CHAPTER-5

TECHNIQUES AND METHODS FOR
HUMAN RESOURCE PLANNING
AND MANAGEMENT

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5.1 TECHNIQUES AND METHODS OF HUMAN RESOURCE PLANNING

Human resource planning consists of certain important elements, each has some functional value and operational aspects. It is a process by which courses of action are determined in advance and continually updated. The basic elements of human resource planning are:

(i) Estimate of human resource requirements quantitatively and qualitatively.
(ii) Recruitment and selection
(iii) Induction and deployment
(iv) Personal development
(v) Performance appraisal

Accordingly there are various techniques and methods for the performance of each of the element of human resource planning which has been discussed below in detail.

5.1.1 Techniques for estimate of human resource requirements

The estimate of human resources is the estimate of the requirements of human resources taking into account the overall objectives of the organisation and also projected development. Therefore, this step should be done systematically using the methods of forecasting techniques. Some of the standard forecasting techniques, generally used are discussed below.

5.1.1.1. Expert estimate technique

It is one of the most common but least sophisticated technique of human resource planning. In this technique, an expert or a group of experts forecast the human resource requirements on the basis of their personal experience, intuition and intelligent guess. The expert estimate technique can be more effective if the experts use the Delphi technique.
The Delphi technique is a set of procedure to obtain most reliable consensus of opinion of a group of experts. This technique involves collection of data, opinion from experts on human resource requirements through a series of questionnaires distributed to such expert. A person serves as an intermediary in this technique, who sends the questionnaires to the experts and invites them to give their best estimates of human resource needs for a definite time period. This person then collects the questionnaires, prepares a summary of the results by calculating the average response and the most extreme answers. Then the experts are again requested to estimate the human resource requirements and finally the average number is used as the forecast. The Delphi technique is designed to avoid direct meetings between the experts in order to maximise independent thinking.

5.1.1.2 Trend projection technique

It involves the projection of human resource needs basing on past experience. It means such a forecast is based on a past relationship between a factor related to employment and personnel. For instance, in a library and information centre, the various library services offered and various information products prepared are related to employment needs. Thus by the help of trend projection technique, staff strength needs can be projected from past experiences and appropriate estimates can be prepared with reference to the number of persons required to perform different services and work, maintaining the quality.

5.1.1.3 Unit demand forecasting technique

It involves the forecasting of human resource needs basing on the forecast of human resource needs of each unit of the organisation. The unit forecast is a bottom up approach to estimate and forecast the manpower needs of an organisation. The top management invites the manpower requirements of each units and sums up the requirements to project the total employment forecast. After the forecast of manpower requirements for a given period of time, the next step is to determine the quality, fitness and availability of those employees presently working at different levels in the organization. Thus, this method focuses on
quality of staff by analysing present and future requirements of the job and the
skills of the present employees.

The major tool for the analysis of existing internal staff is the skill inventory. A skill inventory is a list of names, characteristics, specialisation, skills of the persons working in the organisation. It makes the organisation able to determine quickly and expeditiously what kind of persons with specific skill and specialisation required are available in the organisation. Skill inventories are also proved to be helpful in planning for staff developments which includes training, deployment, transfer, promotion and other related personal activities.

Thus, the techniques mentioned above helps organisations to take stock of the personnel already working and also helps to access future requirement of human resources in terms of both quantity and quality, which leads to the recruitment of suitable persons.

5.1.2 Methods of recruitment and selection

The normal methods for recruitment and selection are advertising wanted posts in newspapers and professional journals, inviting applications from candidates who fulfil the qualifications and experience asked for, written test or screening by a committee for shortlisting suitable candidates for interview, conduct of interview, selection of candidates by approved committee and offers of appointment with necessary conditions etc. Thus the recruitment and selection method involves the following steps which have been discussed below.

(a) Invitation of application -

Generally application for a post is invited from candidates in standard application form, which is used by the employer to gain written information about the applicants. A typical application form contains a detailed Bio-data of the candidate i.e. name, father’s name, address, date of birth, caste, educational qualifications, work experiences and other specific requirements of the job or the organisation. Information in the application form allows the employer for
tentative judgements to be made about an applicant’s suitability for a position, screening for the job if a large number of applications are accepted. Generally libraries use their standard application form for vacant position or they simply ask an application for the post with the applicants bio-data.

Thus the application form generally provides the following types of information.

(i) Identifying information relating to aspects such as sex, age, height, weight etc.

(ii) Educational information regarding the applicants background, mark and division secured in school and colleges etc.

(iii) Information regarding past experiences which includes designation, pay-scale, period of service, job-responsibilities etc.

(iv) Information regarding community activities which includes extra-curricular activities, hobbies, position held in different professional organisations etc.

(b) Scrutiny of application forms

After the receipt of complete applications, these are scrutinized properly and the undesirable applications are weeded out and a list of eligible candidates are prepared. The next step is the conduct of tests, job interviews etc.

(c) Conduct of test - Some libraries use tests to see if an applicant possesses the skills needed for a specific job or not. These tests are most useful when the job requires certain skills that can be easily tested. Such tests are gaining popularity in India as a part of the selection process but their utility is controversial. If appropriately used, these tests can lessen the selection costs by reducing large numbers of applicants into smaller ones. However, excessive reliance on such tests can lead to over looking of more suitable candidates who unfortunately show poor performance at such tests. Therefore, these tests should not be used as a final device, rather it should be considered as an extra tool in evaluating the applicant.
There are different types of tests which are as follows:

(i) **Personality test** - This test is designed to determine the total personality of an individual. It includes various traits and behaviour pattern such as initiative, judgement, self confidence, temperament, likes and dislikes, co-operativeness, leadership etc. Personality of an individual can be measured by three methods such as Rating method, Question-Answer method and Experimental method. In the Rating method, other persons' opinions about a candidate are taken into consideration. In Question-Answer method, a series of questions are asked to the candidate and the personality of a candidate is judged from his answers. In the Experimental method, candidates' reactions are taken into consideration by creating an actual situation.

(ii) **Learning ability tests or intelligence test** - This test measures verbal reasoning, abstract reasoning and quantitative reasoning.

(iii) **Performance test/proficiency test** - This test helps to measure a candidate's knowledge to perform a specific job or work. It means the candidate is asked to perform a similar job which he would be expected to perform when appointed. This test is also popularly known as trade test.

(iv) **Aptitude test** - This test aims at measuring the applicant's potential rather than past achievements which are more useful. It helps the employer to know whether a candidate has got aptitude for manual, mental, mechanical job or routine job. Thus it gives an indication to the employer about the possible performance of a prospective employee.

(v) **Judgement test** - This test helps to evaluate the applicants' ability to apply knowledge judiciously in solving a problem.

(vi) **Projective test** - This test is conducted by using projective technique under which the applicant projects his personality into free responses about ambiguous pictures shown to him, the administration of which requires great skill.
In a library, for selecting library staff, any one or a combination of two or more tests may be helpful because the library work involves various types of jobs like manual, intellectual, mechanical, professional, administrative, guidance and teaching functions.

(d) Conduct of interview

Interview for any post can be conducted after the written test or directly without any previous test. In former case, the successful candidates of written test are invited for an interview. Perhaps the interview is the most intricate and difficult part of the selection procedure. But in practice, interviews are often conducted by persons who are most unqualified for the purpose, devoid of the required skill or experience or background.

The aim of interview is to supplement information obtained through other sources. By this process the interviewer can get opportunity to find out more about the applicant’s technical and professional knowledge, experience and personal characteristics. On the other hand the applicant finds the interview useful to learn more about the job itself, to clear up any uncertainties about the position or the organisation and to be introduced to the staff that he would work with, if hired. Therefore, the sole focus of the interview should be on job requirement, and questions should be designed to provide information about an individual’s suitability for the job that is being filled. Thus in interview it is important that all questions asked in an interview must be job related.

(e) Hiring

The last step in the selection process is to choose the individual who will be hired to fill the vacant position. After the applicant is selected, it is advisable to sell the job to the applicant. It is also necessary to intimate all other applicants about the result of the interview or any test either through personal correspondence or through the mass media like newspapers, employment news, radio, television etc. In some libraries, many people contribute to the final
decision of the selection. In academic or other types of libraries, usually selection committee are formed, where the authority or any other person makes the final decision, subject to approval of the management. If appropriate steps are pursued effectively in the selection process, then right person can be selected according to the job requirement.

5.1.3 Techniques of induction and deployment

Generally the first phase of induction is orientation programme, which is conducted by the personal unit in an informal way, acquainting the new entrants with overall information about the organisation. The information normally consists of background, aims, objectives and programme of the organisation, employees' benefit, salary schedule etc. All such information is important for a new entrant, which help him to settle in his new job.

The next phase of induction is to provide a complete overview of achievements of the organisation. This is performed by the immediate supervisor by getting visit to the new entrant to the different units, sections of the organisation and making introduced with other colleagues.

5.1.4 Methods of personnel development

In order to achieve the organisational objectives, targets of growth and development, the organisation has to plan to get the best out of its carefully selected employees.

The different methods/techniques involved in different elements of personnel development are discussed below:

5.1.4.1 Methods of training

Training methods are means of attaining the desired objectives in a learning situation. It can provide opportunity to unskilled employees to become skilled and offer people to be promoted at various levels of the organisation. Training methods can be grouped in some categories on various bases. For
example it can be grouped on the basis of level of personnel in an organisation or it can be grouped on the basis of the emphasis which they put in the training process. Generally training methods can be grouped into on the job training and off-the job training.

**On-the job training**

This method emphasizes on learning while an individual is actually engaged in work and can be suitable for all types of employees. Thus people can learn by working on jobs. On-the job training can be offered by several ways which are as follows:

(a) **On specific job** - This is most common form of training for all individuals. In this method a person can learn when he is put on a specific job. He can develop skills for doing the job in a better way over the period of time. In this method one can learn the job better and quickly, if he works as an assistant under the direction and supervision of a person, senior to and experienced in.

(b) **Position rotation** - In this method a person is given jobs in various units or departments of an organisation on a rotation basis and the aim is to broaden the background of the trainee. By this method, the trainee can learn the working of various units which helps in developing an integrated view of the organisational functioning.

(c) **Apprenticeship** - In this method the trainee is put under the supervision of a person who is quite experienced in his field. Apprenticeship training is quite popular method and many organisation take trainees under apprenticeship act or take apprentices to fill their requirements of skilled personnel.

(d) **Special projects, committees, task forces etc.** - This method involve assignment of people in special projects, committees, task forces etc. In this method, besides learning the job performed, the trainee also learns to work with different types of people.
(e) Vestible school - This is a new method of on-the job training and the concept is that people will learn and develop skills while working in the situations similar to that of their actual jobs. This method is followed by many organisation to learn people particularly for skilled work.

**Off-the job training**

In this type of training method, a trainee has to leave his place of working and becomes a full time trainee without contributing anything to the organisation. Off-the job training methods are organised either by the organisation itself or by some specialised institutions. Off-the job training can be offered by several ways which are as follows:

(a) **Special courses and lectures** - These are knowledge based training programme where emphasis is given to expose participants to concept, theories, basic principle, pure and applied knowledge in a specific subject area. Thus in this programme the focus is on transmission of knowledge and is a quite popular training method.

(b) **Conferences, Seminars etc.** - In this method, unlike lecture method the participants pool their ideas and experience to arrive at improved methods of dealing with problems which are faced by them at their working place.

(c) **Transforming** - This method has strong potential for developing creativity in participants because it provokes them to think without any constraints. It means a problem is stated clearly and precisely so that members of the group can focus their direct attention on it and put their ideas for problem solution without taking into consideration any limitations like financial, legal, organisational etc. Idea evaluation is deferred to a later stage because it does not flow in the direction of idea generation. Brainstorming provides opportunity to remove various special and psychological blocks among trainees and creates favourable atmosphere for generating ideas for problem solving.
(d) **Transactional Analysis** - It refers to a method of analysing and understanding interpersonal behaviour. Transactional analysis is used to develop better interpersonal interaction among individuals. It offers a model of personality and dynamics of self and the interpersonalship to others that makes possible a clear and meaningful discussion of behaviour. Thus transactional analysis involves understanding of personality factors of individual and their ego with which they interact.

5.1.4.2 **Methods of communication**

Communication in an organisation is a process which complement and supplement training in staff development programs. There are different methods of communication which help the personal development of employees. These are:

(a) **Oral communication** - Among different types of oral communication, both formal and informal, meetings occupy an important place in shaping the behaviour of employees in an organisation. It is a communication process which generally occurs among a group of persons with a common interest to accomplish some purpose or goal. The sharing of knowledge and experience of a meeting, helps the participants to be involved in planning, decision making, problem solving, evaluation and consultation. In any organisation, meetings are held regularly to discuss issues on different aspects. For this purpose, different regular and adhoc committees are formed in an organisation. Therefore, proper attention should be given to different aspects of meetings such as constitution of committees, agenda of the meeting, purposeful discussion, preparation of minutes etc. Further, if a meeting is organised effectively, it will result in creative thinking, multiple thought input, enhanced group cohesiveness, cooperation and coordination which will lead towards better decision making in solving problems.

(b) **Written communication** - In organisations, written communication includes reports of various kinds such as periodical reports, annual or quarterly or monthly reports, reports on special issues, project reports, in-house publication in the form of bulletins, newsletters, journals etc.
(c) **Quality circles (QCs)** - Quality circle is a Japanese philosophy and style of management. This is a new method of opening up new channels of communication in participative management. These constitute a small group of persons, usually five and ten, led by a supervisor selected from within the working group who work together and meet regularly to agree upon ways of improving quality, productivity and other aspects of their day to day working situation. The basic characteristics of Quality circle are:

(i) they are the integral part of the management philosophy and approach;
(ii) they are provided with authority to implement any changes which is decided in the Quality circle;
(iii) they are integrated with other policies which protect the integrity of the participating individuals.

Besides this, there are several other methods of communication pertaining to leadership strategy, motivation, conflict resolution, improve working condition etc. which brings about cohesiveness, coordination and cooperation among personnel in the organisation to get best results. If these methods are carefully planned and implemented, it will be proved to be effective, otherwise, may hamper the organisational productivity.

**5.1.5 Methods and techniques of performance appraisal**

There are various methods of performance appraisal and different organisation use it differently. But irrespective of the systems or methods followed by the organisations, performance appraisal has usually two bases i.e. (i) appraisal of employees according to traits, attributes, and general behaviour on the job, commonly known as trait approach, and (ii) appraisal of result, work, and goals achieved by the employees, known as appraisal by result. These two approaches are not mutually exclusive and can be used in combination. Trait approach involves in evaluating the work performance of the employees whereas appraisal by results includes some assessment of personal characteristics of employees.
5.1.5.1 Trait approach

This approach of evaluation is quite old and in this approach employees are evaluated against standards of personal trait and work characteristics. The trait methods lists some personnel characteristics as well as job characteristics and appraise people on these dimensions. Since there are many a different method of rating people on these dimensions, there are several methods of trait approach. Some are discussed below.

(a) The Essay Appraisal - This is the easiest method where the rater is required to write a paragraph on the employee’s strength, weakness etc. It means the rater describes an individual’s performance in a written manner. The essay can be unstructured but the rater is asked to respond some general questions relating to the employee’s job knowledge, strengths and weaknesses and promotion potential. The major disadvantages of this method are the essay is too lengthy, the content can vary according to rater, consistency is hard to achieve, the rater’s writing style may adversely affect the appraisal etc. But this method is most effective when they are combined with some form of formal methods such as Graphic Rating Scale.

(b) Ranking Method - It is the oldest and the simplest method of performance appraisal. This method compares one employee with all other employees, on the basis of certain traits and characteristics and place him in a simple rank order. In this way, ordering is done from the best to the worst individual of the group. This method is very useful when the number of persons to be ranked is small because ranking is to be given on the basis of traits which are not easily determinable.

In alternative ranking method, the supervisor first chooses the best and the poorest performers. Then the next best and the next poorest performers are chosen, alternating from top to bottom, until all employees have been ranked and placed. In other words the names of employees concerned are listed on the left hand side in random order and the rater is required to select the best employee and place him on the right hand side after scoring out his name from left hand side.
Thereafter, he is asked to select the poorest employee, cross his name from the left hand side and place it at bottom right hand column. This process continues till the list is exhausted.

Another method used in ranking is called the paired comparison ranking. It is an organised way of comparing each employee with every other employee, one at a time. For example the employees are A, B, C, D and E. Some criterion is fixed for selection such as educational qualification. Then A is compared with B and if A is found more valuable or qualified, a tick mark is placed against his name. Then A is compared with C, D and E in the same way. For each person, the same procedure is gone through. Finally the person securing the highest number of tick marks is considered more qualified or valuable. This method when applied under controlled condition, probably is the soundest and most technical for the determination of individual differences.

The advantage of ranking system is its simplicity. But this system has also many disadvantages, such as:

(i) it is highly subjective

(ii) it does not reveal the degree of difference between persons in adjacent ranks and individuals with the same performance rating must be given separate ranks.

(iii) comparison of various components of a person's performance is not done, rather people are compared as a whole.

(iv) in large group of employees, its use is difficult because the rater can not compare several people simultaneously.

(c) **Rating-scale method** - Rating Scale method is most suitable in the cases where the number of persons to be appraised is large and where it is desired to gain information about the size of absolute differences between the rated individuals. These methods use some kind of scale for measuring absolute differences between individuals. The scales used are generally of two types. These are:
(i) **Discrete rating scale** - This scale is used where two or more categories are provided, representing discrete amount of ability of degrees of the characteristics. Here the rater can tick mark the category, which he feels the best and which describes the person being rated. For example, the characteristic “accuracy” may be divided into five categories on a discrete scale such as Exceptionally good, Above average, Average, Below average and Poor.

(ii) **Graphic rating scale method** - It is the most commonly used method of performance appraisal in libraries. Here the employee is assessed on quality and quantity of his work as well as on other factors like cooperation, loyalty, reliability, communication etc. In this method, just above the category notations an uninterrupted line is provided, the rater can tick at the part along its length as given below.

```
  ↓  ↓  ↓  ↓  ↓
Exceptionally Above Average Below Poor
  Good  Average Average
```

Some organisations use a very simple form, with the factor being evaluated, listed and defined followed by a multiple choice format for rating. The rater indicates the rating of the employee for each factor by placing a mark on the horizontal line as given below.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

However, it is very difficult for raters to agree on the meaning of average, fair, or excellent because these terms are interpreted differently by different individuals.

In recent years, the graphic rating scale method is improved by most institutions by eliminating the terms like poor, fair, excellent etc. In their place a short phrase is used to describe the different levels of performance. The important
thing of this new scale is to provide a short phrase that cannot be misinterpreted, thus assuring comparable interpretations by various raters. The new scale is as given below.

<table>
<thead>
<tr>
<th>Makes frequent errors</th>
<th>Careless, often makes errors</th>
<th>Usually accurate, only makes average number of errors</th>
<th>Requires little supervision is exact and precise most of the time</th>
<th>Requires absolute minimum of supervision is almost always accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

A common problem with rating scale is that too many people are rated on the high end of the scale or we can say that, frequently there is a tendency for the raters to pile up the rating either at the middle or at the higher end of the scale. To overcome this situation, the forced distribution system is used, which is designed to prevent the clustering. Forced distribution system requires the rater to compare the performance of employees and to place a certain percentage of employees at various performance intervals. Usually, a rater must allocate 10% to the best category and 10% to the poorest, with the other employees proportionately assigned as below.

```
10%   20%   40%   20%   10%
↓    ↓    ↓    ↓    ↓
Poor Below Average Above Average Best
```
This method assumes that the performance in a group of employees is distributed according to a normal curve. In some cases this assumption may not be true and this method is difficult to use when evaluating a small group of employees.

Graphic rating scale forces an evaluator to consider several dimensions of performance and they are standardized and comparable across individuals. It also requires little time to construct and administer doubtless contribution to their popularity. The main drawback of this system is that they are susceptible to errors such as halo, central tendency, or leniency.

(d) **Behaviourally Anchored Rating Scales (BARS)** - This method of performance appraisal was developed by Schneier and Beatty (1979) to correct some of the deficiencies of the graphic rating scale and is relatively a new method, hence not found in many libraries.

In this method, the active participation of both employee and supervisor i.e. rater helps to identify key job dimensions and areas of responsibility. It is presumed that each job is likely to have several job dimensions and separate scales for each. Here the anchors are specific and written descriptions of actual job behaviour. This method require the rater to read through the list of anchors on each scale until the employee's job behaviour is identified. The scale value opposite the anchor is checked. The evaluation is done by combining the scale values chosen for each dimension.

A Behaviourally Anchored Rating Scale (BARS) which was designed to evaluate the job dimension of project planning by Schneier and Beatty is given below.1
<table>
<thead>
<tr>
<th>Scale values</th>
<th>Anchors</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 [ ] Excellent</td>
<td>Develops a comprehensive project plan, documents it well, obtains required approval and distributes the plan to all concerned.</td>
</tr>
<tr>
<td>6 [ ] Very good</td>
<td>Plans, communicates, and observes milestones; states week by week where the project stands relative to plans; Maintains up-to-date charts of project accomplishments and backlogs and uses these to optimize any schedule modifications required. Experiences occasional minor operational problems but communicates effectively.</td>
</tr>
<tr>
<td>5 [ ] Good</td>
<td>Lays out all the parts of a job and schedules each part seeks to beat schedule and will allow for slack. Satisfies customers' time constraints: time and cost over-runs occur infrequently.</td>
</tr>
<tr>
<td>4 [ ] Average</td>
<td>Makes a list of due dates and revises them as the project progress; usually adding unforeseen events instigates frequent customer complaints. May have a sound plan, but does not keep track of milestones, does not report slippages in schedule or other problems as they occur.</td>
</tr>
<tr>
<td>3 [ ] Below average</td>
<td>Plans are poorly defined, unrealistic time schedule are common. Cannot plan more than a day or two ahead, has no concept of a realistic project due date.</td>
</tr>
<tr>
<td>2 [ ] Very poor</td>
<td>Has no plan or schedule of work segments to be performed. Does little or no planning for project assignments</td>
</tr>
<tr>
<td>1[ ] Unacceptable</td>
<td>Seldom, if ever, completes project because of lack of planning and does not seem to care. Fails consistently due to lack of planning and does not inquire about how to improve.</td>
</tr>
</tbody>
</table>

(A behaviourally anchored rating scale)

BARs can help to reduce errors, if good behavioural statements are provided as anchors. But it takes more time than graphic rating scale and requires a separate form for each job.
(e) Forced-Choice method - In this method the appraisers' freedom to choose in making assessment is required. It consists of a number of statements which are arranged into groups and the rater checks how effectively the statements describe each individual being evaluated. It means, here the rater is normally asked to select among groups of statements, the one which best fits the individual who is being rated. Thereafter, the statements marked are weighed or scored and the employees who get higher scores are considered better performers. There may be difference in the methods and statements used but the most common method of forced choice method contains two statements both of which may be positive or negative. Since both the statements describe the characteristics of an employee, the rater is forced to tick only one which appears to be more descriptive. It means when all groups on the rating form contain favourable or positive statements only, the rater must check one statements in each group which best describes the individual being rated. Similarly when all groups are made of unfavourable or negative statements, the rater must check one statement in each group which he believes least descriptive of the individual being rated. The demerits of this method are:

(i) it is expansive to install since the statements made for the purpose differs from job to job and organisation to organisation.

(ii) it is resented by the rater because the implicit assumption behind it is that the rater cannot be trusted to make impartial evaluation.

(f) Critical Incident method - The basic concept of this appraisal method is to appraise the employees who can do well in critical situations. In this method, the first step is to identify critical job requirements for each job, it means to identify those requirements which are vital for success or failure on the job. After the identification of critical factors of a job, the rater may then observe and record instances and events of the job behaviour falling under any of these factors as they take place. In this way a concrete performance record of the employees is maintained for their future evaluation. Thus the critical incident method involves three steps, i.e. firstly identification of critical factors of the job, secondly a group
of experts assign scale values to these factors depending on the degree of job
desirability for the job and finally a checklist of the incidents is prepared. Then
the rater is given this checklist for rating.

The critical incident method is very much useful for discovering
potential of employees, who can be useful in critical situations. The demerits of
this method are (i) it is difficult to identify critical factors and (ii) the recency of
incidents may influence the rater’s opinions.

_Evaluation of Trait Approach_

Trait approach is used in many organisations due to its simplicity. This
approach helps to take a number of decisions like determination of training needs
and promotion. Moreover, this approach can be used for appraising those
employees whose contributions can not be evaluated directly. But this approach
should not be used on exclusive basis since it suffers from various limitation. The
common limitations are:

(i) Trait approach appraisal can not be objective since trait is a personal quality
of an individual which can not be identified by mere observation. Appraisal
based on observation is likely to be misleading.

(ii) A complex develop among the employees, who receive less rating that they
have been unfairly dealt with.

(iii) It is not easy to identify traits owing to its large numbers which should be
evaluated. However, this problem can be solved if traits are selected on the
basis of job description.

(iv) Sometimes the employees may feel that the organisation is concerned with
their work performance and not with their personal values and intellect.
Thus a resistance may develop among the employees and appraisers because
they look upon it as a paper-work exercise. When this happens, the appraisal
tends to be very discriminating.
5.1.5.2 Appraisal by result

This is also known as result oriented performance appraisal system. The basic idea behind this type of appraisal is that the organisation is concerned with the achievement of results or objectives rather than their traits. Therefore, employees should be appraised of their result or achievements instead of the basis of their traits. Result oriented performance appraisal system incorporates some of the rational features of an appraisal system by giving an opportunity to the employees to state his case in terms of quantified performance and achievement of objectives against targets. At the same time it also gives an opportunity to the rater to comment on both quantitative as well as qualitative aspects of the employee’s performance. This type of appraisal system draws its root from management by objectives (MBO). In MBO approach, the employees are required at times to set their own performance standards or arrive at a consensus regarding the standards with their employers or supervisors.

Generally appraisal by results goes through the following process with some variation.

(i) Appraisal is a joint process between the employee and rater or between supervisor and his subordinates.

(ii) The employee prepares his own plan for a specific period in the light of overall plan provided by his supervisor and the final plan is prepared through consensus.

(iii) Both the employee and rater decide the evaluation criteria and the role performed by the employer or rater is also finalised.

(iv) At the end of a specific period, the rater evaluates the performance of the employees on the basis of mutually agreed criteria.

(v) Evaluation result of the employee’s performance is also discussed between the employee and the rater and if necessary corrective actions are also taken.
**Evaluation of appraisal by results**

This method of appraisal system is an extension of the principle of "Management by Objectives" (MBO) or "Management by Results". MBO is not only a technique of management but also reflects the entire philosophy of management. Therefore, if the style of management is conducive to MBO, appraisal by result will be more advantageous than appraisal based on trait approach. However, appraisal by result has advantages and also disadvantages similar to that of MBO.

**5.2 TECHNIQUES AND METHODS OF HUMAN RESOURCE MANAGEMENT**

The term "management" is used to connote different things. It is used to connote an activity, a subject, a process or an organisation team. But even if these connotations are meaningful in their respective context, none of these are satisfactory.

In the opinion of Brech, "management is a social process entailing responsibility for the effective planning and regulation of the operations of an enterprise, such responsibility involving (a) the installation and maintenance of proper procedures to ensure adherence to plans: and (b) the guidance, integration and supervision of the personnel comprising the enterprise and carrying out its operations"².

In the words of Drucker, "the first definition of management is that it is an economic organ of an industrial society. It means taking action to make the desired results to pass"³.

Thus management is a fundamental and essential component of every formal association having a common goal to achieve. It is something more than the functions of staffing, directing, controlling and organising and includes
guiding and supervising organisation personnel and actions which lead to the achievement of the desired goals.

5.2.1 Human resource management

Human Resource Management in broadest term is the management of human resources. It is relatively a young branch of management discipline having its origin in the First World War. The term "human resource management" is synonymously used as "personnel management" or "manpower management." Human resource management deals with the proper use of human resources of an organisation. It means it is concerned with the procurement, development, compensation, and maintenance of human resources of an organisation for the purpose of contributing towards the organisation's goal.

In the words of Dunn and Stephens "Personnel Management is the process of attracting, holding and motivating people involving all managers line and staff." This definition shows that personnel management is basically concerned with three activities such as attracting people, retaining them and motivating them.

Therefore, human resource management implies a process of getting the best out of the employees of an organisation by means of judicious selection and tactful dealings. It is the art and as much the science of getting things done through people. Personnel management includes all activities which directs human resources into a kind of dynamic organisation towards the accomplishment of organisation goals by providing them good working condition and desirable working relationship. It also involves the process like selection, allocation, utilisation and development of employees for maximum productivity of the organisation.
5.2.1.1 Aims and objectives of human resource management

Human Resource Management aims to achieve both efficiency and justice, neither of which can be pursued successfully without the other. It seeks to provide fair terms and conditions of employment and satisfaction for those employed.

According to Dr. R.L. Mittal, the aims of personnel management are given below:

"(a) Optimum output - The aim is to maximise output and profit. It is achieved by securing optimum contribution from the staff employed in an institution.

(b) Development of workers's capacities - It helps the workers to develop their capacities to the maximum so that they contribute maximum to their institution. This is secured by enabling the workers to derive maximum satisfaction from their work.

(c) Development of team spirit - It strives to develop esprit de corps amongst the workers. They are made to feel that they, as a group have achieved their goal.

(d) Continuous vigilance - It is of continuous nature and requires a constant alertness and awareness to human relations and their importance in everyday operations."

Therefore, the aims and objectives of human resource management can be summarised as given below.

(i) to achieve an effective utilisation of human resources in the achievement of organisational goal.

(ii) to establish and maintain adequate organisational structure and desirable working relationship among all members of an organisation.

(iii) to develop a sense of involvement, commitment and loyalty towards the organisation.
(iv) to provide adequate facilities for individual growth and development;

(v) to improve the morals and maintain a high morals and better human relations inside the organisation.

5.2.1.2 Functions of human resource management

The functions of human resource management ranges from recruitment to the provision of welfare services and safety to the people at the organisation. Basically human resource management is a staff function and includes the following functions.

(i) formulation of plans and policies for manpower requirement

(ii) staffing which includes selection, recruitment, placement, training and development of employees

(iii) organisation of human resources for its maximum utilisation

(iv) maintenance of wages and salary structure

(v) coordinate personnel policies and programs

(vi) promote motivation of personnel at all levels

(vii) provide good welfare services and working conditions to employees

(viii) review and appraisal of employees performance, including the maintenance of personnel records.

5.2.1.3 Human resource management in academic libraries

Men, Money and Materials are the basic elements for the development of any organisation. Among these three, human resources are very important as it is through them that the organisation achieves its objectives. Therefore, proper management of this resources is essential in any organisational set up. This is also true in case of academic libraries because the effectiveness and efficiency of academic libraries largely depends upon the competence of the staff and also on the facilities and environment provided for their work and
development. Inspite of this fact, many library administrators pay least attention to library staff as compared to documents in the collection. Therefore, proper human resource management should be concerned not only with the efficiency of the employee but also with his comfort, welfare and personal development that cause the efficiency.

Human resource management is concerned with two components i.e. human resource, which means people and management which means responsibility for accomplishment. These two components indicate achievement of the purpose of academic libraries through its human resources than through its operational, mechanical or financial elements. An adequate and proper staff accomplished by responsibility is essential for library management. No academic library can render effective services without adequate and competent personnel.

The human resource management of academic libraries aims at achieving:

(a) Maximum output - The maximum output and profit is to be achieved by exploiting the staff employed in the libraries.

(b) Staff satisfaction - It helps in developing the working capacity of the employees and enables them to derive maximum satisfaction from their work.

(c) Team spirit - It strives to achieve a group or team spirit which helps the employees to work as a single unit in achieving the goal.

(d) Awareness to human relation - It has to keep a constant vigilance and awareness to human relations and its importance in day to day operation.

Accordingly the functions of human resource management includes selection, recruitment, placement, training and development, wage and salary administration, employees welfare, record maintenance etc.
The human resource management has been one of the most neglected areas of management in academic libraries. But perhaps the management of human resource is key to the success of effective academic library services. It is that resources which make the atmosphere of the library and make library services effective. Therefore, personnel have to be motivated properly. Besides this, inventory of human resources, identification of future trends and aspirations of the employees, etc. are the important functions of human resource management.

5.2.2 Management techniques applied in human resource management

Human resource management is the most important areas of management, since one operates the services through the people and for the people. It is particularly necessary that the manager of a service organisation like library and information unit makes this effort for two reasons i.e. the input or product and the cost of personnel is rising at a fast rate than other components of library. Therefore, proper management of human resources are essential for its maximum utilisation for the benefit of the organisation.

Library, human resource management and management techniques are three associated terms for the smooth and effective function of the library. Their dissociation leads to chaos and conflict to every library situation. When we think of library, we think of its systematisation of principles, which is management. Similarly the administrative efficiency and effectiveness are also cardinal factors, which need to be considered. This implies the adoption of techniques. Thus management techniques play a vital role in library effectiveness.

Human resource constitute the major element of the library. Without their involvement, the library comes to a halt. Since the question of human resource comes to the forefront, their involvement, cooperation and participation in the major issues of library system and services are equally important. To resolve the great question of channelising the personnel in the right tract, to
empower them the required job etc. are the duty of the management. In this context, some techniques are needed for proper human resource management. The following are some emerging and advanced management techniques, which can also be useful for human resource planning.

1. Management by objectives (MBO)
2. McGregor's Theory X and Theory Y.
3. Participative Management
4. Total Quality Management
5. Consultative Management
6. Job Satisfaction
7. Staff Assessment
8. In-house supervisory Programme
9. Job evaluation

1. MANAGEMENT BY OBJECTIVES (MBO)

Management by objectives (MBO) is a simple but powerful system of management. It insists and ensures that a manager is clear about his objectives before he starts. Thus it is not merely a tool or a technique, it is management itself. It is a dynamic system which seeks to integrate the organisational needs and the individual needs and reorganises the needs of the manager to achieve and to grow on the job.

What is MBO

MBO has been defined by many thinkers and writers in the field of management. George Odorne of U.S.A. defined MBO as "it is a system wherein the superior and the subordinate manager of an organisation jointly define its common goals, define each individuals major areas of responsibility in terms of the results expected of him and use these measures as guides for operating the unit and assessing the contribution of each of its members". This definition states that objective setting is participative and is not handed down. Then these objectives are used for evaluating performance.
Similarly John Humble, the apostle of MBO in U.K. defines MBO as "it is a dynamic system which integrates the company's need to achieve its goals for profit and growth, with the manager's need to contribute and develop himself". This definition states that MBO integrates both individual needs and organisational needs.

The MBO concept properly refers to a way of managing, a style of management. It is a way of practising the basic management functions of planning, organising, directing and controlling. The distinguishing characteristics of the concept are result orientation and a particular view of human behaviour. MBO makes the objective setting process alert. It tries to resolve inconsistencies and misunderstandings before they are noted in the organisational structure. The practice of MBO involves employees in the planning and control of their jobs. It is assumed that such involvement fosters commitment and motivates employees to channelise their efforts in a way that will effectively contribute to the achievement of organisation's objectives.

Thus MBO means maintenance and orderly growth of an organisation by setting standards and measuring result against them with consultations and agreements among the superior subordinate clusters at all levels. It means MBO is a complete system of management which includes planning, control, motivation and integration of individual and unit objectives. It helps the individual and also the organisation to set their objectives and helps in ensuring those objectives.

**Implementation of MBO System**

The implementation of the MBO concept is a process by which all members of the organisation set their goals in their areas of responsibility. The results expected are stated in these objectives and appropriate performance measures are agreed on. These measures permit the guidance of his work unit and act as standards against which his contribution to the total organisation can be evaluated. Thus in any MBO system, there are four basic components as follows:
(i) Setting of both individual and organisation's objectives

(ii) Developing action plan to carryout these objectives

(iii) Conducting periodic reviews.

(iv) Appraising annual performance.

The objectives that are set for each level have to be clear, quantified, specific and time bound. Of course, it is not always possible to quantify the objectives but with efforts and continued questioning, quantifiable objectives can be laid down in most cases including staff functions such as personnel, finance etc.

When MBO reaches the individual manager at various levels in the organisation, they will have clearly set objectives to work for. These objectives are then linked up with the objectives of the department, superior and subordinates are aligned with peer objectives. Then specific plan should be developed for this and the performance should be reviewed periodically.

Advantages of MBO System

If properly implemented, MBO can lead to following advantages.

(i) Better performance of tasks and job satisfaction resulting from the willing participation of subordinates and the emphasis is laid on training.

(ii) More effective control over work as a result of periodic reviews and feedback.

(iii) Simplification of management task of planning and control because of job description.

(iv) Better managerial appraisal.

(v) Improvement in managerial performance.

(vi) Improvement in planning, coordination, control and flexibility.

(vii) Improvement in superior-subordinate relationship.

(viii) Improvement in personnel development.
**Disadvantages/Limitations of MBO system**

The limitations are as discussed below

(a) The concept of MBO draws on the motivational theories of Maslow and Herzberg for its view of human behaviour. Consideration of theories of motivation by Victor Vroom, Porter and Lawler highlights the undue simplicity of the Maslow and Herzberg formulation. Their theory is one of job satisfaction, not motivation and performance. Current thinking seriously challenges the cause-effect relationship between satisfaction and performance that the theory of Maslow and Herzberg implies. As a result, MBO’s basic concept of human behaviour and motivation must be considered over simple and misleading.

(b) MBO requires more time than it is worth, that the measurable consequences of the introduction of MBO are negligible and have no effect on productivity. MBO system by itself cannot make good Managers out of poor ones.

(c) MBO process is not as direct or as simply applied as it is often presented. MBO introduction demands either an understanding of structural constraints or the will to eliminate them. Detailed analysis or reorganisation of this sort can be costly in both time and money.

**Application of MBO in Libraries**

Although libraries have not considered MBO in their explicit formulation as an approach to planning, control, evaluation and development, the attitude towards participative decision making in the libraries may have direct implications for MBO possibilities in libraries.

The relation of MBO to the discussion of participation in the library is direct. It can have a positive impact on staff satisfaction, where its complexities are recognised, and may lead to improved performance. Thus MBO might be a way to meet staff desires for participation and to meet the need for organisational effectiveness. It is based on participation and is particularly relevant by
involving employees in structuring their jobs, especially the tasks upon which they have immediate impact. A good approach would make drastic changes in the library structure as well as unknown effects on the organisations effectiveness. MBO would also change the organisational structure of the library, primarily by redistributing the influence over individual jobs, but its impact would likely to be improvements in planning, coordination, control and flexibility. This kind of participation would avoid staff involvement in policy setting, an area in which libraries have difficulty, without compromising the individuals role in determining the components of his job. Thus MBO provides a structure for participation in all relevant tasks as well as in encouraging a broad, overall perspective on the library's service. Such a bridging of departmental boundaries would streamline the organisational and also new perspectives that emphasise the importance of individual job.

**Steps for implementing MBO in Libraries**

Monson has given following steps for introducing MBO in a library.

“(i) Setting, by the top executive, of the broad objectives to be achieved.

(ii) Drawing up a detailed plan and fixing unit objectives.

(iii) Involving, through discussions, subordinates/next level executives, who are to carryout the tasks.

(iv) Listing separately the job responsibilities.

(v) Working out separately the targets to be achieved in the next six months on the basis of the two lists.

(vi) Combining the two lists into a single one, after discussions, which then becomes the official target.

(vii) Specifying the target in terms of time, quantity and quality so that it becomes a measurable standard.
(viii) Reviewing periodically the progress made and initiating corrective actions, if necessary.

**Advantages of MBO in Libraries**

MBO provides certain advantages that other management technique do not possess. Participation in goal setting represents the very first step for the library moving towards participative management. Any participative approach demands skill in implementation MBO seems to satisfy those demands well. It is a highly developed technique to participative goal setting and it also redistributes influence while maintaining a hierarchy of authority.

**Limitations of MBO in Libraries**

The advantages that could be obtained by MBO would be limited in the library by structural constraints and existing procedural constraints. Structural constraints would restrict MBO to certain organisational levels and functional areas of the library. Functional areas would be limited to those where the attempt at quantification of objectives and performance measures would not distort service. Thus technical process and circulation would be amendable for MBO application. Some parts of acquisition efforts such as book ordering might be managed by objectives. The area of reference services is a doubtful MBO possibility in any of its phases. Functional areas for MBO should be restricted to those where quantifiable agreed upon, verifiable objectives can be arrived without serious distortion of services.

In terms of organisational levels, MBO will be restricted to middle management (selection and department heads) of the library. MBO depends for its success on the individual’s self-control and performance evaluation based on final results. This level seems to be the lowest at which adequate responsibility for the management of final performance exists. The organisational levels that are managed by objectives should be limited to those where responsibility for final performance directly exists or can be adequately increased. This would
imply that those involved in MBO would have some management skills or could and would like to be trained in these skills.

MBO in the library is a limited approach. Improved performance is related to the system only in an uncertain way. The improvements in planning, control, and flexibility that occur directly to the formal MBO process may be attainable through less formal examination of the organisation’s activities. As a participatory system, its level of applicability would be limited in the library and its consequent worth dependent on an individual assessment of formal participation as a management style.

MBO has been experimented in both academic and public libraries. Major problems arise in the area of objective setting and measuring performance. Besides this library objectives are non-quantifiable and intangible. This limitation is overcome by identifying targets in terms of physically measurable items like number of publications to be acquired, number of readers to be served etc. Since objectives are not easily quantifiable, performance evaluation is somewhat more difficult. However, efforts should be made to derive some measurable yardsticks.

MBO for libraries is of paramount importance. Phases of development, planning, organising, controlling and measurement are vital. Objectives within each aspect of the organisation, combined with the alternatives and flexibility to incorporate them are also essential. Moreover, total involvement by staff at all levels must be incorporated into any management technique that intends to be responsive and humane.

2. THEORY ‘X’ AND THEORY ‘Y’

Douglas McGregor, a renowned management scientist was of the opinion that traditional organisation with its centralised decision making, superior-subordinate pyramid and external control of work is based upon assumptions about human nature and human motivation. Accordingly, he posed
two contrasting sets of assumptions about people in an organisation, referred to as Theory X and Theory Y.

THEORY ‘X’

This theory assumes that most people prefer to be directed and are not interested in assuming responsibility, and want safety above all. They have to be bribed, coerced and controlled and even threatened with punishment to perform adequately. By nature people are resistant to change.

Theory X, the first set of assumptions reflects, what McGregor saw as the traditional, autocratic managerial perception of workers. The assumptions according to him are:

(a) Average human beings have an inherent dislike of work and will avoid it if they can.

(b) Because of this human characteristic of disliking work, most people must be coerced, controlled, directed and threatened with punishment to get them to perform effectively towards the achievement of organisational objectives.

(c) Most people are not ambitious, have little desire for responsibility and prefer to be directed.

(d) Motivation occurs only at the psychological and safety levels.

Theory X attempts the manager to structure, control and closely supervise their employees. These managers think that external control is appropriate for dealing with unreliable, irresponsible and immature people. Thus theory X is very pessimistic assessment of human nature.

THEORY ‘Y’

After formulating theory X, McGregor felt that the assumptions of Theory X may often be incorrect when applied universally and that management
approaches may fail to motivate many individuals to organisational objectives. McGregor felt that management by direction and control may not succeed. Instead management needed practices based on a more accurate understanding of human nature and motivation. As a result of his feeling, he developed an alternative theory of human behaviour called Theory Y. This theory assumes that people do like work and do not have to be forced or threatened. If allowed to pursue objectives to which they are committed, most people will work hard and not only accept responsibility, but also actively long for it. People have a natural ability to adapt and adopt.

The assumptions as seen by McGregor under Theory Y are as follows.

"(i) The expenditure of physical effort and mental effort in work is as natural as play or rest.

(ii) External control and threat of punishment are not, the only means for bringing about efforts towards organisational objectives. Individual will exercise self direction and self control in the service of objectives to which they are committed.

(iii) The degree of commitment to objectives is in proportion to the size of the rewards associated with their achievements.

(iv) Average human learn under proper condition, not only to accept but also to seek responsibility.

(v) The capacity to exercise a relatively high degree of imagination, ingenuity and creativity of the solution of organisational problems is widely, not narrowly endowed.

(vi) Under the conditions of modern industrial life, the intellectual potential of average human being is only partly utilised."

Theory Y will tend to build management structures and systems designed to make it possible for people to develop and seek responsibilities and
to meet the organisational objectives. This theory is optimistic, dynamic and flexible with an emphasis on self direction and the integration of individual needs with organisational needs.

The two polarised assumptions of management about people i.e. Theory X and Theory Y have been diagramatically represented by Jarvis as given below:

(Figure 11: Jarvis Model for Management assumptions about People)
Thus Theory X and Theory Y are just assumptions and are not based on any research. Both theories have limitations and differ in different time and situation. McGregor was also in the opinion that Theory X should not always be viewed as bad and Theory Y as good. He was on the view that most people have the potential to be self motivated and mature. Some may not realise that potential and the manager have to create a controlled and structured work environment for those employees. Therefore, these assumptions must be tested against reality.

*Application of Theory Y in Libraries*

Libraries are the best suitable institutions for the application of Theory Y due to the following reasons.

(a) Librarians and other professional staff by nature are knowledge workers and they help in acquiring knowledge to people who actually need it. Therefore, they have professional interest and their physical and mental efforts are as much natural.

(b) Library staff are self motivated towards their work and this motivation is based upon desires for esteem and self-actualisation.

(c) The staff are committed towards their duties, without any financial return and are also responsible towards their work, which result in the achievement of library objectives.

(d) The staff have relatively high degree of imagination and creativity in the solution of library problems.

Moreover, some of the effective policies for eliciting Theory Y motivations include providing employee with:

- definite and unique responsibilities
- short administrative chain of command
- adequate means to exhibit output to others
• freedom from fear of failure and
• opportunities to merge self actualisation with normal responsibilities into organisational perfection with profound magnanimity.

However, library administrators should consider adopting measures that will favour Theory Y management in order to promote employee satisfaction along with the improvement of employee’s performance levels.

3. PARTICIPATIVE MANAGEMENT

The term ‘Participation’ implies shared decision making. A high level of participation in decision making means all the employees of various units of the organisation are encouraged and permitted to take active part in decision making. The employees are allowed to take part in contributing and influencing their decisions, opinions by providing a free and frank environment in which they become accustomed to apply their intelligence rather than to receive instructions on every task. Therefore, the motivational basis of participative management is high because people like to be asked for their opinions and know that their ideas and believes have some weight in the ultimate decision taken by the management.

Application of Participative Management in Libraries

Participation of library staff in the management of library basically involves representatives of the staff working in various task oriented groups to recommend possible solution of library problems to the library administrators. It provides a prescribed system of communication throughout the library and promotes orderly changes within the library system.

In general, library professionals as a group have a stronger attachment to their work and expect to derive more from it than non-professionals. For most professionals work is more than a job. Accordingly the goals that professionals
sat to achieve in their job and career can be distinguished from the non-professionals. It can be organised in two groups, i.e. Group I and Group II.

Group I includes those relating to fairly short term job reward such as salary or wage, fringe benefits, better working conditions, fair treatment, job security etc. These categories of issues are common to all categories of employees irrespective of their education, function or status.

Group-II includes all those objectives which would give professionals a real recognition in the policies of the organisation in which they work. These objectives include:

(a) professional autonomy i.e. independence to decide how a function is to be performed
(b) professional integrity and identification in the organisation
(c) opportunity for career development
(d) individual identity and work satisfaction
(e) economic security and enhancement.

It is fact that library professionals aspire by reason of their status to achieve Group-II objectives. While Group-I objectives can be achieved through unionization or collective bargaining or legislation, Group-II objectives can be achieved through participative management. It also appears to be more attractive strategy for library professionals because professionalism of an individual is more important than his or her office in an organisation. Similarly library professionals have absolute harmony of interests, high idea of service and fundamental identity of purpose.

Advantages of Participative Management

The advantages of participative management are:
(i) it help to share the responsibility between the librarian and library authority for developing the field of librarianship and for providing effective service

(ii) it increases both staff morale and productivity

(iii) it facilitates both the socialisation of professionals who are insufficiently normative and the co-operation of those who either have leadership qualities and/or professional loyalties

(iv) it is more pleasantable means for achieving Group-II objectives than collective bargaining

(v) it satisfies the human needs like the desire to go ahead, to win status and recognition

(vi) it keeps the workers well informed about the organisational policies and practices.

**Limitations of Participative Management**

Participative Management also suffers from certain limitations. The first is that it can not be universally applied to the personnel of all cadres working in a library. The second is that it is extremely frustrating and demotivating to request participation of an employee who have no interest towards work, involvement in decisions and moreover who knows little or nothing about the problems at hand. Therefore, it can be said that participative management technique can be well applied in case of motivated and interested workers.

In the present situation of academic libraries of Orissa, it seems that subordinate’s participation is most essential for adding to work effectiveness and for stimulating motivation and morale of the library personnel. The concept of participative management also swims through various models like Herzberg’s model, McGregor’s theory of Management by integration and self control etc. in the study of management. Therefore, due to its significance and performance, participation should go beyond consulting and advising on book selection
activities and the preparation of various records and statistics. Rather it should be an actual sharing of the decision making process resulting in the ultimate socialisation of the library operation.

4. TOTAL QUALITY MANAGEMENT (TQM)

An organisation comprises of a group of people working together to achieve a common goal and the managerial role is to foster that co-operative process. If the result is not satisfactory, then it is the management's responsibility and no one's else. But the traditional American approach of management avoids this responsibility by passing blame to the employee. Performance is attributed to the subordinate control, not to those that are governed by the system within which the employee works. Personal evaluations, the direct outcome of this belief erode the teamwork necessary for collective goal attainment. However, TQM provides a basis for change by focussing on the system and its process not the individual employee.

Total Quality Management (TQM) is a Japanese style of management and is a system of continuous improvement employing participative management and centred on the needs of customer. According to TQM, problems do not originate with employees but from a lack of understanding of the work process. The objective is to analyse process to identify barriers to quality, satisfy external and internal beneficiaries of the work performed and create an atmosphere of continuous improvement. In the opinion of Dr. Rout, "the concept of TQM presupposes employees involvement, problem solving teams, statistical methods. Long term goal and thinking, analysis of the problems, continuous sharpening of quality performance leading to excellence". Similarly Sai Sravan defines TQM as "a management philosophy used by organisations that seek to improve product and service quality and increase customer satisfaction by restructuring traditional management practice". Thus TQM aims at improving the effectiveness, efficiency, flexibility and competitiveness of an organisation and involves whole organisation getting committed to quality at each level.
**TQM in Academic Library and Information Service**

With the changing role of academic libraries from traditional information enclaves based on traditional quality standards to challenging information technology environment, we have to adopt a complex and integrated intervention such as Total Quality Management (TQM) which will encompass both transactional and transformational strategies so as to provide right information to right users at right time and at right cost. TQM can meet all requirements of information gathering to dissemination operation.

In library and information world, quality is not a new word. In 1969, Lancaster had suggested some criteria for quality control of the Index Medicus database. A quality system, specifically in case of a service organisation like library has three key aspects. These are:

(i) Management responsibility
(ii) Personnel and material resources
(iii) Quality System structure

Management is responsible for establishing a policy for service quality and customer satisfaction. Quality policy should be developed to create a quality circle and quality culture which should be implemented and understood. To achieve the quality objectives, management should establish a quality system structure for effective control, evaluation and improvement of service quality. Now we have quality circle, quality assurance, and total quality management which are participative in nature for problem solving.

Total quality in library covers the entire activities of the library. It encompasses not only the result aspect but also the quality of people and quality of process. Quality is an attribute of a product or service that can be improved. Total quality management is associated with product, people, place, service, process etc. that meet and exceed user expectations.
Benefits of TQM

The benefits of TQM are

(i) It introduces a new cultural change through changing the style of peoples management which is likely to bring about greater participation from the employees who would work with the management to achieve organisation goals and objectives.

(ii) It helps in breaking down intersectional barriers/status in a library and promotes co-operation and teamwork instead of competition.

(iii) It makes work more interesting through greater involvement of employees.

(iv) It ensures lower absenteeism because of greater job interest and satisfaction to employees.

(v) It ensures consistent qualitative library and information services to the users and defines user satisfaction issues.

(vi) It creates an environment for open debate for problem solving, for change, for human resource development and clearly defines power, responsibility and accountability of each employee.

(vii) Since TQM is an evolutionary process, it can be easily incorporated into the already existing management system of libraries.

Barriers for TQM Implementation

The barriers for TQM implementation are:

(i) Generally management or authority do not want to share power with subordinates in decision-making and problem-solving processes.

(ii) TQM vocabulary or language is another barrier for its implementation.

(iii) It involves strategic planning process, which requires more time to solve a problem.
(iv) Commitment towards works and responsibility at each level of organisation can not be achieved overnight.

(v) Soft role-model of Indian work culture.

**Rules for TQM Success**

Total quality is an attitude which is both horizontal and vertical. It emphasizes documentation and follows the same without deviation. The rules for TQM success are:

- to be proud of one’s product or action;
- to be competitive in cost and adhere to quality of products and services;
- to encourage everybody’s participation in the management of the library by suggestions and rewards;
- suggestions are to be given by a group and not by the individual;
- commitment of top management or higher authority towards the organisational goal;
- respect to each other.
- general customer satisfaction

**A TQM Implementation Model for University Library**

Dr. Rout has presented a model to illustrate a comprehensive, systematic process of integrating TQM into a university library environment. In his opinion “although the model proposes the implementation process in four phases and ten steps, this does not mean that these steps and activities must be strictly sequential or all that are mandatory. Rather the model presents the various issues, elements and processes that would comprise a comprehensive TQM based transaction”¹³.
Thus a library may undertake same activities of the presented model concurrently in a different order while adopting quality management. However,
while implementing TQM in libraries, one should think in terms of adopting a total quality approach or creating a quality, customer-focused library.

5. CONSULTATIVE MANAGEMENT

Consultative management is similar to that of participative management in the sense that here also participation of employees is necessary for policy decisions. In consultative management, the prime responsibility is divided into specific departments and divisions. The routine and objectives of each division and department are co-ordinated through standing committees, which in effect are the decision making apparatus of the library system.

Consultative management creates and provides its staff with the environment necessary for staff involvement and for the provision of expanded service. The benefit of this system is that professional librarians will be able to achieve a new measure of both success and satisfaction in a large library by working within their own area of expertise and coordinated with the total system through the management structure.

6. JOB SATISFACTION

Job satisfaction of an employee is the feeling about his pay, work, promotion activities, co-workers, colleagues, supervisors and organisation's plan and policies. The satisfaction or the feeling towards each of these items can be indexed, a numerical value can be assigned to each and a grand total can be computed. However, it is also advisable from the point of managerial prospective to examine each element of satisfaction separately.

The indexing and computation of employee's job satisfaction is a complex process. Therefore, before undertaking the work to measure job satisfaction, the following points should be taken into consideration by the management.

(a) How can employees job satisfaction be measured?
(b) Is there any relation between managerial performance and employee’s satisfaction?

(c) Is there any relation between employee’s job satisfaction and employee’s performance productivity?

(d) What influence does employee’s satisfaction have upon organisational effectiveness?

These four factors can be related as follows:

![Diagram of factors in job satisfaction]

(Figure 13: Factors in job satisfaction)

The above model shows that managerial performance productivity does influence employee’s job satisfaction and also has a direct influence upon employee’s performance productivity. Both the factors i.e. employee’s satisfaction and employee’s performance productivity leads towards organisational effectiveness. Besides this some aspects of managerial performance like key decisions on expansion of organisation’s activities, output etc. has direct influence on organisational effectiveness. However, the employees productivity upon organisational effectiveness is direct but in contrast the influence of employee satisfaction upon organisational effectiveness can not be seen readily. The job satisfaction is measured through Job Description Index (JDI).
7. STAFF ASSESSMENT

Staff assessment is a technique used to evaluate the worth of a person in each job. This is usually made against certain performance criteria and certain personal factors. Staff assessment is usually made by the employee's immediate supervisor and should be followed by an interview, in which the assessment is discussed and the person involved can agree or disagree, giving reasons for the later. Staff assessment performs two major functions i.e. it is used to decide such matters as the annual increment and also the maximum number of personnel within a job grade.

The area of operation of this technique is managerial operations, staffing, lining and planning, staff evaluation and duty assessment.

8. IN-HOUSE SUPERVISORY PROGRAMME

In-house supervisory programme is a series of training programs which is given to subordinate staff to assist the supervisors to perform the duties more effectively. In library context this program is carried out to assist the supervisors with problems like personnel selection, evaluation and motivation etc. and includes all library assistants who supervise other clerical personnel or a substantial number of student assistants. This technique has the following important objectives:

(a) to induct the staff
(b) to facilitate consultation at each stage of staff hierarchy
(c) orientation of staff
(d) decision making and delegation of power.

Advantages of in-house supervisory programme

The advantages of in-house supervisory program are discussed as:
(i) It opens new channels of communication between the departments and administration, bringing an increased sensitivity on the part of the administration to departmental problems.

(ii) By this technique, supervisor can better understand a supervisor’s role and also gain information to assist them with specific problems as well as informations that will help them to avoid problems in the future.

(iii) It improves communication among the employees of an organisation.

(iv) By this technique, more decision making occurs for human resource management.

9. JOB EVALUATION

After jobs have been analysed and accurate job descriptions are written, job evaluation or job rating is done. By job analysis the value of each job is specified comparing with other job or group of jobs. The primary elements for job evaluation are:

- arrangement of all the jobs within the organisation in hierarchical order
- enumeration of the requirements of each job and its contribution to the organisation
- classify the jobs according to its importance.

Job evaluation can be made by various methods. Some important methods of job evaluation are as discussed below.

(a) Point Method - In this method the organisation develops a quantitative point scale that identifies the factors involved in a job and assign weights to the factors. The higher the number of points, the higher the job is in the hierarchy.

For instance, in this method relevant factors such as skill, effort, responsibility and job conditions of each job are found out and each factor is
assigned points. These four factors are again divided into 11 sub factors, which are again graded into five degrees such as 1st, 2nd, 3rd, 4th and 5th as follows:

1. Skill
   (a) Education
   (b) Experience
   (c) Initiative and Ingenuity

2. Effort
   (a) Physical demand
   (b) Mental or visual demand

3. Responsibility
   (a) Equipment or process
   (b) Material or product
   (c) Society of others
   (d) Work of others

4. Job Conditions
   (a) Working condition
   (b) Unavoidable hazards

Here each degree of the sub-factors are assigned points. In this way the job which gets the highest number of points, tops in the job hierarchy.

(b) Factor System - This system is also known as Factor Comparison System and is similar to Point method but with a monetary scale instead of point scale. It means the factor system is calculated by comparing jobs with one another and also by subdividing the jobs into factors which have monetary values.

All most all organisations which follow Factor system consider five factors for job evaluation with minor changes here and there. These factors are:

- Mental requirements
- Physical requirements
- Skill
• Responsibility and
• Working conditions

In this method, few key jobs are selected and their remuneration is fixed.

(c) Job Ranking Method - This method compares actual position of job with another job to create a ranked hierarchy. The job hierarchy starts from the simplest to the most complex or vice versa. In this method, only broad qualities necessary for a job or group of jobs are considered without taking into consideration the value of job. So this method does not prove to be useful for big organisation.

As an organisation, the library has certain purpose, goal and objectives. At the same time the library staff have their own particular needs. So here exist a reciprocal relationship between the library and the staff because the library expects something from its employees and the library employees expect something from the library. This can be illustrated as follows:

<table>
<thead>
<tr>
<th>Expectations of the employees</th>
<th>Expectations of the library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>An honest day’s work</td>
</tr>
<tr>
<td>Opportunity for personal development</td>
<td>Loyalty towards library</td>
</tr>
<tr>
<td>Recognition and approval for good work</td>
<td>Initiative</td>
</tr>
<tr>
<td>Security through fringe benefits</td>
<td>Confirmity to organisational norms</td>
</tr>
<tr>
<td>Free and fair working conditions</td>
<td>Job effectiveness</td>
</tr>
<tr>
<td>Fair treatment</td>
<td>Flexibility and willingness to learn and develop</td>
</tr>
</tbody>
</table>
This reciprocal relationship can be established by the application of human resource management technique. In brief, as the human resource management is the hallmark of all library activities, the above mentioned techniques need to be applied in the academic library situations so as to promote the effectiveness of the library system and its services.

References


