Professional Diversity in Libraries

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ABSTRACT

DIFFERENT CULTURES AND value systems that are brought into libraries
by different types of professionals can create problems, tensions, and
conflicts between nonlibrary professionals and professional librarians
in library organizations. This article offers some solutions from the
organizational perspective as well as the reward systems that can be
used at their individual levels.

INTRODUCTION

American libraries have changed considerably over the last half-
century. Their basic mission—to provide information resources to
their primary constituents—has remained constant. The way in which
this mission is carried out, however, is more complex and diverse
today than it was prior to World War II. Much of this change derives
from technological and organizational developments. Information
resources are now produced in many more formats and media than
previously, and the organizations in which libraries exist—i.e.,
universities, corporations, and municipalities—bear little re-
semblance to their forebears. Today's libraries, like other large-scale
organizations, have come to depend on a group of diverse professionals
to function effectively.

Similarly, research libraries have also encountered the problems
associated with diverse professionalism as they have grown in size
and complexity—namely the discontinuities or tensions which
inevitably result when an organization contains experts who have

been trained in different professions. These discordances arise from the dissimilar frames of reference that different professions bring to the resolution of problems based on such divergent value systems and problem-solving techniques.

Contemporary American library organizations still rely primarily on professional librarians to develop and provide resources and services. Many, however, also rely on the expertise of other types of professionals. Accountants, development officers, computer and telecommunications specialists, technical specialists, subject experts, human resource managers, and lawyers are a few of the nonlibrary professionals that have become necessary for many libraries to operate.

Like nonfaculty professional staff in universities, many nonlibrary professionals are treated differently by their librarian colleagues and their library organizations. They are perceived to be involved only secondarily in the organization's central purpose, even when this is not the case. The mission of most universities is to perform research and teach students. Faculty who perform these roles attain status and rewards well above those of other professionals who do not do research and teach despite their undoubted value to the organization—i.e., professionals such as attorneys, business managers, and computer specialists, but not top management. Similarly, providing information resources and services to users is the raison d'etre of most libraries—academic or not. Most library managers view professional librarians as being key to successfully achieving their mission. Often, however, library managers and professional librarians perceive nonlibrary professional colleagues to have inferior status. Inequality of status and rewards, whether real or just perceived, frequently leads to tension and competing interests between library and nonlibrary professionals. These tensions can manifest themselves as philosophical or conceptual differences, or in differing perspectives on an issue or problem with neither willing to compromise. They also can result in situations in which working conditions, responsibilities, or capabilities are viewed as inequitable, that is to say, that the other person is seen to have a "sweeter deal."

Contemporary libraries operate in dynamic environments. Change is constant and is caused, in part, by the spiraling development of information computing and communications technologies, the proliferation of information resources in diverse formats, and the precarious financial condition of many libraries and their parent organizations. Under such conditions, research libraries have sound reasons to develop human resource practices that attract, motivate, retain, and maximize the productivity of all professionals they employ. Library managers need to pay special attention to their nonlibrary professionals if the divergent functions

of the organization are to be performed well and the library's overall mission is to be accomplished.

Some tension, dissension, competing interests, and conflict are natural in any organization that is characterized by dependency on professionals, even when the organization has a well-articulated human resource philosophy (Von Glinow, 1988, p. 169). Therefore, library managers must design personnel policies that are flexible, that encourage the work of all professionals, and that reward effort equitably. The system must monitor and match the needs of all professional workers against the goals of the organization. This is not a simple challenge because the value systems of nonlibrary professionals may conflict directly with the values of the professional librarians. Library managers may have difficulty bringing divergent value systems into harmony so that the library's goal of maximizing the productivity of all professionals is achieved (Von Glinow, 1988, p. 167).

Nonlibrary professionals have worked in library organizations for many years. While the phenomenon is not new, it is a growing one. The library profession, a group often obsessed with issues of professionalism, curiously seems to have paid scant attention to the issues of treating nonlibrary professionals as partners rather than as second class citizens. The library literature is noticeably void of any treatment of the problems library organizations face in their efforts to integrate a group of disparate professionals into a healthy and functioning team. Scanlon's (1990) recent article is unique in providing a clear description of the problems faced by one manager whose working group was comprised of equal numbers of librarians and computer specialists.

This article describes some of the difficulties of having nonlibrary professionals in research libraries and offers managerial strategies for responding to problems. The literature of other professions, such as health science institutions, manufacturing companies, and research laboratories, provides useful analogies. Some of the insights into the treatment of professionals in these settings are used to shed light on the similar situations faced in libraries.

CULTURE AND VALUES

Anecdotal evidence and personal observations indicate that nonlibrary professionals often have difficulty operating successfully in library organizations. Why should an organization permeated with professional librarians be an alien culture for nonlibrary professionals? As one nonlibrary professional observed, it is ironic that librarians, who are preoccupied with questions of professionalism, are often unwilling to grant similar recognition to those who have

the appropriate degrees and knowledge required in their other professions (Hinnenbusch, 1989). The special values and cultural characteristics of an organization dominated by professional librarians might clarify this paradox.

According to Benveniste (1987, p. 257) and Raelin (1986, p. 193), the professional organization is distinctive in several ways: it employs many professionals who are involved in the core activities of the organization; it is structured in ways that permit management access to professional knowledge and vice versa; and it substitutes control that relies on professional discretion, professional self-restraint, and professional self-regulation for control through rules and regulations.

There are some essential differences, however, between professionals and managers. Professionals want both independence of action (especially for self-image, creativity, and efficiency) and intellectually compatible colleagues, whereas managers derive satisfaction from directing others and working with diverse people (Raelin, 1986, p. 193). Blankenship (1977, p. 136) identified the major characteristics that prevail in organizations dominated by professionals. Three of the most relevant are:

1. Role creation and negotiation. The professional typically builds his or her own role in the organization. Role creation proceeds through negotiation with relevant figures in the organization.
2. Spontaneous internal differentiation. There is a tendency for internal differentiation to occur in relation to the particular professionals who are moving through the organization. Typically, management does not legislate such differentiation from the top. Rather, it occurs as work interests among groups of professional workers coalesce.
3. Competition and conflict for resources. Different types of professionals in an organization each have their own requirements for carrying out their mission. They are also likely to have differing ideas about organizational purpose and problems.

These characteristics create conditions for competition and conflict among distinctive groups in an organization. Although nonlibrary professionals may consider librarians to be intellectually compatible colleagues, it would appear that library professionals often do not consider nonlibrary professionals to be colleagues—intellectually compatible or not. Librarians often interpret the nonlibrary professional's desire for independence of action as arrogance, hauteur, or ignorance. Additionally, because of their expert training and skills, nonlibrary professionals tend to identify more with their own professions than with their employing organization. This can pose a fundamental dilemma for the library (Von Glinow,

1988, p. 168). The dilemma may be compounded by the fact that most managers of library organizations are themselves professional librarians. Thus managers may find it easier to identify with the culture and values of professional librarians than with other professionals working for them. This may be especially true when they are the minority in a large library. This fundamental conflict may be perceived by nonlibrary professionals as hostility or lack of support.

Through their education and practice, professionals acquire special skills, concepts, and language that are not easily communicated to others. Common experiences and professional jargon often project elitism and sometimes arrogance (Lebell, 1980, p. 568). Even in a professional organization such as a library, one can expect that nonlibrary professionals will, by nature of their own culture and values, be set apart from the larger number of professional librarians who dominate the organization. They simply do not have the same set of professional terminology, at least initially.

As mentioned earlier, many nonlibrary professional positions are unique within a library organization. There is usually only one of them. An exception might be computing specialists, who are found in increasing numbers in research libraries. Even though they may not be a profession, per se, they share similar characteristics while being somewhat detached from a distinct body of knowledge (Lyman, 1989). They do exemplify some of the tensions that are created when they work in research libraries.

Scanlon's (1990, p. 320) analysis of the different work styles, value systems, and characteristics of librarians and computer specialists characterizes librarianship as a mature profession while computer specialists come from a young and constantly changing culture. Librarians, according to Scanlon, have established standardized decision-making processes that involve numerous review committees and formal procedures. In contrast, computer specialists tend to "shoot from the hip" and place their faith in the knowledge of individuals as opposed to their authority within the organization. Scanlon found that getting these two cultures to work together productively was at times difficult and often frustrating.

The case that Scanlon reports is not unique. Historically, every profession starts with a need for service beyond that which is available through self-help (Lebell, 1980, p. 567). Library professionals are educated to work in organizations—often large and complex organizations—and they are educated to work as integral parts of groups and teams. Through their graduate programs, most librarians are imbued with the values of such management techniques as consensus building and participation in decision making. Total

quality management, or focus on service to the customer, has long been part of the conceptual basis of librarianship even while research libraries have retained traditional hierarchical organizational structures. Many nonlibrary professionals are educated to work in settings substantially different from the consultative, yet formal, organization of a library. These professionals are imbued with different career patterns, different career paths, and different perspectives on service and the client relationship.

The structure, policies, and rules of the organizations within which many research libraries exist add to the difficulties of the nonlibrary professional. Many librarians have faculty status or faculty equivalent status on their campuses. Other professionals who join these libraries, however, are usually classified as belonging within the institution's general managerial, technical, or other professional groups. These classifications generally bring lower status and pay scales and often provide limited career opportunities. Even when all things are equal, and they have peers on campus, these other professionals may be relegated to secondary status.

CONFLICT AND CONFLICT RESOLUTION

Many studies (*see* Von Glinow, 1988; Shapero, 1985; Benveniste, 1987) have substantiated the sources of tension and conflict. As we look at the intergation of nonlibrary professionals into library organizations, the following sources of tension and conflict, open or not, may be present—the environment itself; the behavior of the various professionals; the nature of the organization; the work itself; differing values; different levels of commitment; differing expectations; competing interests; and faulty communications based on differences in knowledge, semantics, interpretations; or flow of information.

Tensions and conflicts are natural in any organization that has professionals. They are rooted in the divergence and competition of professional values and interests. There are two general types of contexts in which open conflict is most likely to become evident and acute. One is when the "work spaces" of different groups overlap. The other is the degree to which various groups and individuals influence organizational policy (Blankenship, 1977, pp. 130-31). Considerable bitterness can arise when policy issues have differing consequences for different groups of professionals within an organization. So can, as mentioned earlier, conflicts arising from different career goals, different values, and different processes of socialization among library and nonlibrary professionals. Different motivation and commitment to organizational goals and tasks and unevenness in opportunities to influence policy also can result in

conflict, even when the different professionals are interdependent (Benveniste, 1987, p. 213).

When nonlibrary professionals think they have had little influence over policies that affect them adversely, and they think that those who have competing interests exercise an inordinately high degree of influence, they can easily come into open conflict with the "winning majority." Consistent winners and consistent losers rarely coexist well or for long.

Raelin's (1986, p. 213) work concluded that professionals imbued with the norms of their professional cultures have difficulty integrating into organizations guided by the norms of a different culture. There are, however, some mitigating factors that can curb the potential for widespread conflict at three levels.

1. *Individual Level.* Clearly, not all professionals are the same, even within the same profession. They have different types of training, different work experiences, different attitudes and aspirations. Among the critical individual-level mitigating factors, length of training has been found to be strongly related to conflict because it affects the professional's organizational expectations (Raelin, 1986, p. 17).

2. *Job Level.* Job characteristics are important in mitigating conflicts to the extent that, for some professionals, a satisfactory job may override other wider organizational conditions. According to Raelin (1986, p. 19), the most significant issue for those who manage salaried professionals is the ability to resolve the dilemma between their need for autonomy and management's need for control.

3. *Organizational Level.* Conflict is likely to be mitigated in organizations in which professional expertise is recognized and valued, where professional services are in high demand, and where there are managers who are knowledgeable about the specific concerns of various professional groups.

Organizationally induced conflict may be prevalent in a library in which there are only a small number of professionals with specializations other than library or information science. Von Glinow (1988, pp. 140-41) identifies four sources and types of such conflict.

1. *Autonomy versus control.* Professional workers generally resist managerial attempts at control. However, there are notable exceptions. Von Glinow suggests evidence, for example, that scientists demand strategic autonomy whereas engineers prefer to retain control over day-to-day decision making. Clearly, being alert to the differences among the professions represented within library organizations is key in recognizing what each professional needs, and then meeting those needs as best as possible.

2. *Stability versus "Shake the Box."* One common response by managers to fundamental pressures is to reorganize the organization. Nonlibrary professionals, in particular, may see little reason for many such reorganizations, especially when the stability of their projects might be threatened. If, however, such reorganizations do make sense, communicating and justifying the need to make such changes, particularly as they impact on the nonlibrary professional's work and career concerns, is important.

3. *Linear versus Lateral Career Crises.* Most workers in the United States aspire to promotion; they define career success in terms of upward mobility. These workers, including most professionals, are called "linears." However, given the hierarchical nature of most library organizations and the dominance of professional librarians in the ranks of library managers, most professionals are stymied in their quest for upward mobility. Alternative career paths exist, but often little is done to accommodate the career aspirations of many who prefer to work in their areas of specialization and who do not aspire to upward linear movement. Also, often little is done to assist professionals in determining career alternatives or in confirming the validity of nonupward movement—i.e., that staying in one's area of specialization can yield a rewarding and fulfilling career. Organizational solutions, such as job rotation and temporary assignments, can be important ingredients for providing successful and rewarding careers in research library environments.

4. *Career versus Work.* A fourth organizationally induced contradiction arises when professionals position themselves to enhance their careers, but that positioning conflicts with the work itself. Career advancement may involve being visible to management, while effective work is often not visible to managers. Therefore, nonlibrary professionals primarily interested in their technical work need to be given alternative forms of recognition to keep them effective.

STRATEGIES FOR LIBRARY MANAGERS

Professionals tend to value professional, career, organization, job content, and status most highly. Therefore, it is critical to have challenge and meaningfulness in the work the professional does and to ensure that the work retains its meaningfulness over the entire course of the professional's career. Von Glinow (1988) points out:

> Overall, the most important sources of attraction, motivation, and retention of high-technology and professional employees derive from the professional rewards associated with the work itself, from the career development process, and from the organizational processes (including how the work is evaluated, how autonomous the workers are, and how well the people work with one another). Important sources do not include

financial or economic rewards, of either a short-term or long-term nature.
(p. 80)

Research has shown that financial rewards have little importance
for professional workers (Von Glinow, 1988, p. 170). Instead,
professional, career, and content rewards tend to be more valued by
them. Motivators that are related to status and the way work is carried
out are much more significant than money. When library managers
pay attention to the unique characteristics and values of their
nonlibrary professional workers, they will find it easier to understand
that motivating factors and performance might be different from those
that fit librarians. The lesson here is to resist the tendency to manage
all professionals as a homogeneous community and instead to provide
strategies that reward all professionals meaningfully, but strategies
that are relevant to their characteristics and needs.

Supervisors and managers also must understand their nonlibrary
professionals' work and be able to evaluate it fairly, supplying
appropriate rewards. Reward structures vary even among groups of
single professions, so finding the best reward system may be difficult.
There is little agreement, even among professional librarians, about
the criteria to be applied in evaluating their performance; thus, the
evaluation process may become an even greater challenge for library
managers evaluating nonlibrary professionals.

Support and affirmation from peers is often missing for the lone
special professional in a research library setting. This is not unlike
the library director who is without a peer group on campus and
has none within his or her own library.

Research shows the importance of various types of reward to
different age groups (Von Glinow, 1988, p. 77). People in their twenties
respond best to job content rewards and to some financial rewards.
People in their thirties and forties respond to professional, career,
and job content rewards; people in their fifties respond more to social,
financial, and career rewards; and people in their sixties respond
to financial and social status rewards. There is also some evidence
that the important rewards can vary by generation or even by local
versus external professional orientation. "Cosmopolitans," for
example, tend to be predominantly rewarded through professional
recognition in the broader profession. In contrast, individuals called
"locals" are more motivated by advances in rank and status within
their own organization (Raelin, 1986, p. 165). In short, it is important
to recognize that values, work orientation, and appropriate reward
systems can alter over time as well as be different for each individual.

Studies have proven that there is a wide variety of rewards
important to professionals (see Figure 1). These rewards are important
in devising strategies for recruiting, retaining, and guaranteeing the
success of nonlibrary professionals in library organizations.

Professional Rewards

1. Opportunity to work with other top-flight professionals
2. Freedom to make the most of own work decisions
3. Intellectually stimulating work environment
4. Working on tomorrow; not having to repeat yesterday
5. Having an impact on national issues
6. Time and funds to participate in activities of professional societies

Job Content Rewards

1. A productive atmosphere
2. Flexible work hours
3. Opportunities to address significant problems and issues
4. Diversity of organizational activities that create continuing new opportunities
5. Projects of an altruistic nature

Career Rewards

1. Working for an organization perceived to be at the "leading edge"
2. Diverse opportunities for personal growth and achievement
3. The chance to get in on the ground floor of important projects
4. Opportunities for self-expression
5. Being able to play a role in the organization's future
6. Opportunity to take advantage of educational opportunities

Organizational Rewards

1. Fair performance evaluation; peer evaluation
2. Professional, descriptive titles that recognize specialized education and responsibilities
3. Being able to influence organizational issues
4. Involvement in committee work, employee counseling, policies on benefits, awards, and patents

Social Status or Prestige Rewards

1. Pleasant location
2. High quality work facilities, equipment, and support services
3. Open door management
4. Recreational facilities

Financial

1. Regular salary reviews
2. Compensation based on contribution to the organization, not across the board
3. Compensation for unused leaves

Note. From *The new professionals: Managing today's high-tech employees* by M. A. Von Glinow, 1988. Cambridge, MA: Ballinger Publishing Company. Copyright 1988 by Ballinger Publisher Company. Adapted by permission.

Figure 1. Rewards most highly valued by professional workers.

REWARD STRUCTURES

Professional Rewards

The opportunity to work with excellent colleagues in an open and stimulating environment is important to all professionals.

Equally important is the opportunity to work on issues that will make a difference in the future, both to the organization and to the profession. Looking at the professional rewards shown in Figure 1, it is clear that professional incentives and rewards must focus on professional criteria rather than values and loyalties considered important by the organization. To create an effective professional reward system for nonlibrary professionals, the library organization must provide meaningful incentives, even if these may not always be congruent with the values of the organization.

Many professionals also value the opportunity to have an impact on issues at the regional, state, or national level. There is some evidence that supports giving incentives to professionals for personal reasons unrelated to organizational goals (Von Glinow, 1983, p. 73). In this context, it is particularly important to be aware of, and to support the needs of, the professionals who are not librarians and be aware of their own professional associations or societies. Such support will include the usual provisions of time and financial resources to participate in the activities of professional groups.

Job Content Rewards

The job content rewards shown in Figure 1 may be the easiest of all for the library organization to provide to its nonlibrary professionals. Because libraries are organizations with a high proportion of professional personnel, they are positioned to accept job content as a reward system for all professionals in ways and with levels of intensity that other organizations might not. Of particular importance are a productive working atmosphere, the ability to have flexible working hours, a diversity of organizational activities that create new opportunities at a fairly constant rate, and the ability to address significant problems and issues. As noted earlier, meaningfulness of work is of utmost importance to most professionals.

Career Rewards

Career growth and development rewards are also important to most professionals. At the same time, these are also a prime source of conflict. As discussed earlier, a prime dilemma is whether to follow one's specialty into isolation with little chance of recognition or to aspire to management positions (Von Glinow, 1988, p. 137). For nonlibrary professionals, the dilemma may be even more acute than for library professionals, for data show that few nonlibrary professionals rise to the senior management levels in library organizations (Myers & Kaufman, 1991). It is entirely possible that when nonlibrary professionals choose to join library organizations they have already chosen the first path. However, if they have not,

or if they have entered a library organization at an early stage in their careers, they may eventually face this crisis.

Students of current organizational structures suggest several strategies for resolution of career path problems (Von Glinow, 1988, pp. 142-51; Gomez-Mejia & Welbourne, 1990, p. 271; Raelin, 1986, p. 186; Miller, 1986). Dual ladders, temporary assignments, job rotation, and a variety of career management programs have been carried out in several organizations with varying degrees of success. Although these strategies are important for all professionals within library organizations, library managers need to pay special attention to them for the few who are not librarians. Assistance and consultation from a group of professionals outside of the library may be needed in order to gain the special knowledge and skills to help nonlibrary professionals.

Some organizations have implemented a dual ladder structure that provides professionals with alternative career paths. The dual ladder provides a set of positions for professionals that is designed to be parallel to the managerial ladder, but with evaluation, control, authority, and advancement criteria appropriate for the technical professional. The objectives are to provide advancement opportunities, prestige, compensation, and autonomy equivalent to those professionals who have decided to climb the managerial ladder. Some library organizations have implemented similar two-track systems for their professional librarians (Duda, 1980). Many research libraries also have examples within their institutions in the university professoriat, who advance through personal achievement and not through an administrative route or a hierarchy of positions.

Although dual career ladders are used by many organizations, complaints about them are not uncommon. Raelin (1986) notes that the most common complaint is that the dual ladder does not reward professional and managerial accomplishments equally. Raelin suggests that the professional ladder may need fewer rungs than the managerial one, but that whatever job evaluation system the organization uses, salaries will need to be pegged to equivalent requirements in terms of such criteria as knowledge, problem solving, and accountability (Raelin, 1986, pp. 189-90). Library managers may have difficulty designing dual career ladders for a small handful of employees, especially if the parent institution does not have the enabling framework.

Temporary Assignments or Job Rotation
Temporary assignment or job rotation can play an important role in a library organization employing nonlibrary professionals. These assignments may be to management or to other kinds of tasks,

to different parts of the organization, or to groups using different methods or technologies. Von Glinow's (1988, p. 147) research has shown that temporary assignments can alleviate stagnation, give recognition, and allow professionals to apply their skills in different work situations. These assignments also can help nonlibrary professionals prove the value of their knowledge and skills in a variety of settings within the organization.

The problems inherent in managing within an environment that uses temporary assignments include costs associated with start-up for each assignment and the lack of replacement for the nonlibrary professional that may require bearing backlogs or additional temporary replacements. Moving nonlibrary professionals across disciplines allows the library to expand the knowledge base of key personnel. It may also weaken the links of traditional hierarchical organizations. Job rotation also allows people to work together in different roles and reduces reliance on hierarchical decision makers.

Career Development Support

Career development support begins with training managers in the importance of the process of career management (Miller, 1986). Three types of support are fundamental: (1) top-management support; (2) support for training managers in the methods of career management; and (3) support through an organization's policies and procedures. The latter should allow the manager to sit down with the professional at least once a year for a career discussion. There are several career management programs that are common in organizations employing professionals. These range from career information systems to skill assessment and training to career sequencing and monitoring. There are a variety of structures and approaches that can accommodate a professional's career growth and development. Career growth appears to be an important reward, and whatever career development support a library organization provides for its librarians, it must do as much, if not more, for its other professionals.

Organizational Rewards

Since nonlibrary professionals must be treated like the specialists they are, language and symbols become very important. Therefore, properly descriptive titles must be created for each position that reflect the incumbent's specialized training, skills, and responsibilities (Bailyn, 1988, p. 223). It is important that managers, together with the incumbent, review these titles annually to ensure that they are appropriate and up to date.

"The vital part played by managerial feedback in motivating and shaping the performance of the professional cannot be

overemphasized" (Shapero, 1985, p. 72). Feedback ranges in form from informal daily comments to formal scheduled performance evaluations. Informal feedback is most important to professionals who want management to be interested in what they are doing and to comment on it regularly. As Shapero (1985) notes, professionals do not like to be told how to do their jobs, but they want and expect reaction to what they are doing. It is a particular challenge to library managers to furnish these types of feedback effectively to nonlibrary professionals.

Evaluation of one-of-a-kind performance will require understanding of the standards and requirements and may need the aid of a peer. Evaluation will also need to consider individual preferences for collegial maintenance of standards and the organizational criteria and processes for the evaluation/control of individual nonlibrary professional performance. Criteria used to evaluate librarians may be inappropriate or irrelevant to the role and performance of nonlibrary professionals. The criteria generally fall into three distinct categories: individual personality traits, behaviors, and outcomes (Von Glinow, 1983, p. 123). Peer evaluations, when possible, can be designed and used to augment, or even substitute for, traditional supervisory performance appraisals, but the "peers" doing these evaluations must be trusted and accepted by both the employee and the supervisor.

Social Status and Prestige Rewards

Social status and prestige rewards may be important. The quality of the space to which each professional is assigned, and the equipment allocated, has been found to have a significant impact upon the person's motivation and, ultimately, on his or her performance (Shapero, 1985, p. 157). Information exchange and communication can be greatly improved by both the physical location of nonlibrary professionals and the quality of space in which they work. Where and with whom one works in close proximity has a distinct influence on work motivation. Keeping communication clear, open, and frequent is critical.

Although many library work spaces are far from idyllic, library managers must take care to ensure equity among all professionals. Placing an accountant, for example, in a remote cubbyhole is a means to ensure nonoptimal performance. Besides the "out-of-loop" place in the daily flow of information, this accountant will interpret a remote location in a small space to be a reflection of the level of esteem with which he or she is held by the organization.

Financial Rewards

Although financial rewards may not be the most significant motivator for professionals, money is important. It is critical that nonlibrary professionals are compensated equitably both within their own professional context in similar organizations as well as with

library professionals who have equivalent levels of skills and similar levels of responsibility. In research libraries in which librarians are compensated by professorial standards and nonlibrary professionals are not, it is important that managers work with organizational personnel officials to ensure that their nonlibrary professionals are compensated equitably.

Other Considerations

There are other types of enabling strategies to avoid conflict and tension. Many nonlibrary professionals consider their autonomy to be critical to their effectiveness. Organizational rules can inhibit or interfere with the nonlibrary professional's ability to perform well. Libraries seem to generate many rules and rigid structures. Protective structures can be developed to insulate nonlibrary professionals from these controls. Because autonomy may be threatened by the organization's measure of performance, libraries should not subject professional employees to tight supervisory controls but rather should allow them freedom to make decisions. Delegation to the lowest possible unit can have many positive outcomes.

Equally important is giving the nonlibrary professional a role in determining the policies and methods used in the library. This strategy is derived from a fundamental humanistic belief that people are more contented and committed to an objective when they are involved in decisions that affect them. One has to be careful, however, to strike a balance. Raelin's (1986, p. 198) research indicates that when professionals are allowed maximum participation (i.e., over procedures, decisions, and performance), they tend to value the opinion of their professional colleagues outside of their organization much more than that of their managers.

Librarians, like most professionals, are noted for adherence to standards of ethics, both on their own behalf and on behalf of their clientele. In managing specialized professionals, library managers will have to be aware of situations in which tension and conflict might occur because of adherence to different professional codes of ethics. Professional incentives can also be derived from permitting information sharing with professionals outside the organization and encouraging nonlibrary professionals to publish the results of their research. Library organizations also should be sensitive to the fact that nonlibrary professionals may have discrepant norms and values and should therefore not enforce rules and regulations which run counter to these norms.

Teamwork

Rewards based on teamwork are another possible motivator. Experience and research literature confirm that when two or more

professionals work on common tasks, the task itself provides the basis for trust. It is when fear of failure appears in one or more of the participants that defensive strategies come into play. It may be easier to blame an accountant or a development professional if you are a librarian, especially when your peers cannot evaluate their work as well as they can evaluate your own (Benveniste, 1987, p. 212). The solution is to achieve a situation in which each person's professional identity is acknowledged throughout the team, group, or entire organization, and mutually acceptable and complementary activities are arranged. Blankenship (1977, pp. 126-27) observed that the only teams that appeared at all successful were those that had been together for extended periods of time. Teams can be a major agency for further professional socialization through organizational participation. However, team building presents special challenges for library managers.

Librarians are socialized through their professional education and experience to work in teams, to participate in decision making, and to work for the common good of their constituencies. Part of the foundation of librarianship in North America is the concept of equity of access and use. Many nonlibrary professionals are not socialized in this way at all. In fact, they are often educated to work individually and on behalf of an individual client (e.g., lawyers), or to work on individual research projects (e.g., a doctorally trained humanist), as opposed to working for the broader community or groups or on a team of people serving individuals (e.g., a group of reference librarians).

CONCLUSION
Research and personal observation have shown the advantages of devising strategies to make the nonlibrary professional an integral part of the research library's community of professionals. If the player is not a part of the team, he or she will not contribute very much toward achieving the team's goals. Managing nonlibrary professionals is significantly different from managing library professionals. A certain amount of conflict will always exist between them. Standard human resource management practices may be effective in attracting, motivating, and retaining nonlibrary professionals. None will work well, however, unless library managers articulate their vision, establish the library's goal and objectives, and ensure that all relevant parties are exposed to that thinking. Jobs and work relationships must be designed to take advantage of all the special skills of all professional employees. Relevant reward must be established and

special career development needs of professionals who happen not to be librarians must be put in place to ensure that the tensions and conflicts inherent in different professions can enable teams to emerge.

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