CHAPTER-4

HUMAN RESOURCE PLANNING
OF ACADEMIC LIBRARIES

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4.1 PLANNING

4.1.1 What is Planning

Planning is the beginning of the process of management. Management encompasses all the activities that are directed towards developing a mission, setting goals, motivating individuals, appraising performance of both personnel and systems, evaluating results and adjusting directions to account for the outcome of those activities. Since planning is involved in every segment of that developmental process, it must be the heart of management activities. Planning is an analytical process that involves accessing the future, developing alternative courses of action to reach such objectives and selecting an appropriate agenda from among those alternatives and pursuing a detailed course of action. Thus planning is not just a behaviour but also a process of getting an organisation according to the changing demands in a given period of time by setting it on a predetermined course of action. Some of the important reasons for planning are to prepare for a change, to focus attention on a clear direction for the future, to gain economy of the operation and to facilitate control. However, it is impossible and impractical to plan for every action. A useful planning approach must build an understanding of the current needs and capabilities of library to identify future directions. To create planning attitude, the concept must begin at the top and be filtered down, accepted, and implemented through policies, procedures, projects and programmes.

Planning is an intellectual process which requires thinking before acting, it means it is thinking in advance. It is contemplation before presentation and deliberation before doing. By the help of planning, planners decide what to do, when to do, how to do and who to do. Thus decision-making is an integral part of planning. It is a process of choosing the best among the alternatives.

Planning is not an occasional process, rather it is a continuous one. In the opinion of Koontz and O'Donnel, "A manager should constantly watch the
progress of his plan like a navigator constantly checking where his ship is going in the vast ocean. He must constantly monitor the conditions, both within and outside the organisation to determine if changes are required in his plans. It is wiser for him to be right than merely being consistent\(^1\). It means the above definition also suggests that plan should be flexible. By flexibility it is meant that its ability to change direction to adapt to changing situation without undue cost. However, flexibility is possible within limits.

In the opinion of Terry “Planning is the selection and relating to facts and making and using of assumptions regarding the future in the visualisation and formalisation of proposed activities, necessary to achieve desired results”\(^2\). It means planning is a process that involves the future of action i.e. why an action, what action, how to take action and when to take action. These are related with different aspects of planning process. Why of action reveals that action has some objectives or goals which an organisation wants to achieve, what of action specifies the activities to be undertaken, how and when of action generate various programs, policies, procedure and other related elements. Thus all these elements only speak about future course of action.

In the opinion of McFarland, “planning may be broadly defined as a concept of executive action that embodies the skills of anticipating, influencing and controlling the nature and direction of change”\(^3\). This definition defines planning in terms of action of anticipating, influencing and controlling the nature and direction of changes as McFarland believes that the environment in which planning process is undertaken is too dynamic and changing. Thus in planning, a manager uses facts, reasonable premises and constraints and from all these, he visualises and formulates necessary action.

**4.1.2 Features of Planning**

The important features of planning are as follows:
(a) At a given point of time, planning is a process rather than a behaviour. The process determines the future course of action.

(b) Planning is a future course of action. It requires forecasting the future situation in which the organisation has to function. Therefore it is essential to forecast the future situation correctly so that correct decisions can be taken about future course of action.

(c) Planning involves selection of a suitable course of action among several alternatives for achieving a particular objective.

(d) Planning is undertaken at all levels of organisation because all levels of management are concerned with the determination of future course of action. However, planning may be different at different context i.e. at the top management levels managers are concerned about the totality of the organisational planning while managers at low levels may be involved in internal planning.

(e) Planning is flexible as it is based on future conditions which are always dynamic. Therefore, an adjustment is needed between the various factors and planning.

(f) Planning is a continuous managerial function involving a complex process of perception, analysis, conceptual thought, communication, decision and action.

4.1.3 Steps in Planning

A particular planning process may not be applicable for all organisations and for all types because the various factors that involve in planning process may differ from plan to plan or from organisation to organisation. However, the basic process of planning is the same. With minor modifications here and there the process is applicable to all types of planning.
The sequence of various steps in planning are in such a way that they lead to translation of an idea into action by reaching to the state of establishing sequence of activities. A planning process involves various stages which are given in the following figure (Fig. 1)

(Fig.-1: Planning Process)

(i) Being aware of demand or opportunity - This step is not strictly a planning process. It propels the planning process and is therefore, not strictly a part of the planning process. However, awareness of demand on opportunity is very important for planning process, because it leads to the formulation of a plan. From this point of view, it can be said that it is the beginning of the planning process. It is important to take a preliminary look at the possible demands and opportunities and see them clearly and completely. This provides an opportunity to set the objectives of the organisation.

(ii) Setting objectives or goals of the organisation - This is the second stage and at this stage objective of the entire organisation is established. Objectives of the organisation give direction to the major plans which by reflecting these
objectives, define the objectives of every major department, which in turn control the objectives of the subordinate department and so on down the line. Thus objectives from a hierarchy.

(iii) Planning premises - This is the third logical steps in planning. It establishes the conditions under which planning activities are undertaken. Planning premises are assumptions of the expected external and internal conditions. External premises include total factors in environment, plans and actions, governmental policies etc. Internal factors include organisational policies, various types of resources and the ability of the organisation to withstand the environmental pressure. Thus plans are formulated in the light of both external and internal factors. In planning premises, forecasting plays an important role.

(iv) Identification of alternatives - In this stage various alternatives are identified on the basis of the organisational objectives and planning premises. The concept of various alternatives states that a particular objective can be achieved through various ways. In identification of alternatives, the most common problem is not to find alternatives but to reduce the number of alternatives so that the most promising one can be analysed.

(v) Evaluation of alternative in the light of goal or objective sought - In this stage the various alternatives are evaluated in the light of the organisational resources and constraints. This may create a problem because each alternative may have certain positive points on one aspect but negative on others. In other words there is no certainty about the outcome of any alternatives because it is related with future which itself is not certain. There are so many alternative courses in most situations and so many variables and limitations are to be considered. Therefore, new methodologies have been developed for this purpose.

(vi) Choosing an alternative - After evaluation of various alternatives, the best one is selected among them. Sometimes, after evaluation it seems that there is
more than one alternative equally good. In such cases the planner may choose more than one alternative. It may prove to be good in future course of action particularly in a changed situation.

(vii) Formulation of supporting plan - In addition to the basic plan, various supporting plans are derived to support the basic plan. These include development of the infrastructure facilities, training and recruitment of personnel, providing new services etc.

(viii) Establishing sequence of activities - After the formulation of the basic plan and the supporting plan, the next step is to determine a sequence of activities, so that plans are put into action

4.1.4 Factors for Effective Planning

Some factors which are essential for effective planning are as follows:

(a) Proper climate - Authority should create a climate for proper planning where every person in the organisation takes planned action. This involves stimulating planning interest among different categories of staff by setting their goals, establishing planning premises, communicating planning policies, and developing a tradition of change in the organisation according to the changing situation.

(b) Coordination - Planning process is a complex process which involves various derivative plans. Therefore, it is essential to establish coordination among the different plans so that these derivative plans fit together not only in terms of contents and action but also in terms of timing.

(c) Communication - Due to lack of communication many planning efforts fail. But the best planning is possible only when every staff in the organisation has, access to complete information not only pertaining to his area of planning but also to other areas. Therefore, it is essential that every one should know what are the areas upon which he is expected to plan.
(d) Participation - The most important aspect of effective planning is the participation of subordinate with the superiors. Participation improves understanding of objectives and loyalty in the subordinates and makes execution of the plan easy. There are several ways of getting participation from subordinates in the planning process, such as MBO (Management by Objective) Bottom-top planning, formation of committees etc.

4.1.5 Limitation of Planning

Planning is essential for every organisation but there are some problems in proper planning. Therefore, the authority should be aware of these limitations so that they can take adequate precautions against them. The major limitations of effective planning are as follows.

(i) Time and cost factors - Planning is a time consuming and expensive process. It involves considerable amount of money, energy and time without any assurance for the fulfilment of organisational objectives. From this point of view many organisations can not afford for a formal planning programme.

(ii) Problems of rapid change - In a rapidly changing spectrum, it is difficult to plan properly. The prospect of change is rather more complex on long range planning.

(iii) Difficulty of accurate premising - Premises are the background on which a set of plan is made to deal with future. In planning it is difficult to formulate accurate premises. Since the future can not be known accurately, premising must be subject to a marginal error.

(iv) Flexibility - Flexibility in planning cannot be maintained when there are unforeseen changes in the environment. Such flexibilities may either be internal or external. Internal flexibilities include psychological policy and procedure as well as capital investment. External flexibilities include political climate, technological changes, employees unions etc.
(v) **Failure of people in planning** - Sometimes planning fails as people involved in planning process fail to formulate correct plans. The reasons for such failure are lack of sound strategies, lack of meaningful objectives, lack of sincerity, failure to see the scope of plan, lack of management and staff support, lack of adequate control techniques etc. These factors are responsible for either wrong planning or inadequate planning in the organisation.

### 4.2 HUMAN RESOURCE PLANNING (HRP)

#### 4.2.1 What is Human Resource Planning

In any organisation, human beings constitute the most important and valuable resource based on the belief that employees’ commitment to work in an organisation is a fundamental prerequisite to organisational success. Therefore, proper human resource planning is highly necessary for the effective functioning of any organisation. It requires actions towards personnel with highest degree of integrity and respect. Consequently human resource planning places an emphasis on strategic thinking towards employees, personnel planning, organisational development and the like.

Human resource is an important input in almost all organisational activities. Among other factors such as documents, equipments, finance etc., human resource has a pivotal co-ordinating role towards a productive and result-oriented common objectives. It inhibits multifocal importance in any organisational developments. In library management, the human resource, one of the primary subject of library functional system follows two dimensional change, the quantitative and the qualitative. First envisages growth in respect of staff in its numerical strength and the second concurrently implies the advancement of professional change and development. This two dimensional change is thus effected through the factorial and functional human resource planning for the present and future needs of the libraries.
Human resource planning involves projecting and forecasting personnel functions into the future pattern of organisational environment and then relating human resource requirements to those conditions. Human resource planning draws its concept from general planning. Generally planning denotes future course of action. In this context, human resource planning denotes what kind of people will be needed in future, what kind of people will be made available from internal sources, what will be the additional requirements and what steps should be taken to bring additional people required in the organisation.

Human resource planning is used synonymously as manpower planning or personal planning. Thus it is a strategy for the acquisition, utilisation improvement and retention of human resources of an organisation.

Gorden MacBeath defines Human resource planning as “HRP or Manpower Planning involves two stages. The first stage is concerned with the details of planning manpower requirements for all types and all levels of employees throughout the period of plan. The second stage is concerned with planning of manpower supplies to provide the organisation with the right types of people from all sources to meet the planned requirements”\(^4\). In this definition MacBeath has divided human resource planning into two parts i.e. planning of human resource requirements and planning of human resource supplies. Briefly and precisely he deals with the demand and supply aspects of human resource planning.

Similarly Vetter has defined human resource planning as “The process by which management determines how organisation should move from its current manpower position to its desired manpower position. Through planning, management strives to have the right number and right kind of people, at the right place, at the right time, doing things which result in both the organisation and the individual receiving long run benefit”\(^5\). The definition of
Vetter states that planning in the personnel area is mainly concerned with utilisation of right type of people for the organisational benefit.

Thus HRP includes four basic steps i.e. forecasting, developing appropriate programmes and policies to meet the needs, effective utilization, and reviewing and controlling the total process. Basing on this it can be stated that:

(i) Human resource planning is a comprehensive process which includes various aspects of human resource management. All these aspects try to ensure availability of right people in the organisation.

(ii) It involves estimate of future needs of human resources in the light of organisational planning and structure. Determination of future human resource needs in advance helps the management to take up further actions.

(iii) It also takes into account the existing human resource and indicates what actions can be taken to make the existing human resources suitable for future needs.

(iv) It deals with the effective utilisation of manpower by indicating the various factors like working environment, suitable performance appraisal, promotion etc. which should be considered in this respect.

4.2.2 Need for Human Resource Planning

Human resource planning includes the present as well as future needs of various categories of employees in an organisation and determines the number and types of employees to be recruited. This is done after comparing the future needs with the present work force. Therefore, persons can either be recruited or selected from outside the organisation or selected out of the existing potential group and fit them in the organisational set up to get the best of them. At the same time the organisation has also a responsibility to protect the interest of employees in terms of their carrier prospects, adequate compensation for their
work, providing the best work environment and developing a culture of interpersonal, intra-personal, employee-employer relationship and introduce quality consciousness among everyone to produce the best. The major needs for human resource planning are to:

(i) assess present and future human resource needs as per the objectives of the organisation;
(ii) be effective and efficient in use of human resources;
(iii) evolve more satisfied and better developed employees;
(iv) prepare for meeting any unforeseen circumstances to carryout the plan without changing the objectives of the organisation and maintaining performance quality.

In academic libraries, the efficiency largely depends on the academic and professional competency of the library staff, their working environment and facilities provided to them. Besides financial and documentary support, the next most important element of any academic library is its human resource. Without this resource, other resources can not be used properly. Therefore, proper human resource planning in academic libraries is highly needed. Highlighting the need of human resource planning, Edward and Silver states that “the need to establish recruitment levels and number of promotions, anticipates redundancies and avoid unnecessary dismissals, allows for proper training and development and provides for the organisational infrastructure, argues well for manpower planning to enable the organisation to make the best use of its valuable resources in accordance with its goal”.

Therefore, it can be said that following points highlights the need for proper human resource planning in academic libraries.

(i) ensures that adequate human resource is available in accordance with demand;
(ii) facilitates better understanding between the library staff;
(iii) provides good working environment to the library employees;
(iv) ensures maximum utilisation of library materials;
(v) indicates the potential and trouble spots of the library.

4.2.3 Objective of Human Resource Planning

Generally human resource planning is a neglected area. But the organisation which undertake it in a systematic manner finds it quite useful. Such Planning mainly concern with the optimum use of human resources, which is of great benefit to the organisation. The prime objectives of human resource planning are:

(i) To forecast its human resource requirements.

(ii) To help the organisation to match its human resources with skill necessary for achieving its objectives. This matching may be done on both short term and long term basis.

(iii) To deploy human resources in a much better way. HRP helps the organisation to know how the staffs are employed and what skills are being used.

(iv) To facilitate other aspects of staffing. Being the beginning of staffing process, HRP helps in the area of recruitment, selection, training, promotion, performance appraisal etc.

Thus the objective of HRP is to manage its human resources in several ways. It provides the base for further actions related to staffing. In academic libraries, the objective of HRP are to:

(i) estimate personnel needs for the present and future, using techniques of forecasting;

(ii) establish result oriented recruitment and selection procedure for new staff;
(iii) introducing new staff to the organisation, applying techniques that would give best performance and excellence in all respects;
(iv) formulate progressive policies of personnel development by applying appropriate methods and techniques;
(v) ensure quality services and products keeping in mind the demands of the users;
(vi) evaluate the results at periodic intervals to improve efficiency and effectiveness.

4.2.4 Factors effecting Human Resource Planning

HRP in an organisation is effected by both external and internal environment. There are many factors which effects HRP in an academic libraries. These factors are:

(i) Types and characteristics of target users.
(ii) Subject areas, inputs (document and data) to the system.
(iii) Demands/needs of the users.
(iv) Output/products/services of the library.
(v) Structure of the organisation and its functions for the services envisaged.
(vi) Financial resources.
(vii) Attitude of the authority towards the library.

4.2.5 Problems and limitations in Human Resource Planning

HRP suffers from many limitations imposed by various factors. The main limitation is inaccuracy as it is very difficult to forecast long range requirements of personnel. It is possible to a certain extent to predict with a reasonable degree of accuracy based on experience. While vacancies resulting from retirements, can be predicted accurately, other factors like resignation, death etc. are difficult to forecast. It is also more difficult in the context of key
personnel because their replacement can not be arranged in a short period of time. It is also risky to take action on general estimates of personnel requirements which are not specific enough. Long range forecast in HRP also becomes difficult and unreliable due to changes in economic conditions, technology, market conditions, work force conditions etc.

Besides this sometimes the lack of top management support also frustrates those in charge of HRP, because without top management support, the system cannot work properly. Again, inaccuracies are caused when forecasts from various operating divisions are merely totalled without a critical analysis.

Thus the limitation in human resource planning arise both from uncertainty of forecasting itself as well as the methods used in it. However, with the experience gained over a period of time, HRP is possible to become more accurate. But till then, HRP cannot yet lay claim to a science.

4.3 HUMAN RESOURCE PLANNING PROCESS

Human resource planning is a process that helps organisations to provide adequate human resources to achieve their current and future organisational objectives. Thus it is concerned with having the right type of people in required number as per the objectives of the organisation. Human resource planning is the first step of human resource management. The human resource planning process can be represented in a model which is as given below.
(Figure 2: Model of HRP process)
The human resource planning process starts with the determination of plan and policies of the library which is decided in the light of overall objectives of the library, its financial position, users demand, availability of human resources and change in library environment due to technological development.

The next step in planning process is the estimation of human resource requirements, both quantitatively and qualitatively. With the expanding and changing dimensions in the library and information field and its complexities, estimate of human resource requirements for libraries and information centres assumes much importance. This includes estimate of both professional staff and non-professional supporting staff based upon the activities, programs and objectives of the library.

After estimate of human resource requirements, another important step of human resource planning process is the planning of job requirements, because the qualitative nature of persons required for library can be assessed through this. Therefore, the requirements of a particular job must be clearly delineated through a minute study of the duties to be performed in that job. It includes job analysis and then job description. A job analysis has to be made first to secure the relevant information about the job and then a job description should be made which is a written record of the duties, responsibilities and conditions of the job.

The next step after job requirement is the recruitment and selection. Recruitment is a process by which the library or any other organisation secures the required persons. Selection is a procedure by which assessment of applicants eligibility for a particular position and choice of the most suitable candidate is made. This can be done by one or more methods such as written examination, interviews, psychological test etc. This also involves recruitment and selection of personnel from outside sources or from internal sources through promotion, transfer etc.
Then the next step in human resource planning process is the induction and deployment of selected personnel in the right place. Deployment of personnel should be made carefully taking into consideration the skills, responsibility, ability in team work and such other qualities of the individual, otherwise serious problems of conflict would arise which will hamper the work and services of the library.

After induction and deployment of personnel, the next important step is the personnel development of the employees. The planning for personnel development must be carried out during planning process to achieve the objectives, targets of growth and development etc. There are several aspects that a human resource plan may have to incorporate into it. These are training, providing good salary, fringe benefits and working condition, changing perspectives and attitudes, communication and motivating the employees and the like service conditions. Besides all these aspects, another important aspect of personnel development is performance appraisal.

Performance appraisal, otherwise, known as performance measurement, performance evaluation, performance assessment, performance review and the like is the systematic evaluation of an individual employee's job related strengths and weaknesses. It includes a multitude of techniques which are used to determine whether the amount and quality of the person's effort, contribution or results meet the standards laid down in prior job analysis. Such a performance evaluation may be expected to serve a variety of purposes like change in organisational set up, performance improvement, remuneration, communication, training or manpower planning. If the performance appraisal of employees are satisfied, then a human resource skill inventory must always be maintained so that the organisation is aware of the type of skills already existing in terms of performance within the organisation. If the performance appraisal of the employee is dissatisfactory, then they should be given further training, motivation etc. and again their performance are to be appraised. If the
employees performance is still dissatisfied, then transfer or demotion and in the worst case dismissal of the employee should be done.

The different steps of human resource planning process are discussed in detailed in the following sections.

4.3.1 Estimate of Human Resource requirements

Besides formulation of plans and policies of the library, the first step in human resource planning process is to estimate human resource or personnel requirements for the present as well as for the future taking into consideration the overall organisational objectives and projected developments. But with the changing dimensions of the library and information field and the growing complexities of the library organisation and services, estimate of human resources for libraries and information centres assumes very crucial importance.

There are mainly two types of staff in any library or information centres i.e. professional staff and supporting staff. The professional staff should be composed of persons with different educational background and skills, competent to hold responsibilities of varied nature. Besides a basic backgrounds in a subject field, every professional person should have a computer background with good communication skill, in addition to library and information science qualification to fit them into the different managerial positions. Hence, the higher level professionals should be assigned intellectual, managerial and non-routine tasks of the library. The supporting staff of libraries and information centres consist of workers with a wide range of occupational skills from paraprofessionals to administrative and clerical levels. They perform various routine, maintenance and clerical jobs of the library.

Therefore, estimate of human resource requirements of libraries should be based upon the objectives, programs, projects and targets of the library, which are to be achieved over a period of time. This work should also be
performed keeping in view the current changing context of libraries with the introduction of new information technologies.

4.3.2 Job requirement

This is one of the important steps of human resource planning process, because without adequate knowledge on job requirement, proper recruitment and selection is almost impossible and training has no meaning. Information on job requirement helps in many ways like adequate recruitment, training, salary structure, appraisal etc. Job requirement mainly involves two process i.e. job analysis and job description.

Job analysis

Job analysis or job study is the process by which data in regard to each job is systematically observed and noted. It provides information about the nature of job and the qualities or qualification or characteristics desirable in the job holder. The aim of job analysis is to identify the qualities or descriptions which will be required in the person to fill the job. It is directed on the following lines.

(a) What is the basic objective of the job and how it is related with the organisation.
(b) What types of plans and projects are undertaken in this job.
(c) What decisions are to be taken by the person on the job
(d) What is the authority of the job
(e) What are the basic requirements of personal attributes of incumbent in terms of educational qualification, apprenticeship, training, working experience, physical and social skills etc.

The required information for job analysis can be collected through observation, discussion, distribution of questionnaires among the job holders,
consultation with higher authority, study of existing job descriptions or training manuals etc. The job analysis helps in

- defining the exact human resource needs in concrete terms.
- specifying the duties and responsibilities implied in each job
- determining job opportunities available in each type of organisation.
- providing guidelines about the facilities for education and training of right type of personnel for each type of organisation
- providing a scientific base for fixing salary and other incentives of various types of jobs
- experimenting modern devices like time and motion studies in increasing overall efficiency.

Thus job analysis involves the analysis of contents of each job to be performed in an organisation. It gives information about specific activities, responsibilities, working condition etc. of the job.

**Job description**

The job description is a source of basic information for all human resource planning. These descriptions are essential for selection, training, work loads, incentives, salary administration etc. Thus job description specifies the duties associated with that job, the relationship of the job to other units of the organisation and the personnel characteristics such as education, skill and experience required to perform the job. Job descriptions differs from organisation to organisation but it generally contains the following elements.

(a) **Job title** - It gives a designation to the job performer.

(b) **Purpose of the job** - It provides a justification for the existence of the job.

(c) **Job activities and procedures** - It includes a description of the work to be performed by the incumbent in the job. The enumeration of the job activities and
procedures is the most important part of the job description. It clearly identifies the duties and responsibilities of the job for which the employee is responsible.

(d) **Relationship of the job with the organisation** - It states the title of the person to whom the incumbent reports, the number of employees of the organisational unit supervised by this job and the internal and external relationship required by jobs.

(e) **Job requirements** - It is essential for the successful performance of the job. It includes the amount of education, experience, skill, knowledge or abilities actually required or demanded.

Thus the job description records the following data for each job.

(i) The primary duties to be performed and the responsibility to be shouldered.

(ii) The operations involved in each job are listed in proper sequence.

(iii) Equipments, tools, materials, machinery etc. are listed.

(iv) Conditions of service are listed

(v) Relations of various related jobs are indicated

(vi) Mental and physical abilities, education, skill, knowledge, experience required for the job are indicated

(vii) Salary, along with other benefits are listed.

Job description is the information provided by the job analysis process and is taken into records. This can be done for various positions. Thus job description prescribes the nature of job to be performed, relationship with other jobs, purpose of the job etc. It is not only helpful for selection of personnel but also for their training, performance appraisal and job evaluation etc.
4.3.3 Recruitment and selection

4.3.3.1 Recruitment

Recruitment of personnel refers to the supply of new personnel. The main aim of recruitment is to secure best candidate to perform a specific job in a library. Therefore, it should be planned properly. Proper recruitment ensures an efficient system of dissemination aimed at informing the prospective candidates about the vacant job in a library. It includes informations regarding salary scale, allowances, working and service conditions, future prospects etc.

Thus recruitment involves seeking and attracting a pool of applicants from which qualified candidates for the vacant post can be chosen. When recruitment for libraries are considered, it is necessary to consider the availability of sources of human resource. In most libraries supporting staff positions are filled from the local people. Vacancies are advertised mostly in local publications and almost all supporting staff positions are filled by individuals living in the area. On the other hand, in many libraries, vacancies of professional staff are filled from the national sources.

Applicants for a job may include both internal candidates i.e. individuals already employed by the organisation, who are seeking job transfer or promotions and external candidates i.e. candidates from outside the organisation. There are advantages and disadvantages associated with both the external and internal recruitment of personnel.

(a) Internal sources of recruitment

Many libraries do give preference to people within the organisation because best employees can often be found from within the organisation itself. Whenever a clear vacancy exists in any section of the library, as far as practicable, such vacancy should be filled up by promoting a suitable employee from the lower cadre from the same section of library. When so promoting, the
employee’s seniority, merits, initiative, accuracy of work, job knowledge and personal records should be taken into consideration. Selection for the vacant posts may be done on the basis of merit among the internal candidates.

Therefore, when there is a specific vacancy in a library, it is desirable to look for applicants within the organisation itself first. Vacancies can be filled through promotion or transfer, which will again provide further entry level positions for which external recruitment can be done. A good internal transfer and promotion system requires a good communication system and an employee information system or manpower skill inventory. For this purpose internal advertising can be done. This may be done through bulletin boards, employees newsletters or special announcement circulation among the staff. The internal source of recruitment is likely to boost the morale and develop loyal and good employees.

**Advantages of internal sources of recruitment**

Some advantages of internal source of recruitment of an organisation are as follows:

(i) It provides better qualified employees

(ii) It builds loyalty among the employees.

(iii) It ensures stability from continuity of employment.

(iv) It creates a sense of security among the employees.

(v) It encourages other employees in the lower rank to look forward to rise to higher levels.

(vi) The persons are already familiar with the organisation’s activities and requirements. It creates motivation among employees.

(vii) It provides job satisfaction.

(viii) It is probably more expensive to recruit an outsider than an insider.
(b) **External sources of recruitment**

The external source of recruitment includes the followings:

(i) Recruitment advertising i.e. receiving applications for different posts by mail or personally in response to an advertisement by the organisation.

(ii) Reference to local or state employment exchange.

(iii) Recruitment through campus interview.

(iv) Use of special consultants for recruitment.

**Advantages of external sources of recruitment**

The main advantages of selecting from external sources are:

(i) A larger pool of talent can be tapped.

(ii) Fresh view points are attached

(iii) The employees possess varied and broader experience

(iv) The employees develop the ability to change the old habits.

The above discussion indicates that there are many advantages and disadvantages associated with external and internal source of recruitment. The major advantages of recruiting personnel from external sources are a larger pool of talent can be tapped, the new employees bring fresh insights and perspectives to the organisation etc. But the main disadvantages associated with external recruitment is that filling the position with external candidates generally takes longer time and is more costly. Besides this the new employees must take time to acquire familiarity with the people, procedures and special characteristics of the organisation etc. Similarly the major advantage of filling candidates from internal sources is that it usually fosters high morale among employees, because employees in such organisations that have a policy of internal recruitment through promotion will have an additional incentive for good performance. Another advantage is that the management can more accurately select the
suitable candidate for the job and there is less risk in selection and placement of internal candidates. At the same time there are many inherent problems and limitations in the recruitment of internal candidates. The most dangerous is organisational inbreeding. When all subordinates will be employed in the same organisation, the organisation may not be exposed to new ideas.

Therefore, regarding recruitment, it can be said that the best policy is to recruit from internal sources, if fully qualified personnel are available to assume the vacancies. At the same time it is also necessary to fill some high level positions by external recruitment to inject new ideas into the organisation.

Sources of recruitment in academic libraries

The common sources of recruitment to different positions of academic libraries are:

(i) General advertisement through newspapers, employment news, different journals, magazines etc.
(ii) Internal advertisement through circulation letter to employees or in notice board.
(iii) Employment Exchange.
(iv) Transfer or deputation of personnel from similar organisation.

4.3.3.2 Selection

Selection refers to the process of actually choosing the individual who will most likely perform the job successfully. Thus the basic aim of selection is to achieve a good match between the qualifications of the applicants and the requirements of the position. Such successful matching is highly important because failures in matching is costly to both the person hired and the organisation. Therefore, each organisation should have a well designed selection system.
4.3.4 Induction and placement

'Induction' means introducing a new worker to his job, his co-workers and basic objectives, policies of the organisation. It is helpful for an employee in setting himself to his new job. This can be achieved by supplying all relevant information to the new employee about his job and organisation through the supply of documents, discussion etc.

Placement implies the assignment of right job to the right person. Although for most employee placement in the first job is a decisive step, but from organisational view point it may be experimental to see how he fits into that position. Therefore, here the objective is to fit in the new employee to the job demand. As the new employee is unknown, he should initially be put on probation. The probation period should be few months to one year, at the end of which either the new employee will have to be a regular employee or discharged as an unsatisfactory probationer.

Proper placement is instrumental to increase the efficiency of the organisational output and to avoid wastage of human resources. Thus once an employee is recruited, it is necessary to ensure that he is adequately placed in the right niche. After that whatever training is required it must be programmed appropriately.

4.3.5 Personnel development

Since human resource planning is a strategy for the acquisition, utilisation, improvement and retention of human resources of an organisation, personnel development is an important element of human resource planning process. Personnel development constitutes several aspects such as

- Training
- Salary administration
- Fringe benefit
• Working condition
• Motivation and
• Communication

All these aspects help for the improvement of human resources for fulfilling the objectives of any organisation. These aspects discussed in detail as given below.

4.3.5.1 Training

Training is a process of learning which is structured to impart and develop knowledge, skills and attitude in employees. Thus it can be defined as a discipline and institution directed to development of powers of formation of character, education, systematic instruction, exercise in profession or occupation among employees with a view to developing proficiency. The secret of success of most effective organisations depends on the importance they attach to training of their personnel at all levels.

The training activity to be effective must have the following objectives:

(a) to improve the performance in the present job with a view to filling up the gaps identified in terms of knowledge, skills and attitudes.

(b) to prepare deserving people for higher responsibilities by providing such training which would equip them with necessary knowledge, skills and attitudes.

Thus the basic aim or objective of training is to develop new skills, knowledge or expertise. It is the acquisition of skills, concepts or attitudes that result in improved performance in and on the job situation. Therefore, training is concerned with the theories or principles of learning and skill acquisition. But the important point is that training is more than learning because training has or should have the goal of improved performance at some specified task. Therefore, training should be designed to improve one’s performance.
Systematic approach to training

Training involves a series of systematic approaches. The decision to apply a systematic approach to training is made when the trainer is convinced that training is the most appropriate way to overcome a current or anticipated shortfall in performance. Buckley and Caple suggest a series of 14 stages regarding systematic approach to training, which is presented below diagrammatically.

(Fig 3: Buckley and Caple model of systematic approach to training.)

"The 14 stages to systematic approach to training are:

Stage-1: Establish terms of reference

Stage-2: Further Investigation

Stage-3: Knowledge, Skills and Attitude (KSA) Analysis
Stage-4: Analysis of the Target Population

Stage-5: Training Needs and Content Analysis

Stage-6: Develop Criterion Measures

Stage-7: Prepare Training Objectives

Stage-8: Consider Principles of Learning and Motivation

Stage-9: Consider and Select Training Methods

Stage-10: Design and Pilot Training

Stage-11: Deliver the Training

Stage-12: Internal validation

Stage-13 and 14: Application and External Monitoring of Training

Whatever may be the number of stages involved in the process, the basic aim is to provide a systematic approach to training. Basically there are five stages in systematic approach to training. These are:

(a) Assessment of potential
(b) Identifying training needs
(c) Designing of training
(d) Conduct of training
(e) Training evaluation

These five approaches can be presented by a model as given below
Depending upon the nature of project or organisation, the trainer could start at any point in the model. The way in which the trainer enters the systematic approach will depend largely upon how and why the training development has become involved i.e. by which route the decision to involve training was reached.

(a) Assessment of potential - Assessment of employee's potential can ascertain what other jobs this employee can do presently. It is also useful to judge the types of jobs the employee will be able to perform in future, if he is provided with adequate training facilities and opportunities for further development. Therefore, an assessment of potential is necessary for crystallising the employee's training needs and preparing him for appropriate training programme. For this purpose, study of the existing personal records of the employees which contains details about employee's early life, his educational and work experience etc. Such analysis indicate the type of job the employee has done and highlight his weakness, strong points, motivations and ambitions. This will further help in the assessment of employee's future potential.
It is not an easy matter to assess potential of the employees. It requires a high degree of personal judgement and experience besides a good idea about the organisation's staff requirement. Therefore, a fairly senior staff or a committee should perform this work.

(b) Identifying Training Need - The main goal of training is to induce a suitable change in the individual concerned. Therefore, after ascertaining the individual's potential, training must be provided not only for doing the present job but also for acquiring the desirable skill or knowledge for filling higher jobs. Training should be given to new employees systematically to increase their knowledge and develop their skills. Similarly orientation training should be given to the existing employees in the context of changing work environment, introduction of new technology, changing demands of target users etc.

Identifying training needs means to determine where training emphasis should be given in the organisation, what type of training should be given and also who needs to be trained. For advising adequate training programme either for new or existing employees it is necessary to conduct an accurate analysis of an individual's aptitude and performance level. It must also be compared with the requirements of the job he is required to perform. Thus the objective of training is to bridge the gap between existing performance ability and desired performance. Therefore, training needs must be identified accurately and training objectives specified clearly.

(c) Designing of training - The next step after identification of training need is to design a training programme. It involves the specification of objectives and strategies into a balanced programme of instruction and learning. Training should be designed in such a way that the skills and knowledge of the employee can be improved satisfactorily. It involves what types of training will be given, which methods will be followed for the conduct of training, what tools will be used etc.
(d) **Conduct of Training** - It is the most important phase of training because if training programmes are not conducted or delivered properly, the systematic design and development of training contents are of no use. Therefore, competent trainers and resource persons should be engaged for training who can conduct the training in most scientific way. They should also be well versed with the different training techniques, so that they can conduct training programmes effectively.

(e) **Evaluate training** - Evaluation is any attempt to obtain information concerning the value and the quantum of training in order to make decisions about any aspect of the training programme, the persons that have been trained and the organisation or department responsible for providing that training. Therefore, evaluation is necessary to evaluate the existing training facilities and measure their effectiveness.

The purpose of evaluation is to evaluate the following:

(i) **Context evaluation** - It helps in obtaining and using information about the current operational context in order to determine training needs and objectives.

(ii) **Input evaluation** - It helps in obtaining and using information about possible training resources in order to choose alternatives of input to training.

(iii) **Reaction evaluation** - It helps in obtaining and using information about trainee’s reactions about training in order to improve it.

(iv) **Outcome evaluation** - It helps in obtaining and using information about the results or outcome of training in order to improve subsequent training programme.

Thus, context evaluation involves the activities of job analysis and identification of training needs and objectives. Input evaluation is concerned with the training design. Both context evaluation and input evaluation are not concerned with the value of training but are concerned with the quality of training programme. Reaction evaluation and outcome evaluation are concerned with the result of the training programme.
There are different approaches to evaluation. Different effects of training that can be evaluated are called criteria by which training can be judged. So after criteria have been established, it is necessary to decide how these criteria are to be assessed and measured. Evaluation can employ many methods of data collection (for example interview, questionnaire, observation methods) and sources of information (for example job incumbent, supervisors etc.) for assessment of training criteria for evaluation purposes.

**Criteria for evaluation**

There are different criteria for evaluation. Hamblin has suggested five steps for evaluation of training effects. "These five levels of training are represented in Hamblin's cycle of evaluation model".8

(Figure 5: Hamblin's cycle of evaluation model)
In his model, Hamblin envisaged that training (T) leads to training effects, E1 to E5, i.e. lower level effects to higher level effects. He argued that these five effects are rather like a chain which can snap at any of its links. For example learning (E2) has to occur before there is a possibility that it can be translated into some effect on job behaviour (E3). Similarly changes in job behaviour (E3) are necessary before any organisational effects (E4) can be manifested. But this idea breaks down for the link between E1 and E2, since learning may occur even if a trainee’s reaction about training is poor. Also, whether or not, there is a prerequisite link between E4 and E5 will depend upon the nature of the ultimate effects to be evaluated. Further, in Hamblin’s model, effects are represented on the right hand side and their corresponding objectives are evaluated on the left hand side. Besides this, in the model, extra arrows are given, which represent factors which are not directly related to training. These arrow leave each objective and return to each training effect. Thus a trainer may try to achieve a “reaction objectives” (O1) not only by good training but also by a standard residential training course. Similarly trainees reactions (E1) will be affected not only by the training course but also by factors both within and outside the trainer’s control.

Thus Hamblin has conceptualised evaluation as a means by which training is regulated and controlled. The evaluator has to identify any training effect (E1 to E5), that was not achieved and suggest modifications which can be made to mend it.

The above discussion indicates that there are mainly five criteria for training evaluation such as:

(i) Trainees reaction - The trainees reactions to training are important. The trainee’s reactions are complex and are the effect of many factors such as training content and methods, behaviour of other trainees, the training context and environment etc. These reactions will vary throughout the training course, some of which are transitory in nature. Therefore, it is not only necessary to
decide the aspects of these reactions but also when they should be assessed. One of the most popular method of assessment is questionnaire, using rating scales and this can also be supplemented by interview and informal discussion.

(ii) Learning - One of the most important question in evaluation is that whether trainees have acquired the skills and knowledge for which the training programme was developed. If trainees fail to achieve the necessary skills and knowledge, then it can be said that training system has failed, and it requires modification.

The evaluation of learning has to assess carefully and precisely the nature of the skills and knowledge carefully that should have been acquired. Any evaluation of skill acquisition has to be carried out with care to ensure that assessment is both reliable and valid. The reason, why evaluation of skill acquisition is to be carried out will determine how it is assessed. If the aim is to develop training programme, then detailed information needs to be collected concerning how many trainees have achieved which training objectives and upto what standard of performance. Such type of evaluation helps to improve the training programme either in the content or in the designing of training methodologies.

(iii) Job behaviour - It is critical that skill and knowledge acquisition are translated into appropriate changes in job behaviour, specially for occupational training. Besides this, both technical and practical difficulties lie in assessing job behaviour. There is no problem when each trainee perform one task and this can be measured directly but this is not the same in case of task of team nature or those acquiring interactions with other persons. Further, after training, trainees may be posted in different parts of organisation, making assessment difficult and sometimes costly also. Another potential difficulty is that trainees must have opportunity of putting their training to good effect and this will be determined by the nature of their job activities. Therefore, an evaluator needs to ensure that
sufficient opportunity has been available for a trainee to demonstrate the effect of training by improving job behaviour.

(iv) **Organisation's benefit** - It is hoped that any training effects on the job behaviour of the trainee, which will be translated into beneficial effects depend upon the organisation within which he works. Therefore, it is one of the most important criteria for evaluation of training programme.

(v) **Ultimate values** - Generally the ultimate value of training to organisation is judged mainly in terms of financial effect. Cost-benefit evaluation may be very important in persuading organisations to invest in both training and retraining their employees. However, there are both practical and technical difficulties for such evaluation. Collection of all relevant data concerning both “cost” and “efficiency” is problematic. Besides this in some situation the cost of evaluation itself exceeds the financial return from the training.

So these are the five criteria on the basis of which training programme can be evaluated.

**Approaches to evaluation**

In order to achieve the aim of training, any evaluation programme has to select both criteria and methods of assessment. A variety of approaches to evaluation may involve how to improve a training programme. Basically there are various approaches to evaluation of training which are as follows:

(a) Training programme improvement:- System approach, research, scientific approach, naturalistic approach.

(b) Trainee-oriented decisions:- Ad hoc approach.

(c) Administrative decisions about training:- Cost-effectiveness approach, statistical approach.
(d) Decision concerning the effect of training manipulations/Variables: Research scientific approach.

Irrespective of the number of stages involved in the systematic approach to training, the basic aim is to provide a systematic approach to this process. However, the training process has attracted several criticism that the process is slow and costly in terms of resources. But this is not true, rather the training process increase the employee's efficiency which is translated into the fulfilment of overall objectives of the organisation.

Levels of training

In any profession, training is a must. It helps the individual to perform his functions perfectly. An employee who performs a task without understanding its importance will perform prefunctorily at best. But if the employee understands and appreciates why a job is assigned, the task will be performed more effectively.

There are many levels of training, some are common to all employees and some are individualised. Basically there are three levels of training such as

(a) Orientation
(b) Initial training
(c) Continuing education or on-going training

(a) Orientation – Orientation training should be given to all new recruits as well as who moves up through promotion. It includes all activities which help the new staff members to be acquainted with the objectives, functions, general policies and services of the organisation, particularly about the section or department in which he will have to work. Thus the basic aim of orientation is to get a person start in the right way, pointed towards diligence and confidence. The objectives of a good orientation are:

(i) making clear to the employee the terms of his employment;
(ii) communicating him all the job requirements and

(iii) inspiring him with confidence both in the organisation he has joined as well as his own ability to learn and perform the job.

During orientation, the new employee should be greeted in a pleasant manner, so that he will feel himself comfortable in the new environment. Then he should be introduced with the organisational ground rules which includes reporting time, departure time etc. Besides this the ground rules should also include the most essential elements of work operation. The new employee should also be made acquainted with the basic outline of the organisation, its different units, activities etc. in an abbreviated form.

The potential problems lies in orientation is that the new employee may feel uncomfortable with the supervisor which makes him disinterested towards the orientation program. Similarly an unconscious negative attitude may develop by the supervisors towards the new employees which hamper the program. Besides this, too much orientation in a short period leads the new employee to feel overloaded because he is unable to absorbs all instructions, duties etc. Similarly little orientation over a long period of time leads to frustration among new employees. Therefore, a balance should be maintained among these problems. The best solution of this problems is awareness, level of honesty achieved with the new employees, clear ground rules etc. and more over a sincere willingness towards the orientation program.

(b) Initial training - The purpose of initial training is to acquaint the employees with basic routine work and tasks as well as to build confidence among employees to succeed. For the success of initial training programme, the important element is that only individual tasks or assignment should be explained, because more than one work will lead to aimless training. In the opinion of Kozoll this phase can be completed in following five steps.
(i) All the tasks that new employees do are broken down into manageable work units. Besides, tasks should be so defined that completion will be an accomplishment.

(ii) After the task has been broken down into manageable work units, the person responsible for the task should show, identify and illustrate one item at a time.

(iii) The explanation is tested by asking the new employee to go over the steps before starting. So it is that step where key points should be stressed and the emphasis on accuracy over speed underlined.

(iv) This step involves in allowing ample time for the task to be done. It means not to help the employee 'suo motu' unless asked and restraining the urge to do it oneself.

(v) After the task has been completed or a reasonable enough time has elapsed to expect completion, it is fair to go over to ask about progress.9

The main problems lies with this training is that normally the new employees look for shortcuts rather than to work through a full process. Thus they lose their concentration in the program. Besides, this owing to lack of patience, potential difficulties are not recognised properly and the instructional programs becomes poor. The solution to this problem is to maintain patience, clarity and willingness to learn.

(c) Continuing or on-going training - It provides the broadest range of opportunities for an individual. It also helps the employees to improve themselves. In some case continuing training is also known as ongoing training or in-service training. Continuing assessment and individual growth are the important elements in continuing training. At the same time it is also important to assure mastery of all technique previously learned and to provide an individual with regular opportunities for self assessment.
It is not only the new employees who need continuing training. Employees who enter libraries with best educational qualification also need continual updating to stay current. The rapid changes in the collection, functions and users demands of libraries compel them to attach new importance staff development and continuing training. The continuing training can be offered in various ways. On a recurring basis, specific training needs are identified and selected group of employees might receive training in specific topics. These training sessions which concern all units of the organisation may be conducted within or outside the organisation. Attendance at regional and national workshops, conferences, specialised short term courses, distance education programmes etc. are the different types of continuing education.

Continuing education also suffers from some problems which are as follows:

(i) A common feeling prevails that continuing education is not necessary and indeed impossible.

(ii) Satisfaction with performance could produce complacency in one individual but another individual may be frustrated by the limitations in a role procedure.

(iii) Some times competent staff may be overlooked.

In every profession, professional growth is the main concern. Librarianship is not an exception to this. Therefore, librarianship as a profession must provide its staff with opportunity to grow. The main aim of the training programme is the professional growth. The assumption is that the growth of library staff on a professional level will lead to improved library services and effective use of library resources. Although training is considered to be expensive, in terms of the time it takes, it is false economy to try to minimise it, because over a period of time, the cost is returned to the organisation in quality performance.
4.3.5.2 Salary administration

Whilst an employee works for monetary compensation, the financial consideration does constitute a very important reason for his working. Various methods of compensation have been evolved over a period of time, more particularly with a view to motivate the employee concerned. The ultimate aim of salary administration is to arrive at an equitable system of compensating employees for the work they perform. The largest item in the budget of most libraries is employees' salaries. The business organisations or industries, which operate for profit provide annual bonus, stock options or other special incentives to reward employees besides salaries. But being a non-profitable service organisation, most libraries only offer salaries and fringe benefits.

Salary administration programme

The salary administration program in libraries consists of three parts. These are:

(a) determination of salary i.e. to determine what salary is to be paid

(ii) development of a salary scale and

(iii) process of awarding salary increase.

(a) Determination of Salary - Before the determination of salary, all institutions that pay personnel for services must determine what is a fair and equitable compensation for the education, experience and responsibility required for the job. Accordingly a job that requires more of these three criteria i.e. education, experience and responsibility should receive more salary than a job that requires less. Thus the determination of salary should be directly related to job evaluation. It means the higher the job is evaluated, the higher should be the salary.

The job market is going to be competitive day by day. Individuals who have specialised education, who have remarkable contribution in his field
and who are willing to accept the responsibilities are always in demand. Therefore, institutions that wish to recruit and retain highly qualified personnel must offer good salaries that are competitive in the job market. Therefore, salary should be adequate to attract the competent persons. The question of fair pay generally involves two issues i.e. (a) internal equity or what the employee is paid in comparison to the other employees of the same organisation, and (b) external equity or what the employee is paid in comparison to employees of other organisations performing similar jobs. In other words if organisations are to avoid dissatisfaction about pay, employees must be convinced that both internal and external equity exist.

The pay dissatisfaction must be avoided because it can have a negative influence on the employee’s work. The dissatisfied employees will find their job less attractive besides desiring more pay. “The consequences of pay dissatisfaction is well represented by Lawler as follows”\(^\text{10}\).
In library context, the salaries of professional Librarians, Information or Documentation officers are also competitive nationally. Presently, the development of information technology, automation of libraries, development of different library networks, on line and off-line library services etc. has made this profession more competitive. Therefore, the library authority should conduct salary survey at regular intervals to determine the salary and to retain the services of competent library professionals. The external and internal equity must be maintained at the time of determination of salary.

To conduct a salary survey, the library authority must follow some standards. These are:

- the libraries selected for survey must be comparable in size.
- the libraries must be located in communities or institutions or organisations with comparable population or environment.
- the job description must be clearly defined.

At the time of determination of salary various factors must be taken into consideration. These are competition in the job market, quality of personnel desired, cost of living, ability of the institution or organisation to pay. The salary should also be revised at regular interval taking into consideration the revised pay of other institutions, organisation and the cost of living with the changing time.

(b) Development of a salary scale - A salary scale, also called pay scale establishes the amount of money that will be paid for the accomplishment of duties designed in the job description. The salary scale has a minimum and a maximum amount that will be paid to the employee concerned. The minimum amount represents the beginning or entry level salary and the maximum amount represent the value of the job to the organisation when it is performed with maximum efficiency and thoroughness. The minimum and maximum amount are differentiated by some steps on the salary scale that designate salary increases of
the employee as proficiency increases or experience is gained. When the employee has reached the top step of a salary scale or grade, the only way is to fix his salary in a higher salary scale.

The salary scale may be a non-overlapping scale or an overlapping scale. In non-overlapping salary scale, the salary scale of different categories of employees do not overlap. It can be represented as given below.

(Figure 7: Non-overlapping salary scale)

In the above figure for each level in the scale, the minimum and maximum of the salary scale is represented by the top and bottom of the vertical rectangles and the salary scale steps are shown between these parameters.

In the overlapping scale, the salary scale of different categories of employee do overlap. It is also much more common for the ranges of pay grades to overlap. In this type, it is possible for an outstanding performer in a lower grade to make a higher salary than a below average worker in a higher-grade. Similarly an experienced worker in lower grade would make a higher salary than a beginning worker in a higher grade. This can be represented as follows:
In developing a salary scale, some common principles should be kept in mind which are as given below:

(i) there should be equal pay for equal work

(ii) there should be equal pay for equal job requirements in terms of education, experience and responsibilities

(iii) previous related work experience should be recognised by institutions to enter higher on the scale

(iv) if an employee is promoted from one rank to another i.e. from lower to higher grade, the employee of lower grade should not be forced to take a paycut, if the beginning salary of higher grade is lower than the salary earned by the employee as lower grade. Instead, the employee of lower grade should be given higher salary to compensate him or her for assuming new responsibility.

(e) Salary increase - The common method of determining salary increase in any libraries are length of service, merit or a combination of both.
Length of service equates increased pay with seniority. The common assumption is that an experienced worker is more valuable than a newer one, therefore, the value should be recognised. But the library employees have pay schedule with predetermined steps. An employee advance a step on salary scale with each year of experience. This is a way of rewarding seniority. The drawback of this automatic increases is that it does not allow the organisation to reward exceptional performers, although it is easy to administer.

The concept of salary system is that salary increase should be awarded only to quality performers. This system allow the organisation to reward the employees who are sincere, honest and valuable to organisation. It is presumed that merit pay will encourage the employees to perform more efficiently in the hope of receiving a larger pay increase. The drawback of merit system is that it is much more difficult to administer and is also impossible to construct a plan of merit increases that will satisfy all employees. This system also presents problems when many employees do not receive any pay increase at all.

Most libraries therefore, use the combination of merit and seniority to award pay increase. The concept behind this is that all employees should be awarded a certain amount of money for a pay rise with length of service and also some amount should be increased of those employees, whose performance is meritorious.

4.3.5.3 Fringe benefit

The extra benefits like contribution paid by employer to pension fund or provident fund, concession including gratuity payable on discharge, medical benefit etc. in addition to normal salary, paid for the benefit of the employees is referred to as fringe benefits.

Objectives of Fringe Benefits

The main objectives of fringe benefits are as follows:
(i) induce better employer-employee relations
(ii) generate good morale in the employees
(iii) promote employee welfare
(iv) induce loyalty to the organisation
(v) meet the legal requirements and
(vi) provide conducive work environment

The employees' fringe benefits may be a result of government legislation, or management policy decision or bargaining of employee union. The fringe benefits such as provident fund, gratuity, maternity benefits etc. are those made compulsory by government legislation. Benefits like health, recreation etc. are often introduced by the management voluntarily. Other benefits like overtime, paid holidays and housing etc. are result of employees' union pressure.

Types of fringe benefit

The fringe benefits can be grouped under following four groups.

(a) Payment without work: It deals with the question that how much money is paid to an employee without work. It includes casual leave, earned leave, other state and central government holidays and the weekly holidays i.e. Sundays and in some cases Saturdays also. This is due to the result of government policy and also negotiation between employer and employee union.

(b) Retirement benefits: Almost all organisations provide retirement benefits to its employees. Generally this benefit includes pension, provident fund and gratuity. These benefits are made compulsory to all organisations by government legislation.

(c) Safety and Health provisions: Irrespective of legal provisions, the management of all organisations are concerned with the employee's health and
safety provisions whilst they are at work. These benefits include provisions with regard to employees' safety, health, working conditions, including matters such as sanitation, cleanliness, lighting, drinking water, rest room, canteen etc. Due compliance with such provisions are likely to promote good employee health and safety which would result in greater efficiency as well as boosting the employee morale and loyalty.

(d) Recreation and other benefits: These benefits include provision of club, housing for the employees at a low rent, free or subsidised transportation to the employees particularly where the office is situated away from the community etc. All these benefits make the employees more loyal to the organisation.

The fringe benefits offered to employees is determined by the individual library or by the library's parent institution. Some benefits are provided by the government legislation and some are provided by the organisation itself. The fringe benefits which are most commonly found in libraries includes group insurance policies, paid time off, retirement plans, employees assistance programs and other miscellaneous benefits.

Most libraries provide several group insurance plans like medical insurance. The payment for these types of insurance varies from library to library. Some institutions pays the full cost but some institutions pays a portion of the cost, especially for coverage of dependants.

Part time off includes extra payment for work during holidays, vacations and various types of leave. Employee retirement plans are pension or such other benefits. In some libraries, mostly libraries of western countries, employees are offered benefits like Employees Assistance Programme (EAPS) and practice of job sharing. EAPS provide assessment and referral for employees who have problems with depression, family dissension, financial or legal problems. Job sharing splits one job between two individuals. In such cases salary and other benefits are also shared between those two individuals.
Besides this, some libraries offer other benefits like travel and moving expenses, access to subsidised day care etc. to its employees.

4.3.5.4 Working condition

Besides all types of facilities, an employee must be provided with a good working condition. There should be minimum facilities of light, ventilation, sanitation, drinking water etc. at his place of work. Besides, there should be the following provisions in an organisation.

Each library should have a set of personal policy, which is an integral part of human resource planning function of libraries. A policy is a statement or plan of action. Policy plays an important role in every organisation because it is used as a guideline for decision making. Personal policies lead to greater consistency and continuity in an organisation. An effective set of personal policies has many advantages. Firstly this policy requires library management to think the needs of both employees and organisation. Secondly such policies provide consistent treatment of all employees, thus avoid both favouritism and discrimination. Thirdly such policies assure continuity of action, even during the period when managers and supervisors are changed owing to transfer, resignation or retirement.

There should be equal employment opportunity for all categories of people like men, women, racial minorities, disabled persons etc. Staffing functions like job hire, interview, test, training, promotion, appraisal and compensation should be effected by this.

Sexual harassment is a new area of development in recent years with the increase of female employees in every organisation. Sexual harassment may be of two types. One, when an authority demands a sexual favour in exchange for some type of employees' benefit, such as promotion or pay rise, advanced increment, important seat. The other type is when an employee is forced to work in an environment where sexual pranks, nudging, leering, teasing etc. occur.
Therefore, the working place must be free from any type of sexual harassment so that female employees will be able to perform their duties in a free and fair environment.

There should also be provision for unionization. Although it has some negative impact on organisation (if not properly managed), it is necessary because this is one medium through which employees can put forth their common demands before the management or authority collectively. It also develops leadership quality among employees.

Moreover, there should be provisions of both discipline and redressal. Discipline is the action taken by an organisation against an employee when he/she violates an institutional rules of conduct. This is one of the most challenging area in dealing with employees. To administer discipline, the penalties must be imposed consistently and fairly with advance warning. When discipline is concerned with the problems of employees, a grievance system provides a method for employees to deal with the problems they have with authority or organisation. A grievance is any dissatisfaction of an employee that is brought to the attention of an organisation's management. This can be done through both unionisational or in a personal way. Grievance procedures are ways of removing the employee from the direct control of the immediate supervisor. Further it assures the employee that justice is available when they have a legitimate complaint against the organisation.

Moreover, it is the duty and responsibility of an organisation to provide a good working condition with minimum requirements and provisions for personal growth and development so that maximum utilisation of human resources can be done by the organisation.

4.3.5.5 Motivation

Simply the word 'motivation' means the 'will to work'. It is something that moves the person to action and continues him in the course of
action already initiated. In the opinion of Dale S. Beach, motivation is “the willingness to expend energy to achieve a goal or a reward”\textsuperscript{11}. Thus it is a process governing choice made by individuals among alternative voluntary activities.

In the literature of psychology, the word ‘motivation’ has been used in two meanings. The first meaning is that motivation is a process of initiating behaviour, sustaining an activity in progress and channelling activity into a given course. The second meaning of motivation has been employed as need specific terms, relating to specific psychological need. For instance the term ‘power-motivation’ or ‘achievement motivation’ would refer to the specific needs for power or achievement of an individual. Motivation has been increasingly used in these two sense but this has created some problems in dealing with motivation. Therefore, a conceptual model of motivation may have to bear this in mind.

Motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Jones explains motivation as “how behaviour gets started, is energised, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organism while all this is going on”\textsuperscript{12}. Similarly Boles has explained motivation as “ways of behaviour; it is the hypothetical cause of behaviour of an individual and determine in parts his thoughts and actions”\textsuperscript{13}. Thus motivation is the actual level of work behaviour of individuals. It is the degree of commitment towards a goal.

Every human being, whether an engineer or a manager or an information professional has certain physical, emotional, socially conditioned or physic needs, which require satisfaction as a pre-condition to get best possible work performance from him. The process of thinking, learning, performance, perception and dream fluctuates in various patterns at different times and influence our behaviour, thoughts and actions. Therefore, motivation is the
willingness to exert high level of effort towards organisational goals, conditioned by the efforts ability to satisfy some individual’s need.

**Importance of motivation**

The importance of motivation are as discussed below.

(i) Every organisations needs people in order to work and to make them work, motivation is needed.

(ii) Motivation is a concept of pervasive and highly complex activity. It affects and is affected by many factors.

(iii) Organisational effectiveness becomes to some degree a question of managerial ability to motivate its employees.

(iv) Motivation has significant importance on developing an organisation’s employees force. It is significant on the part of the manager to have knowledge of needs which are common and universally important to motivate people.

**Motivation and motivators**

Human motives are based on needs which may be primary or secondary. The primary needs are the physiological requirements for water, air, food, sleep and shelter. The secondary needs are status, self-esteem, affiliation with other affection, self-assertion etc. These needs also vary among different individuals and also from time to time. Therefore, motivation is a general term which satisfy these needs.

Motivation involves a chain reaction. First need arises which gives rise to want or goal sought. This creates desires, which give rise to action towards achieving goal which finally result in satisfying action. This can be represented as

\[ \text{Need} \rightarrow \text{Good/want} \rightarrow \text{Desire} \rightarrow \text{Action} \rightarrow \text{Satisfaction} \]
This chain does not always operate in a simple way. Because needs do cause behaviour but needs also may result from behaviour. Further, satisfying one need may lead to a desire to satisfy more needs. Besides this an individual’s motives may be complex or often conflicting. His desires may be conflicting.

Motivators are the things which motivate an individual to perform his duty. While motivation reflect wants, motivators are the incentives that sharpen the drive to satisfy these wants. Motivators are also means by which conflicting needs may be reconciled or one need heightened so that it will be given priority over the other.

Therefore, motivation refers to the drive and effort to satisfy a want or goal. But motivator is something that influences an individual behaviour and makes a difference in what a person will do.

Motivation theories

Since human beings have a complex psychological make-up, motivation is also complex, multifaceted characteristics related to various desires, drives, needs and wishes. Accordingly many theories have been developed to explain human motivation. Among the various theories of motivation, some important motivation theories are as discussed below.

(A) Need Hierarchy Theory

A.H. Maslow, who synthesised the work of previous psychologist and philosophers, formulated a theory of motivation based upon the hierarchy of needs. His taxonomy of basic needs places physiological needs at the bottom of the hierarchy. Going up the scale of needs are the safety needs, through the need for love and belongingness (social needs), the needs for esteem to self
actualisation. **Maslow** in his theory postulated that "all individuals have need that can be ranked in one predetermined hierarchy. One level of need must be satisfied before an individual desires the satisfaction of a higher level of need. As needs are satisfied, the human being lose their motivational properties. Therefore, only unsatisfied needs serve as motivators"¹⁴.

Maslow placed the basic human needs in an ascending order of importance which can be shown in a figure as given below.

![Maslow's Model of need hierarchy](image)

Maslow taxonomy of basic needs places psychological needs at the bottom of the hierarchy. Going up the scale of needs are the safety needs, social needs, esteem needs and finally need for self actualization. The needs are discussed as follows:

(a) **Psychological needs** - Usually the physiological needs are taken as the starting point for motivation theory and these are the most prepotent of all needs. These are the basic needs for survival of human being itself. These include food,
water, warmth, shelter and sleep. Maslow was in the opinion that until these needs are satisfied to the degree necessary to sustain life, other needs will not motivate people.

(b) Security or safety needs - Sustaining the physiological level also requires that protection be provided against danger, deprivation and threat to job. These are the needs to be free of physical danger and free of the psychological fear of loosing a job, property, food or shelter. Thus in this type of needs both economic security and physiological security are involved. The economic security includes food, shelter, clothing and an environment of a predictable pattern such as job security, pension, insurance etc. Physiological security relates to those needs necessary for status maintenance and personal adjustment with changing job situation.

(c) Social needs - Also called as affiliation or recognition needs. Since people are social beings, they need to belong, to be accepted and recognised by others. Social needs include things like status, pride etc. Thus after physiological and safety needs are met, an individual develops a need to belong, to love and to beloved and participate in group activities. In order to achieve this, people will have to work and compete.

(d) Esteem needs - Esteem needs relate to the needs for self confidence, achievement, knowledge, self respect, independence and freedom. In the opinion of Maslow, once the social needs are fulfilled, people want to be held in esteem both by themselves and by others. The satisfaction of these needs produces feelings of self and power, prestige and dignity.

(e) Need for self actualisation - Maslow regards this need as the highest need in his hierarchy. It is the desire to maximise one’s potential and to accomplish something. The cluster of needs for self actualisation includes the needs for realising his own potentialities, self fulfilment, self-development, self-expression and self-assertion. In the opinion of Maslow, the needs for self actualisation rests upon prior satisfaction of the psychological, safety, social and esteem
needs. Thus people who are satisfied in the needs for self actualisation are basically satisfied people.

The implications of need hierarchy theory can be useful in understanding the motivators to motivate employees. If a person’s basic physiological needs are not met, the higher level needs will not be sufficient to be a motivator. But usually the physiological needs of most individuals are filled and thus these needs do not serve as effective motivators. When physiological needs are satisfied, filling the security or safety needs becomes paramount. Among different security needs, job security is most important to employees, particularly when jobs are scarce and unemployment is high. When physiological and safety needs are fulfilled, the employee’s social needs become predominant. Since human beings are social animals, these needs can be important motivator. After these needs are satisfied, the next needs become paramount are esteem needs. Those includes both self esteem and the esteem of others. Since the desire for recognition is a never-ending process for most employees, the esteem needs can be a potent and reliable source of motivation. The final level of need is the need to satisfy one’s potential i.e. need for self-realisation or self perfection. This need is rarely completely satisfied.

Maslow’s need hierarchy theory suffers from many drawbacks. First it is simple and artificial. Secondly since every individual is different, his needs are different and many individuals do not pursue needs in the order given by Maslow. Thirdly it appears that, in most people the needs are overlapped and combined to some extent. Even if Maslow’s theory suffers from severe criticism, it is one of the popular theories on motivation for managers because it provides a conceptual means of understanding the motivation of employees.

(B) Two-factor theory of motivation

The human motivation, which is characterised by basic needs is specially directed towards achieving certain desirable, positive goals. Therefore, in a work setting the question arises as to what variables are perceived as
desirable goals to achieve and conversely frustrating conditions as undesirable hurdles to avoid. In this regard Frederick Herzberg and his associates in late 1950's made an epoch making contribution by developing a theory of work motivation known as Two-Factor Theory. Herzberg theory of motivation focused specially upon the motivation of employees in a work environment.

Herzberg in his theory has mentioned a two factor explanation of motivation. According to him, "human being has two different categories of needs which are essentially independent of each other and effect his behaviour in different ways"15.

Herzberg designates the first category of factors as maintenance, hygiene or job context factors or extrinsic factors. This group includes management policy, security to the staff, fringe benefits, working conditions, supervision, interpersonal relations (with superiors, peers and subordinates), monetary gains etc. which make the job congenial and the employees comfortable in their work. These are the factors under which a job is performed but do not lead to satisfaction on the job nor do they serve as motivators. However, these factors may lead to dissatisfaction, if these are inadequate.

The second group is designated as satisfier or motivators or intrinsic job factors. It includes achievement, recognition, challenging work advancement and growth in the job. These factors appeal to a person's drive for growth and development. Herzberg found these factors as real motivators because they have the potential of yielding a sense of satisfaction.

Later research on motivation both supported and rejected Herzberg's theory. In support it can be said that this theory appears to be most appropriate and relevant for managerial and professional workers. It implies that the hygiene or maintenance factors must be satisfied because they provide a base on which to build. But merely providing these factors is not enough. The employees must be provided with Herzberg's satisfiers or motivators, if the manager wants employees to be motivated. These satisfiers make sure that jobs are interesting
and challenging to employees. Herzberg's two factor theory also suffers from severe criticism on several grounds. Some researchers say that Herzberg's investigation methods tends to prejudice his result. In the opinion of House and Wigdor, "this theory is based on faulty research". Similarly in the opinion of N. King, "the Herzberg model does not lay sufficient emphasis on the motivating qualities of pay, status, and interpersonal relations". However, it can be said that if Herzberg's theory is sound, managers must give considerable attention to upgrading job content.

Comparison of Maslow's and Herzberg's theories of motivation

If the motivation theories of Maslow and Herzberg are compared, it is seen that both theories emphasize the same set of relationship as given in the following figure.

(Figure 10: Comparison of Maslow's and Herzberg's theories of Motivation)

From the above figure it is seen that Maslow deals with general trend of growth of needs among human being, thus his theory is based on hierarchy of needs. But Herzberg's theory focuses on persons in terms of how job conditions
help them in satisfying the motives given by Maslow. Thus Maslow’s theory help us in identifying needs or motives while Herzberg’s theory provides us with the insights into goals and incentives that tend to satisfy these needs.

(C) Expectancy theory

This theory was formulated by Victor Vroom and is useful in understanding the motivation of individuals in organisational settings. Unlike Maslow and Herzberg theories on motivation, this theory does not find ways to motivate employees, instead it focuses on individual decision making, on the process that an individual goes through in deciding whether or not to exert the effort to attempt to achieve a particular goal. Vroom was in the opinion that people will be motivated to do things to reach a goal, if they belief in the worth of that goal and if they can see that what they do will help them in achieving it.

According to Lawler, “Vroom’s Expectancy theory is based on four points that research on human motivation are:

(i) People have preferences among the various outcomes that are potentially available to them.

(ii) People have expectancies that effort on their part will lead to the intended behaviour or performance.

(iii) People have expectancies that certain outcomes will follow their behaviour.

(iv) In any situation, the action a person chooses to take is determined by the expectancies and the preferences that the person has at that time”18.

Vroom’s model or theory on motivation can be presented as:

\[ \text{Force (Motivation)} = \text{Valence} \times \text{Expectancy} \times \text{Instrumentality} \]

Here ‘Force’ is the strength of a person’s motivation; ‘Valence’ is the strength of an individual’s preference for an outcome; ‘Expectancy’ is the probability that a particular action will lead to desired outcome which is the first
level outcome and 'Instrumentality' is the degree to which an individual believes that a first level outcome is related to a second level outcome. This theory is also known popularly as VIE (Valence, Instrumentality and Expectancy) model.

To explain the model let us take an example. Suppose an employee wants to be promoted. As per VIE model, the force (motivation) for promotion is to improve job performance. This would be a product of how high is the desire for promotion (valence) multiplied by the employee's perception towards improvement of job performance (expectancy) multiplied by the employee's perception of how improved job performance will lead to a promotion (instrumentality). Here the first level outcome is the improved job performance and second level outcome is the promotion.

When a person is indifferent towards achieving a certain goal, the valence becomes zero and there is negative valence when a person would rather not achieve the goal. The result of either would be no motivation. Similarly a person would have no motivation to achieve a goal, if the expectancy were zero or negative. Thus motivation depends both on valency and expectancy. In other words motivation is a product of anticipated worth that an individual places on a goal and the chances he or she sees of achieving that goal.

The advantages of Vroom theory is that it recognises various individual needs and motivations. It also seems to be more realistic than Maslow and Herzberg approaches. Further, this theory is consistent with the system of management by objectives (MBO). Therefore, Vroom's expectancy theory has considerable importance among different theories of motivation.

**Motivation among library staff**

It is seen that in India, more particularly in Orissa, Library working community or library staff are not properly motivated towards their work. As a result it is widely recognised that libraries are not properly organised and managed by the library staff. The exact position of these employees relating to
their sentiment, desires and needs, satisfaction and dissatisfaction, ideas experience, dreams, likings and dislikings, sorrows and joys etc. is very poor and is not properly treated. Therefore, attempts should be made to improve their conditions by improving their status and increasing their salary. But these are not enough for library workers to motivate them. If the objectives of the library are to be achieved, the library staff should be properly motivated by providing them with other motivators but more essentially the mental make up of the library staff.

**Causes of low motivation**

There are many causes of low motivation among library staff. The same routine work, lack of variety in the job, the same old system of library organisation and management often makes the staff bored and mentally tired. The user’s cold, unsympathetic, rough and irrational behaviour also makes the staff ineffective. Sometimes it is also found that uninformed approaches and unstudied queries from the users mislead the library staff who then are wrongly considered as in-effective and this leads to moral degradation of the staff.

In the opinion of Plate “many library jobs are not rich in self achievement potential and they tend to be impersonalised to the extent incumbents infrequently experience personal recognition from clients and colleagues. Furthermore, many jobs content elements of repetitive work. When the job content is deficient in one or more of the motivational factors, lack of motivation will almost certainly result” 19. These are also the causes of low motivation.

Further, unhealthy working conditions, lack of job clarity and job variety, disgusting working atmosphere, lack of infrastructure facilities, equipments, poor library collection, ill intended directives of employees union, lack of provision for personal growth and development etc. are the important causes of low motivation among the library staff.
In the opinion of Lahiri, "False assurance for betterment often misleads the workers which can ultimately only discourage them to take risk and responsibility". This is also one of the causes of low motivation.

Besides this, other factors like the family background of staff, socio-economic background, organisation work background, superior-subordinate relationship, rigid rule bound policies of library regarding promotion, financial gain etc. are also causes of low motivation among library staff.

**Suggestions for motivation**

The libraries and also the academic libraries differ from one another in their setup, collection, organisation, working hours, types of users etc. Accordingly the needs and also problems of library staff differ from library to library. Thus the motivators to motivate these staff also differ. However, some suggestions can be made to motivate the library staff in a general way. These are:

(a) Every library must satisfy the basic needs like salary, job security, esteem etc. In this context Maslowian lower level needs i.e. physiological needs, needs for safety or security, social needs and Herzberg’s extrinsic or hygiene factors i.e. management policy, working condition, fringe benefits, security to staff etc. may be implemented in the right way.

(b) Job enrichment should be done to satisfy the needs of ego or esteem of the staff.

(c) Before assigning a job, an employee’s socio-economic background, nature and aptitude should be taken into consideration.

(d) The nature of job should be made known to the employee before assigning a particular job to him. If necessary the employee should be provided with required training.
(e) Required number of staff should be appointed according to work load, otherwise a large amount of professional work will lead to the dull nature of job.

(f) The staff should be involved in the planning and decision making program of the library. In this context the position of librarian in decision making bodies should be enhanced.

(g) There should be provision for promotion to higher post and rewarding the right person at right time will create motivation among library staff.

(h) The library should establish a personal growth committee to advise and participate in the staff development activities.

4.3.5.6 Communication

In any organisation communication is one of the important aspects of personal development. It is the interaction of the employees with the organisation in a useful way. In the opinion of Barnard, communication is “the means by which people are linked together in an organisation in order to achieve a central purpose”\(^{21}\). Similarly, Goldhaber viewed organisational communication as “the process of creating and exchanging messages within a network of interdependent relationship to cope with environmental uncertainty”\(^{22}\).

Thus communication is a process that makes it possible to unify organisational activity. It is the transfer of information, ideas, understanding and feelings among the people. In other word it can be defined as the process of creating and exchanging messages within a network of interdependent relationship to cope with environmental uncertainty.

In recent times, communication in organisation is more varied than ever before due to the availability of so many new channels of communication like e-mail, voice-mail, teleconferencing, fax etc. All these channels of communication often leads to confusion and many employees suffer from
information overload. Therefore, skill should be developed among such employees for proper communication.

**Elements of Communication**

Communication, in general is the transformation of information from one person to another in a meaningful way. Thus in any communication process, there must be a sender or source, a receiver, the message itself and a channel for transforming this message. This can be represented as follows.

![Communication Diagram](image)

(i) **Source** - Also called as sender, from where message is sent. It has some thought or information to communicate.

(ii) **Message** - It is that information which is encoded in some form that can be understood both by the sender and receiver.

(iii) **Channel** - It is the way, path or form by which a link can be maintained by the source and receiver. Thus message is transmitted over the channels.

(iv) **Receiver** - This is the person who receives the message and he has to decode the message for understanding.

(v) **Feedback** - It is that part of communication by which the receiver send back a message to the original source through some channel, after receiving and decoding the message of the sender. Thus it is a response to the original message. It is also essential because it allows the original source to know if the message was properly encoded, transmitted, decoded and understood.

Besides, there may be another element in communication i.e. noise, which hinders the communication. It may occur in the original source, the message, the channel or the receiver.
Types of Communication

Broadly communication can be classified in three general categories i.e. written, oral and non-verbal. Each of these types of communication plays a specific role in organisational communication and has certain merits and demerits.

Communication flows

In an organisation, communication flows in three directions i.e. downward direction, upward direction and horizontal direction.

(a) Downward communication - Downward communication is the most common type of communication and it flows from superiors to subordinates. 
Katz and Kahn have viewed five types of downward communication. These are "(i) specific job instructions or directives; (ii) information designed to produce understanding of the task and the relationship to other organisational task; (iii)information about organisation procedures and practices; (iv)feedback to the subordinate about performance; (v) information of an ideological character to inculcate a sense of mission".23

In downward communication flow, even if all directions or instructions come from the manager, it suffers from many disadvantages. These are:

(i) the employees rely too much on written or mechanical methods like manuals, booklets, films etc., which seems to be ineffective communication;

(ii) many organisations suffer from message overload;

(iii) since downward communication usually goes through several layers in an organisation, there is always the problem of filtering of information, it means messages may be changed, modified and some employees may not receive the message at all.
(b) **Upward communication** - It consists of flow of messages from subordinates to superiors. Most of these messages includes questions, feedback or suggestions. Upward communication enhances the status or credibility of the employees. But the main disadvantage of this system is that most employees are reluctant or afraid to take information to their superiors, especially when the information concerns problems or bad news. Some common methods which are used in upward communication includes grievance procedures, suggestion systems, counselling sessions, group meetings, opinion surveys etc.

(c) **Horizontal communication** - It consists of lateral exchange of information within an organisation. This type of communication serves many purposes like task coordination, problem solving, information sharing, conflict resolutions etc. Since horizontal communication does not allow chain of command, certain precautions should be taken to prevent potential problems. In the opinion of Koontz O'Donnell and Weihrich "horizontal communication should rest on the understanding that these relationships will be encouraged when they are appropriate, subordinates will refrain from making commitments beyond their authority and subordinates will keep superiors informed of important interdepartmental activities. Although horizontal communication may create some difficulties, it is necessary in many enterprises to respond to the needs of a complex and dynamic organizational environment"24.

The limitation of horizontal communication is that information is not always shared in competitive organisations, even between the sub units of an organisation because the employee who possesses the information wants an advantage over others.

In recent years, the new channels of communication like telephone, e-mail, etc. have brought a vast change in the organisational communication.
4.3.6 Performance appraisal

Generally appraisal means evaluation of merit, quality or worth. Thus performance appraisal is a systematic evaluation of performance of the personnel in an organisation. It is a completely integrated system involving periodic and planned discussion between two persons, with the primary aim of comparing present performance against predetermined goals and to improve overall performance of personnel for the benefit of both the employee and organisation. Performance appraisal is also described as merit rating in which one individual is ranked as better or worse in comparison to others.

In the opinion of Randol performance appraisal is “any procedure, which helps the collecting, checking, sharing, giving and using of information collected from and about people work for the purpose of adding to their performance work”25. Therefore, it can be said that performance appraisal is a process of evaluating the performance and qualification of an employee in terms of the requirements of job for which he is employed and for the purpose of administration like placement, promotion, incentives etc., which require differential treatment among the group as distinguished from actions affecting all members equally.

Performance

Generally performance means the power or capability of a person to perform or carry out a specific work. Among the trinity of library i.e. staff, collection and users, staff or human resource is a vital and important group of element because their performance is a key to resource utilisation in libraries. Thus output or productivity of library depends on the performance of its human resource. Performance and productivity are the concepts which are linked with the effective utilisation of the library facilities. Usually performance refers to an employee’s manifest behaviour at work whereas productivity is the output of such behaviour when employees interact with other resources of the organisation. The other resources may include superiors, co-workers, subordinates,
equipments, target users, and the environmental support system that is available in the organisation. Thus, performance is dependent on the employees ability and accuracy to work, training, experience, motivation etc. and productivity is dependent on the employee's dependence on administrative system, physical environment, technology etc. of the work place. For example the number of books classified by a library staff represent his productivity but method of work and behaviour towards work etc. represent his performance. Therefore, it can be said that productivity is dependent on the performance. It means employees performance effects the productivity of the organisation and thus bad performance effects the productivity of the organisation badly. However, it is possible to change the performance of the employees by removing environmental constraints and by influence and persuasion. This can be done by performance diagnosis and performance appraisal of the employees.

Performance appraisal

Performance appraisal consists of two words that is performance and appraisal or evaluation. Performance refers to the quality and quantity of work by the performer whereas appraisal refers to the assessment, balanced judgement, and unbiased evaluation of performance on the job of the performer. Performance appraisal can be variously termed such as performance evaluation, performance rating, staff notation, character roll, employee assessment, efficiency measurement, performance audit etc. It is the process by which an organisation evaluates and measures the performance of its employees.

Performance appraisal is a systematic and objective way of judging the ability of an employee in performing his job. Thus the emphasis is on two aspects i.e. systematic and objective. When performance appraisal evaluates over all performance of different persons in the same manner, using the same approaches, it is called systematic and it helps to compare the performance of different persons also. The objectivity of performance appraisal is that it
attempts at accurate measurement by trying to eliminate human biases and prejudices.

4.3.6.1 Objectives of performance appraisal

The basic objectives of performance appraisal are:

(i) to identify areas for further training needs
(ii) monitor efforts of individuals
(iii) integrate and co-ordinate individual efforts into a co-operative endeavour
(iv) provide protection and feedback to the individual
(v) to help in determining promotions and transfers
(vi) to improve job performance
(vii) to provide an equitable and consistent basis of distributing rewards and penalties.

4.3.6.2 Importance of performance appraisal

Due to rapid expansion of library system and services, technological advancement, formation of various regional and national library networking system, the strict limits on manpower, the heavy cost salaries in relation to other library expenditure etc. have forced to develop competent manpower. Development to competent manpower is the key component of any library. Therefore, it is necessary not only to justify any new post but also to monitor the performance of each staff at periodic intervals. In this regard it is high time to establish performance appraisal system.

Performance appraisal is expected to provide answers to many questions relating to administrative decisions. In the opinion of
Rudravasavaraj, “performance appraisals are found useful particularly for the followings:

(i) promotions
(ii) helping the supervisors know their employees
(iii) helping the workers know their progress
(iv) wage and salary administration and
(v) training and development”26.

Beside this, other areas where it is helpful are follow-up interviews, personal research etc. The importance of performance appraisal are discussed as follows:

(a) Administration Decisions - It includes the following:

(i) Increase in Salary - Salary of an employee should be increased depending upon his job performance, apart from the year of joining in service. This is possible by performance appraisal either formally or informally. In case of small organisation, where there are limited employees direct contact can be possible between the employer and the employee. Here performance appraisal can be an informal process. But in case of large organisation formal performance appraisal will help in making decision about salary increase.

(ii) Promotion - Normally all organisations use both merit and seniority for promotion. Performance appraisal plays significant role where promotion is based on merit by disclosing the strong and weak points of the employee’s performance.

Similarly in other administrative decisions like transfer, demotion, penalties and discharge of employees etc. performance appraisal plays significant role.
(b) **Training and Development** - Performance appraisal tries to identify the strength and weakness of an employee's performance on his present job. This analysis can be used for devising training and development programmes appropriate for overcoming weaknesses of the employees.

(c) **Feedback** - Performance appraisal provides feedback to employees about their performance. With this feedback, an employee can know his performance towards the accomplishment of his job and tries to overcome his deficiencies for better performance. It also helps the employee to correlate his work with the organisational objectives.

(d) **Better performance** - Performance appraisal puts some pressure on employees for better performance. If the employees of an organisation are conscious about the performance appraisal system that they are being appraised, they will try for their best and hence the overall performance of the employees will increase.

Besides the above mentioned roles, other roles of performance appraisals are also quite important. But these roles can only be performed, if performance appraisal is systematic and objective.

**4.3.6.3 Advantages of performance appraisal**

The advantages of performance appraisal are:

(i) It provides a channel of communication between employee's job performance and organisation.

(ii) It helps the employees to take decision about their own job, their future and their relation with the organisation.

(iii) It helps to identify the training needs of the employees.

(iv) It provides opportunity for job analysis within an organisation and assess its relevance.
(v) It helps the employer or manager to take various administrative decisions like salary increase, promotion, transfer, reward, penalties etc. about the employees.

(vi) It provides a method to improve the existing skill of the employees and also facilitates change in the existing skills with the changing situation.

(vii) It creates confidence among employees that their services to the organisation will be realised and thus they will obviously try to contribute to their achievement of high standard of services.

(viii) It helps the organisation to keep a record of achievements of all staff constantly for human resource planning. Similarly it helps the employees to have a better idea of their efficiency and promotion.

4.3.6.4 Disadvantages of performance appraisal

It is widely recognised that there are many things inherently wrong with most performance appraisal systems in use. The following are some of the common limitations or advantages that go with the system.

(i) Judgements on performance are usually subjective and hence impressionistic, even if the dimensions for appraising performance on quantitative goals are well defined.

(ii) There is often a tendency to rate not only the employee but also the job.

(iii) Errors are introduced in the appraisal because of a bias or defect in the person conducting the appraisal

(iv) All supervisors or managers are not capable of appraising their staff and lack the necessary skills to ensure perfect appraisal.

(v) Appraisal is always subjective opinion, particularly if trait rating is used. It is impossible to rate something like positive attitude, emotions, aggressiveness etc.
(vi) Self appraisal, which is a common technique of performance appraisal can lead to unrealistic prediction of performance. In this method employees can either overestimate or underestimate their performance.

(vii) It requires a lot from the supervisors as they require periodic observation of sub-ordinate’s performance by him.

(viii) There is often a lack of communication whereby the employee does not know how he is rated. It can become a sterile exercise owing more to the demands of administration than to continuing development of individuals.

(ix) Besides lack of communication, communication of the rating to the employee, if not done properly can lead to criticism and may even result in poor performance.

4.3.6.5 Systematic approach to performance appraisal process

The performance appraisal process involves many stages and sub-stages which can be classified or grouped under three main categories such as planning, implementation and control stage. These three stages combinedly form a complete performance appraisal system.

1. Planning Stage - This stage involves all the activities that must be carried out before the beginning of any program. It includes:

(a) approval of top management

(b) design of an integrated system

(c) motivation among employees

(d) proper job analysis and job description

(e) design of performance appraisal form and approval

(f) training of Supervisors

(g) Announcement of Plan
2. **Implementation stage** - Implementation stage follows the planning stage where direct activity of the program is carried. This stage involves several activities which are discussed as follows:

(a) selecting areas for approval  
(b) review time tables  
(c) performance Standards  
(d) feedback analysis  
(e) discrepancy report  
(f) critical incident report  
(g) appraisal of Supervisors  
(h) future review dates

3. **Control Stage** - Control stage is the most important and crucial stage of any performance appraisal system. In this stage one can actually measure the effectiveness of the activity under review, provide remedial action, if necessary and begin interlocking with planning stage, thereby completing the system. Control stage is a continuous process and involves the following activities:

(a) progress review  
(b) analysis of the system  
(c) evaluation of forms  
(d) motivational levels  
(e) feedback critique  
(f) further training to supervisors  
(g) progress review  
(h) planning for next cycle
4.3.6.6 Library performance appraisal

In the context of a library, the performance appraisal mainly involves the following stages.

Stage-I: Clear demarcation of job - The appraise i.e. the library staff whose performance appraisal is to be made must have a clear understanding of the job and its constituent elements, duties, tasks, level of responsibility, difficulty, skill of performance on the job etc. It means job description should be clear to the employees.

Stage II: Performance Standards: the norms - In this stage the norms of performance standards should be determined. It means the employees should be informed what, how much and how well they are expected to perform their jobs to accomplish the objectives of the job. Standards of performance are statements that state the employees how accurately, in what time period or in what manner, the task is to be performed so that the performer may be considered as an efficient employee.

Stage-III: Appraisal - The last stage of performance appraisal is the appraisal of employee’s performance. It is done only after the content and context of the job are clearly delineated and the normative standards or criteria for judgement are determined.

4.3.6.7 Performance measures in the various sectors of library work

A library has different sectors and different types of work. These have some key performance areas, accordingly there are different varieties of performance measures. In addition to determining library objectives, resource allocation modes and overall measures of performance, library managers must make a number of decisions at both the strategic and management control level. M.A. Gopinath has identified some performance criteria, which have been given in the following table.\textsuperscript{27}
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Work N.</th>
<th>Major Jobs</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COLLECTION BUILDING</td>
<td>Identifying needs for documents/ Making the clientele aware of these sources of information on documents, Procuring the documents and Accessing them</td>
<td>Number of documents published in the field/potential source of information scanned. Identifying the specialised bases of information. Number of clientele, types of clientele, handled/Response Types of ordering direct/vendor etc. Types of physical facilities used computer/Fax/Telex and others</td>
</tr>
<tr>
<td>3</td>
<td>CIRCULATION OF DOCUMENTS</td>
<td>1. Document Lending and receiving</td>
<td>1. Number of documents lent</td>
</tr>
<tr>
<td>4. MAINTENANCE AND PRESERVATION SERVICE</td>
<td>1. Maintenance of collection</td>
<td>1. Overall collection of the library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Preservation</td>
<td>2. Live collection of library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Ease of Access</td>
<td>3. Number of documents taken out of the shelf/reshelved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Handling of damaged documents</td>
<td>4. Number of times Shelving reshelving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Maintenance of technological and physical repair of books and other materials</td>
<td>5. Number of documents damaged</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Number of documents repaired</td>
<td></td>
</tr>
<tr>
<td>2. Overdue documents</td>
<td>2. Number of documents taken back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reservation of documents</td>
<td>3. Number of overdues identifies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Maintaining overall statistics</td>
<td>4. Number of reminders sent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reservation of documents</td>
<td>6. Amount of Information in each of these proforma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Amount of Information in each of these proforma</td>
<td>7. Varieties in handling of Non-book materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. INFORMATION SERVICES

Current Awareness Services
Information support to R & D and other activities

Document Delivery services
Feedback Analysis

1. Number of clientele handled
2. Number of CA series handled
3. Number of documents surrogates handled
4. Depth of information (support provided/quantity)
5. Varieties of Information support provided (variety/quantity)
6. Feedback Systems handled (quality/quantity)

4.3.6.8 Major jobs and performance criteria based on proposed staff pattern

In this study a staff pattern has been formulated for the academic libraries of Orissa. Accordingly various sections of a model academic library has been discussed taking into consideration the present and future needs of academic library. In this chapter, major jobs of these sections and various performance criteria have been identified and tabulated. These are the broad indicator of performance criteria to be used in planning performance appraisal of library staff. The different sections, their major jobs and various performance criterias are as given below in the following table.
<table>
<thead>
<tr>
<th>S.N.</th>
<th>Section</th>
<th>Major Jobs</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1    | Information Resource Building Section | (i) Acquisition  
(ii) Budget control  
(iii) Statistics | (i) Scanning potential sources of information  
(ii) Bibliographic search and documents prescribed in syllabus  
(iii) Number of clientele and their categories  
(iv) Placing order directly or through vendor  
(v) Acquisition of standard books with library edition only  
(vi) Maintenance of loan statistics |
|      |                           |                               |                                                                                       |
| 2    | Document processing section | (i) Accessioning  
(ii) Data input  
(iii) Processing  
(iv) Document preparation  
(v) Shelving | (i) Number of documents accessioned and data inputed  
(ii) Number of documents verified  
(iii) Content analysis of the documents  
(iv) Assigning class number manually or by using automated system  
(v) Number of catalogue entries prepared or added in OPAC  
(vi) Number of documents prepared and placed on the shelves  
(vii) Total volume of library collection |
|      |                           |                               |                                                                                       |
| 3    | Lending Section           | (i) Charging  
(ii) Discharging  
(iii) Reservation  
(iv) Overdue | (i) Number of documents issued or returned  
(ii) Reservation of documents  
(iii) Number of overdues |
4 Reading room service section

   (i) Attendance
   (ii) Assess needs
   (iii) Overnight lending
   (iv) Overdue
   (v) Reminders
   (vi) Statistics

5 Online information service section

   (i) Organisation of Non-book materials
   (ii) Online search
   (iii) Information and Referral services

6 Information product and service section

   (i) Assess needs
   (ii) Design and preparation of information products
   (iii) Preparation of information services
   (iv) Statistics

7 Support service section

   (i) Translation
   (ii) Reprography

   (v) Reminders identified
   (vi) Statistics

   (iv) Number of reminders sent
   (v) Maintenance of circulation statistics

   (i) Daily attendance of users
   (ii) Assessing users needs for collection development
   (iii) Overnight issue of documents
   (iv) Overdue and reminders issued
   (v) Check misuse
   (vi) Maintenance of reading rooms statistics

   (i) Number of non-book materials acquired, organised and processed for use.
   (ii) Number of bibliographic search undertaken
   (iii) Hours of Internet search
   (iv) Number of queries met to provide information and referral services

   (i) Number of survey conducted to assess users needs
   (ii) Number of information products and services designed and prepared
   (iii) Maintenance of statistical records

   (i) Number of request met and documents translated
(iii) Hard copy preparation
(iv) Microproduction
(v) Printing
(vi) Statistics

(ii) Number of copies xeroxed
(iii) Number of hard copies prepared
(iv) Number of slides, transparencies, microfilms, microfiches, prepared
(v) Number of pages printed
(vi) Assessment of work load

(i) Preservation and conservation of documents
(ii) Physical maintenance of library building
(iii) Furniture and equipment
(iv) Interior design and decoration
(v) Dead collection
(vi) Stock verification
(vii) Handling of damaged documents

Amount of copies
Number of copies xeroxed
Number of hard copies prepared
Number of slides, transparencies, microfilms, microfiches, prepared
Number of pages printed
Assessment of work load

Amount of copies
Number of copies xeroxed
Number of hard copies prepared
Number of slides, transparencies, microfilms, microfiches, prepared
Number of pages printed
Assessment of work load

(i) Assess needs and expectation of users
(ii) Problem solving
(iii) Optimum use of library materials
(iv) Resource building
(v) Budget control
(vi) Innovative programme

(i) Number of survey conducted
(ii) Number of measures suggested
(iii) Number of use survey conducted
(iv) Number of documents withdrawn, replaced, and updated
(v) Budget assessment
(vi) Number of innovative programmes
10 General administration section

(i) Recruitment
(ii) In-service training
(iii) Placement
(iv) Duty allocation
(v) Bills

implemented leading to total quality management

(i) Number of persons recruited, retired, promoted, demoted etc.
(ii) Number of persons deputed for in-service training
(iii) Job analysis and placement
(iv) Job chart, job description and job evaluation
(v) Efficiency and performance evaluation
(vi) Number of days taken for processing the bills and duration of payment to the suppliers

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