians, information is shared widely. Misinformation is transmitted as quickly as correct

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37. *Id.* at 116.
38. *Id.*
39. Louis, *Surprise and Sense Making: What Newcomers Experience in Entering Unfamiliar Organizational Settings*, 25 ADMIN. SCI. Q. 226, 237 (1980).
40. L. IACOCCA, *supra* note 7, at 152.
41. Louis, *supra* note 39, at 243.
42. *Id.* at 242.

information. Proving rumors untrue can take some effort over a period of time. Until staff can make their own judgment of the new manager, they will remember the rumors and be ill at ease (or in blissful ignorance).

Another problem for the outsider is preoccupation with satisfying a supervisor's desires. After all, the new manager was brought in to accomplish goals established by a superior. Yet, if the new manager ignores the desires of the staff to too great a degree, their legitimacy as part of his team is jeopardized.

Dealing with the feelings of others in the organization is a problem for the new manager, who may know little or nothing of the previous history of the position. If the outside manager was chosen over an internal candidate, he or she may have to deal with the staff's distress. In such a situation, the new manager should speak with the unsuccessful candidate and make assurances that the person's input will be considered valuable. The new manager may want to raise the issue for discussion with the staff. Many managers have felt the effects of the "Rebecca Myth," in which previous managers were reviewed unfavorably when on the job but were lionized upon their departure and upon the arrival of the new manager.[43] Instead of greeting the new manager warmly, staff may be overtly trying to undermine the newcomer's success. One staff member who was responsible for answering the telephones in a cataloging department never told callers where the department head could be found or when she would return; this created an impression of irresponsible behavior with the assistant director, when in fact the department head was always in the workplace and her staff always knew where she could be found.

Staff may not work as well with their new manager as they could. When staff do not volunteer cooperation, the new manager may feel the need to supervise their activities more closely to learn what is happening. The manager then appears to be like a dratted mosquito, which lights on everyone without warning. When a new manager fails to secure staff cooperation by using informal structures for controlling staff, the manager generally relies more heavily on the formal structures available in the organization. Rules take on renewed significance. One division head witnessed another division head's struggle with staff members who offered as little cooperation as possible. The struggle did not end as familiarity increased; the struggle ended when the staff members moved to other jobs after growing tired of being "supervised" and reminded of the rules.

Another difficult problem for the new manager is knowing at what point new practices can assume precedence over past practices. For

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43. A. GOULDNER, PATTERNS OF INDUSTRIAL BUREAUCRACY 79 (1954).

example, if institutional practices abide late arrival times for work, can the library manager set a new standard for his staff and have it be accepted? One supervisory librarian felt strongly about the value of timely arrival to the workplace and made that clear to her staff at their first meeting. After making her position on the practice known in various ways for four months, she disciplined one staff member for excessive tardiness. The situation resulted in the staff's supporting the new manager's position even though they had been accustomed to the looser arrangement. She had demonstrated sufficient consistent behavior over the four months to convince the staff that starting work on time was the expected norm.

Finally, there is the possibility of inheriting unfamiliar situations and preexisting problems. One kind of library-wide, inherited situation is the union environment. Part of the new manager's orientation should include discussions of the details of the collective bargaining agreement and past labor practices. Files and records must be shared with the new outside manager in order to develop an understanding of expected and accepted practices. On a more localized level, a new manager often is confronted by promises and obligations that a predecessor did not fulfill before departing. Staff may expect these promises, perhaps for a position change or salary increase, to be fulfilled. Staff dissatisfaction and departures may result if they are not.

Sometimes the manager has accepted a position with full knowledge that serious problems exist. If the outsider takes immediate action based on past experiences and knowledge, there is a risk of making decisions that foreclose later options. If immediate action is not taken, the manager risks appearing indecisive, and can lose support and the benefits of the honeymoon period. An example of this dilemma revolved around the New York City Schools chancellor. Ninety days after the new chancellor took office, state legislators began criticizing him for not moving fast enough in correcting the many long-standing ills of the public school system,[44] without waiting for his promised report, which was to be delivered in 100 days.

Conclusion

Some empirical research involving academic library directors includes data on succession patterns from the perspective of the "insider/outsider" phenomena. While most of these data do not directly correlate to the positions any of us hold today, or any we may ever hold, they are useful to

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44. N.Y. Times, June 2, 1988, at B6.

reflect upon and compare with Slinger's data.[45] Slinger's data show that thirty-three percent of the academic law library directors studied were promoted from within; forty-nine percent were brought in from the outside.[46]

In a national study done in 1976, Metz found that internal succession to the position of director was uncommon in general academic libraries.[47] His study revealed that fifty-six percent of the directors came to their present positions from other libraries, while only twenty-eight percent were promoted from within.[48] Similar succession patterns were noted in surveys by Moran and Mech. Moran found that internal succession was used in 49.5% of the cases studied and external in 50.5%, but the figures were greatly affected by sex.[49] Mech's investigation of 160 college library directors in the Midwest reported insider succession to the directorship for only twenty-nine percent of the respondents; of those insider successions, fifty-two percent of the directors had worked only in that library.[50] In another study, which included mobility patterns of directors in ninety public libraries in the largest United States cities and ninety ARL libraries, Karr found that librarians worked in an average of four libraries and that only seven percent of the directors spent their entire careers in one library.[51]

One conclusion to be drawn from the literature and experiences recounted by librarians is that promotion from the outside is not as easy to accomplish successfully as might be imagined. It is not a case of walking away from memories or experiences; they have become part of the manager's history and problem-solving techniques. Issues have different priorities at different times in various places, but the need for fundamental management skills and common sense is always present. When moving out, the soon-to-be new manager must understand what is being given up and left behind; the new manager must also clearly realize what expectations are held by others. When moving in, the new manager must articulate goals, find common ground with supervisors and subordinates, and use the taking-charge period for judicious decision making and intense learning.

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45. Slinger, *The Career Paths and Education of Current Academic Law Library Directors*, 80 LAW LIBR. J. 217 (1988).

46. *Id.* at 234 table 10.

47. Metz, *Administrative Succession in the Academic Library*, 39 C. & RES. LIBR. 358 (1978).

48. *Id.* at 361 table 2.

49. Moran, *Career Patterns of Academic Library Administrators*, 44 C. & RES. LIBR. 334, 338 table 4 (1983).

50. Mech, *Small College Library Directors of the Midwest*, 11 J. ACAD. LIBR. 8, 12 (1985).

51. Karr, *Becoming a Library Director*, 108 LIBR. J. 343, 345 (1983).