**COURSE
GUIDE**

**LIS 418
PERSONNEL MANAGEMENT IN LIBRARY AND
INFORMATION CENTER**

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NATIONAL OPEN UNIVERSITY OF NIGERIA

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INTRODUCTION

You are warmly welcome to **LIS 418: Personnel Management in the Library and Information Center**. This is a two-credit (2-CR) unit course that is compulsory for all undergraduates in the Department. It is designed to help you understand and apply personnel management principles to library and information centre management. This can help you have a more successful academic career while also enhancing your personal growth and social position in the community.

COURSE AIM

A library is made up of the personnel, the books, and the readers/users/patrons. The goal of this course is to provide you with a basic understanding of personnel management. This will necessitate a thorough understanding of the nature and principles of personnel management/staffing as they apply to the library and Information Centre, as well as the use of human resources in achieving the library's overall goals/mission, all of which are critical success factors for information professionals taking on leadership roles in future information systems initiatives. This course provides you with the opportunity to study the fundamental concepts of personnel management, organisational management and development, human resource management in organisations, human resource management techniques in the library and Information Centre, and library personnel classification and duties in depth. There are twenty-three (23) study units in the course. As a result, a thorough understanding of the issues covered in this book will enable you to perform the activities, responsibilities, and duties of a library manager/director/librarian at a library and information centre.

COURSE OBJECTIVES

By the end of this course, you will be able to:

- Explain the meaning of management;
- Understand the functions of management;
- Understand the meaning of personnel management;
- Outline the functions of personnel management in the library and information centre;
- Know the scope of personnel management;
- Describe the principles of managing human resources;
- Know the techniques of managing human resources;
- Discuss the role of motivation and job satisfaction in organisations;
- Explain the concept of job analysis, job description, and job specialisation;

- Comprehend the recruitment and selection process;
- Discuss the role of communication and interpersonal skills in organisations;
- State the importance of communication and interpersonal skills in organisations;
- Explain the nature of human resource management;
- Comprehend the meaning of leadership in an organisation;
- Comprehend how to maintain positive and healthy relationships in an organisation;
- Explicate the concept of performance management system;
- Comprehend the meaning of compensation administration and employee benefits;
- Comprehend the meaning of training and development;
- Comprehend the classification of library personnel; and
- Explicate the duties of library personnel.

WORKING THROUGH THIS COURSE

You are required to participate in the theoretical portions of the course in order to successively complete it. In addition, you are expected to read the study units, listen to the audios and videos, complete the assessments, examine and read the links, participate in discussion forums, read the recommended books and other materials, create your portfolios, and participate in the online facilitation. Introduction, desired learning outcomes, the main content, summary, conclusion, and references/further readings are all included in each study unit.

The introduction welcomes you to each unit and provides an overview of the study unit's expectations. Read the intended learning outcomes (ILOs), which define what you should be able to perform at the end of each study unit, and make a note of them. This will assist you in evaluating your learning at the end of each unit to ensure that you have met the objectives set forth (outcomes). The content of each section is given in modules and units to achieve the desired learning results, with videos and links to other resources to supplement your study. Click on the links as advised, however you may need to copy and paste the link URL into a browser if you're reading the content offline. You can save the audios and videos to your computer and watch them later. You may also save the texts to your computer or external drive by printing or downloading them. The unit summaries provide an overview of the most important aspects of the unit. It's a must-have brief that will enhance your progress through the unit. The conclusion brings you to the study's peak and what you should remember from the unit.

The two forms of assessments/evaluations are the formative and summative assessments. The formative evaluations will assist you in tracking your progress. This is presented as in-text questions, discussion forums, and self-assessment exercises. The university will utilise the summative assessments to judge your academic performance. This will be given as a computer-based test (CBT), which will be used for both continuous assessment and final examinations. There will be a minimum of three (3) computer-based assessments administered throughout the semester, with only one final examination at the end of the semester. You are required to take all computer-based tests and the final examination.

STUDY UNITS

There are twenty-three (23) study units in this course; it is divided into five (5) modules. The modules and units are presented as follows:

Module 1   Basic Concepts of Personnel Management

Unit 1   Overview of Management
Unit 2   Definition, Objectives and Scope of Personnel Management
Unit 3   Nature and Characteristics of Personnel Management.
Unit 4   Principles and Importance of Personnel Management.

Module 2   Organisational Management and Development

Unit 1   Organisational Behaviour
Unit 2   Foundation of Individual Behaviour
Unit 3   Foundation of Organising
Unit 4   Organisational Design
Unit 5   Organisational Culture
Unit 6   Job Design
Unit 7   Organisational Control

Module 3   Human Resource Management in Organisation

Unit 1   Overview of Human Resource Management
Unit 2   Human Resource/Employment Planning
Unit 3   Job Analysis, Job Description and Job Specialisation
Unit 4   Recruitment and Selection
Unit 5   Training and Development

Module 4   Techniques of Managing Human Resources in the Library and Information Centre

Unit 1   Performance Management System in Library and Information Centre

Unit 2   Compensation Administration and Employee Benefits
Unit 3   Motivation and Job Satisfaction
Unit 4   Leadership
Unit 5   Communication and Interpersonal Skills
Unit 6   Contemporary Human Resource Management (HRM) Issues in Organisations

Module 5   Classification and Duties of Library Personnel

Unit 1   Classification and Duties of Library Personnel.

PRESENTATION SCHEDULES

The presentation schedule gives you the important dates for the completion of your computer-based tests, participation in forum discussions and at facilitation. Remember you are to submit all your assignments at the appropriate time. You should guide against delays and plagiarisms in your work. Plagiarism is a criminal offence in academics and liable to heavy penalty.

ASSESSMENT

There are two main forms of assessments in this course that will be scored: the continuous assessments and the final examination. The continuous assessment shall be three-folds. **There will be two computer-based assessments. The computer-based assessments will be given in accordance to university academic calendar. The timing must be strictly adhered to**. The computer-based assessments shall be scored a maximum of 10% each, while your participation in discussion forums and your portfolio presentation shall be scored a maximum of 10% if you meet 75% participation. Therefore, the maximum score for continuous assessment shall be 30% which shall form part of the final grade. The final examination for LIS 418 will be a maximum of two hours and it takes 70 percent of the total course grade. The examination will consist of five essay questions that reflect cognitive reasoning. You will be expected to answer three questions in all.

Note
You will earn 10% score if you meet a minimum of 75% participation in the course forum discussions and in your portfolios otherwise you will lose the 10% in your total score. You will be required to upload your portfolio using Google Doc. What are you expected to do in your portfolio? Your portfolio should be note or jottings you made on each study unit and activities. This will include the time you spent on each unit or activity.

HOW TO GET THE MOST FROM THE COURSE

To get the most in this course, you need a functional personal laptop and access to the Internet. This will make study and learning easy and the course materials accessible anywhere and anytime. Use the Intended Learning Outcomes (ILOs) to guide your self-study in the course. At the end of every unit, examine yourself with the ILOs and see if you have achieved the outcomes.

Carefully work through each unit and make your notes. Join the online real-time facilitation as scheduled. Where you miss a schedule for online real-time facilitation, go through the recorded facilitation sessions at your convenience. Each real-time facilitation session will be video recorded and posted on the platform. In addition to the real-time facilitation, watch the video and audio recorded summary in each unit. The video/audio summaries are directed to the salient points in each unit. You can access the audio and videos by clicking on the links in the text or through the course page. Work through all self-assessment exercises. Finally, obey the rules in the class.

FACILITATION

You will receive online facilitation. The facilitation is learner-centred. The mode of facilitation shall be asynchronous and synchronous.

For the asynchronous facilitation, your facilitator will:

- Present the week's theme.
- Moderate and summarise forum discussions.
- Coordinate activities on the platform.
- Score and grade activities as needed.
- Upload your grades to the university's recommended platform.
- Support and assist you in your studies. Personal emails may be sent in this regard. You may also receive videos, audio lectures, and podcasts.

For the synchronous facilitation:
- The course will include eight hours of online real-time contact. This will be accomplished via the Learning Management System's video conferencing feature (LMS).
- The eight hours will be made up of eight one-hour contacts.
- After each one-hour video conference, the footage will be published for you to watch at your leisure.
- The facilitator will concentrate on the course's most important themes.

- At the beginning of the course, the facilitator will introduce the online real-time video facilitation timetable.
- At the commencement of facilitation, the facilitator will take you through the course guide in the first lecture.
- If you don't understand any part of the study units or assignments don't hesitate to contact your facilitator.
- If you have difficulty with the self-assessment exercises, don't hesitate to contact your facilitator.
- If you have any questions or concerns about an assignment or your tutor's remarks on an assignment, please contact us.

In addition, for technical assistance, use the contact information given. Read all of your facilitator's comments and notes, particularly on your assignments; take part in forums and conversations. This allows you to interact with other programme participants. You are welcome to discuss any difficulties you may have faced while studying. Prepare a list of questions ahead of time for the discussion session to get the most out of course facilitation. Participating fully in the debates will provide you with a wealth of knowledge.

Lastly, fill out the questionnaire. This will allow the University to better understand your areas of difficulty and how to address them when they are reviewing course materials and lectures.

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**MODULE 1   BASIC   CONCEPTS   OF   PERSONNEL
                MANAGEMENT**

In this module you will be introduced to the concept of management
generally, and the concept of personnel management vis-à-vis its
objectives, scope, nature, function and importance.

UNIT 1   OVERVIEW OF MANAGEMENT

CONTENTS

1.0   INTRODUCTION

In this unit, you will be exposed to different definitions and concepts of
management for you to know what they are. You will also be introduced
to the nature and process of management and managerial functions in
organisations.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Define the term management;
- Comprehend the nature of management;
- Explain the process management;
- Highlight functions of management; and
- Recognize the types of managers in the organisations.

3.0   MAIN CONTENT

3.1   Concept of Management

Management is a broad term that can be interpreted in a variety of ways. Management entails altering behaviour and bringing about change developing people, collaborating with them, and achieving goals and results. The goal of management is to enable people to work together, and to maximise their abilities while minimising their flaws. As a result, if an organisation's objectives are to be met, it must be systematically planned to fulfil the overarching goal of management, which is to generate the best possible results with the resources available.

The cornerstone of organisational effectiveness is management. According to Mullins (2007: 411), management can be viewed as:

- Taking place in a structured organisational context with defined responsibilities;
- Aimed at achieving specific goals and objectives;
- Accomplished via the efforts of others; and
- Utilising systems and procedures.

Management is a holistic activity that encompasses all aspects of an organisation's operations, procedures, coordinating the efforts of members of the organisation. These activities take place within the boarder context of the organisational environment and culture. Consequently, no effective organisation, or its managers, can function without first comprehending and dealing with the dynamic environment in which they operate, since inability to adapt to the changing world is one of the most common mistakes managers make today.

3.2   Definition of Management

Management is a broad term that can be defined in a variety of ways. For instance, Willams (2011) defined management as working with others to

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do activities that assist the organisation achieve its goals as quickly as possible. Thus, management is an influencing position through which organisational goals are achieved and to achieve earned respect and devotion to duty, library managers are expected to learn how to effectively manage their relationships with their employees.

According to Mullins (2007), "management is the process of coordinating, directing, and guiding the work of members of an organisation toward the fulfilment of organisational goals".

 Therefore, management is active, not theoretical, and fundamental to effective operations of work in the library and information centre. Similarly, Robbins and Coulter (2016) referred to management as the process of organising and supervising others' labour and activities so that they are accomplished successfully and efficiently. It implies that management is an essential component of the human- organisation connection.

Management goes beyond managing people. It also includes money, materials, and other tangible resources, equipment and office building, activities and tasks of an organisation amongst others. Concisely, management is the process of planning, organising, staffing, leading, and regulating organisational resources to achieve objectives (Moran & Stueart, 2007). To conclude, the many meanings of management are not mutually exclusive. Thus, management encompasses all activities that:

- Determine an organisation's objectives, plans, policies, and programmes;
- Secure men, material, and machinery;
- Put all of these resources into operation through sound organisation;
- Direct and motivate men at work;
- Supervises and controls their performance; and
- Provide maximum prosperity and happiness for both the employer and the employees.

3.3   Nature of Management

The nature of management is diverse; it encompasses all actions and is carried out at all levels of the organisation. Thus, management is not a district-wide responsibility. It cannot be centralised or departmentalised. It is best viewed as a process that is shared by all other functions carried out within the organisation. Therefore, the nature of management includes:

A.   Management as a Science

Management as a science is a relatively new phenomenon. The idea was propounded by Fredrick W. Taylor. In the management of the production function, he applied scientific methods such as analysis, observation, and experimentation. In the view of this school of thought, the concepts of management are firmly based on observed phenomena, system classification, and data analysis. Other members of this school of thought were Gantt, Emerson, Fayol, and Barnard.

B.   Management as an Art

Management is an art and a set of knowledge. As a result, the practitioner uses management principles as guides to solve practical problems rather than as rules of thumb.

C.   Management as a Profession

Management is a profession in the sense that it is a separate, recognised discipline with organised methods of training available to individuals who aspire to be managers, and it is a systemised body of knowledge.

3.4   Process and Functions of Management

Management is the unifying factor behind all organised activity that occurs in various forms and at various levels within an organisation. Thus, individual managers engage in management processes to persuade others to transform resources into higher value. Planning, organising, staffing, and decision-making are the four major management processes. As a result, managers (librarians) work in organisations, guiding and supervising the activities of others.

Managers are persons who are in charge of overseeing and directing the activities of others in the organisation. As a result, explaining what managers do is difficult because no two organisations are the same, and no two managers' jobs, regardless of position, are the same. Be it the Head, overseeing the entire members of staff in the library or the Head of a unit in charge of a section in the library, basically, managers share some common job elements. They perform three (3) major functions. These include:

3.4.1 Management Functions

Management functions are discrete areas of management practice that are practiced by just a tiny percentage of all managers. People in management jobs will often require specific training or experience, as well as membership in appropriate professional organisations, to undertake the

detailed, high-level operations within their functions. According to Luther Gulick (1937), the seven (7) management functions that have hitherto been undertaken by all managers are planning, organising, staffing, directing, coordinating, reporting, and budgeting. These functions have now been reduced to five (5):

A.   Planning:

Planning is the most fundamental of all managerial functions. Setting objectives, establishing strategies, and devising plans to coordinate actions are all part of it. All of this guarantees that the work at hand is kept in proper focus, allowing members of the organisation to concentrate on the most important duties.

B.   Organising:

Organising means arranging and structuring work in order to meet the goals of the organisation. Determine who should accomplish which duties and when, how tasks should be classified, who should report to whom, and where decisions should be made.

C.   Staffing:

Staffing is a continuous, critical, and distinct management activity. It focuses on manpower planning, recruitment, selection, placement, induction, orientation, training, and development within the organisation.

D.   Directing:

The work of directing entails motivating people to perform at their best and contribute their full potential to the achievement of organisational goals. Directorial responsibilities include motivating personnel, guiding others' activities, selecting the most effective communication channels, and resolving issues.

E.   Coordinating:

Coordinating is the process of establishing connections between various elements of an organisation so that they can collaborate to achieve organisational goals. Control, on the other hand, is concerned with ensuring that results are consistent with pre-established objectives and goals. Keeping track of, comparing, and improving work performance are all part of it. It is vital to analyse whether things are progressing as intended after the goals have been determined, strategies have been made, a structural structure has been built, and people have been hired, trained, and motivated.

3.4.2 Managerial Roles

These are three distinct types of managerial behaviours that are usually categorised as follows:

a. **Interpersonal roles:**
    Individuals (including subordinates and strangers) as well as ceremonial and symbolic chores fall under this category. As a result, library directors are viewed as a figurehead, leader, and liaison officer.

b. **Informational roles:**
    These include serving as a spokesperson and monitoring, collecting, receiving, and disseminating information/data.

c. **Decisional roles:**
    These entail making decisions or choices. A manager's four decision-making functions are entrepreneurial, disruption handling, resource allocation, and negotiation.

3.4.3 Management Skills

Managers at various levels of management require diverse sets of abilities (skills) to handle an organisation's (library) affairs. These abilities are the bedrock of effective management and the vehicles via which managers implement their own style, strategy, and preferred tools or approaches. Managers are expected to have the following competencies in today's workplace:

a. **Conceptual skills:**
    Managers use these abilities to examine and diagnose complex issues. They help managers see how things fit together, make informed decisions, and understand how the various areas of the organisation (library) interact.

b. **Interpersonal skills:**
    Effective collaboration with others involves the application of interpersonal skills. As a result, managers must have strong interpersonal skills in order to communicate, encourage, coach, and delegate. This talent is required in the library setting to assist both middle and low-level managers in performing their duties efficiently**.**

c. **Technical skills:**
    Technical skills are abilities that are tied to certain duties and responsibilities. This is a skill that first-line/operational-level

managers are particularly in need of. It is vital to know the current procedure at this level. They are the job-specific skills, information, and processes needed to carry out work responsibilities. It would be impossible for a library manager to lead a group of copy cataloguers without expertise in cataloguing and categorisation. For top-level managers (University Librarian/ Director), these qualities are often related to industry knowledge (library) and a general understanding of the organisation's operations and goods. These talents are tied to the specific expertise required in the areas where they function, such as Acquisition, Cataloguing, and the Reference Department, among others, for middle and lower-level managers.

d.   Political skills:
The library and Information Center are political organisations, and knowing this is crucial in today's environment. Because organisations are political arenas where people vie for resources, this talent must deal with a manager's ability to build a power base and make the right connections. As a result, managers must build a vision and persuade people to believe in it, as well as an environment that fosters strategic thinking and action. Managers with political abilities and an understanding of politics are better at securing resources for their companies. Flexibility is required in the political arena to maintain the organisation's equilibrium.

e.   Diagnostic skills:
These are skills needed to acquire, analyse and interpret information which may be used to find out the cause of any change that may occur in the organisation/library. Library managers are expected to possess diagnostic skills which will help them in diagnosing problems and proffer acceptable solutions.

f.   Analytical skills:
Managers must be skilled at analysing data since they are change agents. When a circumstance arises, this competence allows a manager or librarian to know what to do. A clear, cogent, and well-argued analysis is essential to support the actions of managers in organisations.

g.   Emotional skills:
This skill deals with the ability to identify and handle one's feeling as a manager**.**

h.   Human skills:
This competence refers to a manager's ability to effectively interact with people. At all levels, it is critical.

i. **Problem-solving skills:**
Without a question, a manager's most important daily responsibility is to solve problems. As a result, cultivating a positive attitude toward change management is critical, as flexibility is frequently the key to modern-day corporate success.

j. **People skills:**
People are at the heart of any organisation. They come in a variety of shapes and sizes, and a manager must deal with all of them. Communication, conflict resolution, and interpersonal skills are all essential here

k. **Financial skills:**
All managers should have a firm grasp on financial principles such as where money comes from, where it goes, and how to get it. For example, one of these competencies that leads to funding is marketing knowledge.

l. **System skills:**
A system is more than just a piece of technology; it's also a collection of resources and procedures aimed at achieving specific objectives. Managers must grasp their organisation's location within a larger system because librarians are a part of it. It is also necessary to have a working grasp of computer-based information systems.

m. **Ethical skills:**
This skill enables a manager to define right from wrong.

n. **Interactive skills:**
This relates to the manager's ability to communicate effectively and to create a communication-friendly workplace.

3.4.4 Managerial functions

Managers are frequently overworked and have a diverse set of responsibilities and activities. As a result, regardless of the type of organisation: for profit or non-profit; university library, government, or business, all managers do the same thing:

- Set objectives and make decisions.
- Create workable organisational frameworks.
- Recruit and motivate employees.
- Ensure the credibility of their company.
- Build internal political support for the implementation of the programme.

3.5   Types of Managers in Organisations

Managers are in charge of making the decisions that enable an organisation to fulfil its objectives successfully and efficiently (Stueart & Moran, 2007). Managers rely on the abilities and labour of others to succeed. In an organisation, there are various types of managers. They can be categorised in a variety of ways. One of the most common misconceptions is that managers belong to a vertical hierarchy. They exist at all levels of an organisation, but those at the top have more power and responsibility than those at the bottom. Thus, management in any organisation, including libraries, can be classified into the following categories:

3.5.1 Top-Level Management/Strategic Managers

Top-level managers in organisations are known as strategic level managers, and they are generally in charge of a huge number of distinct units. They are in charge of making strategic decisions concerning the organisation's direction as well as creating policies and philosophies that affect all employees. They are in charge of the overall management of the organisation and set policies for it. The top-level managers of libraries are the university librarian, director, and assistant/associate directors. They have intellectual abilities and the power to set organisational policy, as well as influence over the leadership style utilised throughout the company.

3.5.2 Middle-Level Management/Tactical managers

The organisation's many sub-units and functions are overseen by middle management. In libraries and information centres, heads of departments serve as intermediate managers. Their managerial responsibilities are limited to ensuring that specific library areas run well. In addition to leading their respective sub-units/functions, middle managers serve as liaisons between upper management and supervisors. These individuals supervise other managers as well as some non-managerial employees. They are usually in charge of translating top-level managers' goals into specific details that will be implemented by lower-level managers. Middle-level managers sit between the lowest and highest levels of an organisation. Branch libraries and heads of departments/units/sections are two examples.

3.5.3 First-Line/Low-Level Management/Operations Managers

These are the supervisors at the bottom of the organisational hierarchy. They coordinate individual employee activity in order to fulfil the organisation's objectives. Individual performance, job happiness, and

morale in a work unit are all affected by them. They have direct contact with the bulk of employees, and they, like upper-level managers, must be able to lead and manage people. They are in charge of non-managerial employee training as well as the organisation's product or service production. They are often referred to as supervisors, unit coordinators, and other designations, thus they must be technically capable.

SELF-ASSESSMENT EXERCISES

4.0   SUMMARY

Management is all about us; it is the force that brings different resources together and is largely concerned with getting things done through others. This unit has examined the concept of management, its definition, process, and function. Management is a profession, a science, and an art. Managers are classified into three groups in organisations (Strategic, Tactical and Operations). Managers at various levels of the organisation (the library) require and apply a variety of competencies.

5.0   CONCLUSION

Management is a wide term that can be used in a variety of contexts. It is carried out at all levels of the organisation and encompasses all of the organisation's actions. This category includes managerial responsibilities such as planning, organising, directing, coordinating, and controlling. As a result, understanding management ideas can aid your understanding of how managers and co-workers behave, as well as how an organisation such as the library functions.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Define and describe the management concept.
2.   Discuss the management functions and procedures.
3.   Describe any five (5) essential skills that an organisation's manager must possess.
4.   Identify the most important managerial duties.
5.   Discuss the many types of managers that can be found in an organisation.

7.0 REFERENCES/FURTHER READING

Mullins, L.J. (2007). *Management and organizational behaviour.* 8th edition. Boston: FT Prentice Hall.

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UNIT 2   DEFINITION, OBJECTIVES AND SCOPE OF PERSONNEL MANAGEMENT

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
        3.1   Concept of Personnel Management
        3.2   Objectives of Personnel Management in Library and Information Centre
        3.3   Scope of Personnel Management in the Library and Information Centre
        3.4   Functions of Personnel Management in the Library and Information Centre
4.0   Summary
5.0   Conclusion
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

This unit will expose you to a number of definitions and concepts related to personnel management so that you can understand them. Personnel management in the library and information centre will be explored in terms of its objectives, scope, and functions.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Define personnel management;
- Comprehend the concept of personnel management;
- State the objectives of personnel management; and
- Describe the scope of personnel management.

3.0   MAIN CONTENT

3.1 Concept of Personnel Management

The staffing component of management is referred to as personnel management. It is concerned with all efforts that contribute to attracting, developing, motivating, and sustaining a high-performing workforce in the library and information centre, which will result in the organisation's overall success. Personnel management refers to the use of human

resources to help the library and information centre achieve their ultimate goals, which revolve around connecting the right user with the right information material at the right time.

Personnel management is a corporate function that exists to offer the correct people for the job and to manage the employee-employer relationship in general. The proper application of the human component is an issue for personnel management. Human Resource Management (HRM) is another term for it. It is the part of management that deals with an organisation's employees. Employees, as a result, are a valuable asset to the company where they work.

Personnel management is a multi-purpose activity that focuses on attracting, developing, retaining, and managing competent workers. As a result, while there is no universally accepted definition of personnel management, researchers agree on its meaning, nature, scope, and purpose. Such as the following:

- Personnel management is the process of finding, hiring, and keeping satisfied personnel. It's a crucial aspect of management that deals with workers at work and their relationships within the company (Ahammad, 2017).
- Personnel management is the process of planning, organising, directing, and controlling the hiring, training, remuneration, integration, and retention of people in order to achieve corporate, individual, and societal goals (Flippo, 1961).
- Personnel management is the aspect of management that deals with people at work and their relationships within an organisation. Its goal is to bring together and develop the men and women who make up an enterprise into a functional organisation, with a focus on the well-being of individuals and working groups, so that they may contribute their best to the firm's success. As a result, people management is nothing more than a means of maximising the potential of employees so that they are satisfied with their work and, thus, give their all to the organisation (The British Institute of Personnel Management, n.d.).
- Personnel management is the art of acquiring, developing, and maintaining a competent workforce in order to achieve the organisation's functions and objectives with optimal efficiency and economy (Society of Personnel Administration, U.S.A, n.d.).
- Personnel management is the branch of management concerned with the planning, organising, directing, and controlling of various operative functions of procuring, developing, maintaining, and utilising a labour force in order to achieve the company's objectives in the most cost-effective manner; to provide the best

possible service to all levels of personnel; and to ensure that the community is properly considered and served (Jucius, 1980).

For the library and information centre with the appropriate collection mix to provide the best, effective and efficient services to its users, well-trained library personnel must be in place. Thus, as librarians in-training, you are expected to be well-equipped with the knowledge of personnel management which in the long run would enhance their capability to function well in their capacity as a librarian and the library manager.

3.2 Objectives of Personnel Management in the Library and Information Centre

Personnel management is a management function responsible for attracting the best set of employees to help the library and information centre fulfil their mission and vision. Hence, it is crucial in the library and information centre. According to Ahammad (2017), its objectives include to:

a. Create a desirable working relation among library personnel and the entire organisation in general.
b. Assist in the achievement of organisational goals by maximising the use of resources in the library and information centre.
c. Ensure that library workers receive the best possible training.
d. Fulfilling the organisation's social and legal obligations.
e. Recruit employees who are capable of completing the library's unique tasks effectively.
f. Maintain good working relationships with your co-workers.
g. Improve working conditions and provide other amenities.
h. Provide appropriate training facilities for improved job performance and readiness for higher-level challenges.
i. Ensure that new staff are properly orientated and inducted to the library and information centres, as well as their jobs.
j. Determine the appropriate type and amount of people for the library and information centres.

3.3 Scope of Personnel Management in the Library and Information Centre

Personnel management is concerned with the human and social consequences of organisational, operational, economic and social changes in society. Consequently, personnel management in the library and information centre according to Chand (n.d.). focuses on developing policies on:

i.   **Employment function:** This includes manpower planning and requirements, as well as recruiting, selecting, placing, inducting, and terminating the right individuals for the proper tasks.

ii.   **Training and development function:** This function is concerned with improving employee efficiency by enhancing their skills through regular exposure to relevant on-the-job training, human resource, and career development education.

iii.   **Formulation of promotion policy**: This is concerned with the formulation of policies for staff promotion and the establishment of desired working relationships.

iv.   **Job analysis:** Job analysis is concerned with the examination of job-related elements such as skills, responsibilities, working circumstances, training, and qualification.

v.   **Merit rating:** This refers to a review of an employee's performance after they have been hired.

vi.   **Job evaluation:** This procedure entails determining the monetary value of a specific job, as well as the terms of employment, techniques, and remuneration standards.

vii.   **Formal and informal communication:** This refers to consultation with employers and employees at all levels of the organisation.

viii.   **Compensation:** This function is responsible for determining what a reasonable salary is for employees. Negotiation and implementation of salary and working-condition agreements, as well as processes for preventing and resolving conflicts.

ix.   **Providing services and benefits:** This role is responsible for ensuring that good working conditions and other perks are provided. Working conditions and services provided by employees. This function guarantees that the employees' demands are met completely.

3.4   Functions of Personnel Management in the Library and Information   Centre

Human Resource Management (HRM) is another name for Personnel Management (PM). Its goal is to promote and improve the development of work effectiveness, employment, advancement, and pay. Thus, the personnel department, in conjunction with other departments of the library and information centre, performs the following functions of personnel management as highlighted by Library and Information Science Network (2013):

i.   Preparing the job description.
ii.   Recruitment and selection of library personnel.
iii.   Orientation, induction and placement of newly employed library personnel.

iv.   Job classification, preparation of wages as well as pay scales.
v.   Employee counselling.
vi.   Resolving disciplinary issues.
vii.   Contract negotiations between labour unions and service unions.
viii. Establishing safety policies and procedures.
ix.   Managing benefit programmes such group insurance, health insurance, and retirement plans.
x.   Ensuring that each individual employee's performance is reviewed on a regular basis, with recognition of his or her strengths and areas for improvement.
xi.   Assisting persons in their efforts to enhance their careers and qualify for higher-level positions.
xii.   Organising and directing training programmes.
xiii. Keeping up with changes in the field of human management.

<mark>SELF-ASSESSMENT EXERCISES</mark>

4.0   SUMMARY

Personnel management is mainly a record-keeping activity concerned with obtaining, using, and keeping contented staff. You learned the meaning, definition, objectives, scope, and functions of personnel management in this unit.

5.0   CONCLUSION

The concept, objectives, scope, and functions of personnel management were the focus of this unit. Consequently, personnel management is an important aspect of management that deals with workers at work and their relationships inside the organisation. It includes the proper application of the human aspect in achieving corporate objectives.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Explain what personnel management entails.
2.   Discuss the objectives of personnel management in the library and information centre.
3.   Describe any five (5) functions of personnel management.
4.   Discuss five (5) scope of personnel management in the library and information centre.

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UNIT 3   NATURE   AND   CHARACTERISTICS   OF
           PERSONNEL MANAGEMENT

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
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              Information Centre
       3.2   Characteristics   of   Personnel   management
4.0   Summary
5.0   Conclusion
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

Personnel management is the administrative discipline of hiring and
developing employees in order to make them valuable to the company.
The nature and characteristics of personnel management will be
introduced to you in this unit.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

• Describe the nature of personnel management; and
• Describe the characteristics of personnel management.

3.0   MAIN CONTENT

3.1   Nature of Personnel Management in the Library and
          Information Centre

Personnel management is a business function that largely deals with the
administrative and record-keeping needs of the library and information
centre workers over their entire career. It includes tasks such as creating
contracts and letters, paying salaries, and ensuring compliance with
employment law and regulation in areas such as health and safety,
employee discipline, and complaints.

Personnel management involve activities that deals with managing large
numbers of people such as recruiting, selecting, training, compensating
and developing. It is saddled with the responsibility of helping the

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organisation, its employees and the general society. Consequently, its nature revolves around the following activities:

a. **Managing people**: Personnel management is concerned with the supervision of all types of employees at work.

b. **Concerned with employees:** The focus of personnel management is on the employees (individual and as a group) with the sole aim of motivating them so as to get the best results from them.

c. **Help employees:** Personnel management helps employees to develop their talents by making available to them diverse on-the-job training and opportunities that in the long run will enhance their growth, give them job satisfaction and increase their performance in the job.

d. **Universality of application**: Personnel management principles can find application anywhere and everywhere and in every form of organisation. It is a part of general management with roots throughout and extending beyond organisation.

e. **Consistency:** Personnel management is applied in a variety of situations. As a result, it necessitates the regular application and knowledge of human interactions and their significance in the day-to-day activities of businesses (organisations).

3.2   Characteristics of Personnel Management

Personnel management is an important aspect of general management, with an emphasis on staffing. The basic characteristics of personnel management, according to Vattoli (2020) are:

a. **Management activities:** It is an extension of general management activities such as planning, organising, staffing, coordinating, making decisions, and controlling.

b. **Recruitment:** Personnel management is a conventional job that is concerned with the hiring of personnel in order for them to contribute their quota to the organisation's growth. Personnel management thus aids in the maintenance of a positive employee-employer relationship.

c. **Planning:** Personnel management entails establishing policies for recruiting, selection, training, and development.

d.   **Management support:** Personnel management supports the personnel manager's function as well as all other departments in an organisation.

e.   **Condusive work environment:** It consistently provides enough facilities by delivering both monetary and non-monetary advantages, resulting in a friendly workplace where employees can contribute their fair share to the organisation's success.

f.   **Staff development:** Personnel management support on-going functions of staff recruitment, training, selection, development, performance reviews, and other activities. As a result, personnel managers must maintain constant alertness and awareness when dealing with the activities.

g.   **Employee satisfaction:** Personnel management is concerned with the overall well-being and contentment of the employees. Any organisation benefits from a happy workforce. As such, personnel management is concerned with employees' performance at work and their relationships inside the organisation.

<mark>SELF-ASSESSMENT EXERCISES</mark>

4.0   SUMMARY

Personnel management is a managerial function that is concerned with the people and their relationship within an organisation. The nature and characteristics of personnel management in the organisation were explored in this unit.

5.0   CONCLUSION

Personnel management is a part of general management that deals with an organisation's human relationships. It effectively depicts the process of planning and directing the work force for overall organisational success and performance.

6.0   TUTOR MARKED ASSIGNMENT

1.   Explain the nature of personnel management.
2.   Describe five (5) characteristics of personnel management.

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UNIT 4   PRINCIPLES AND IMPORTANCE OF PERSONNEL MANAGEMENT

CONTENTS

1.0   INTRODUCTION

This unit will introduce you to personnel management principles as well as the importance of personnel management in the library and information centre.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Articulate the principles of personnel management ; and
- Comprend the importance of personnel management in the library and information centres.

3.0   MAIN CONTENT

3.1   Principles of Personnel Management

Personnel management is largely concerned with establishing a harmonious working relationship among its participants and facilitating their individual and collective development, while personnel managers properly administer and direct personnel policies. It is about the adoption of effective policies and procedures that unite numerous personnel-related operations such as hiring, training, important management development courses, and core remuneration principles in the organisation. Consequently, one of the most important goals of personnel management is to establish cost-effective processes in order to keep the organisation competitive. The personnel management principles include:

a.   **Maximum personnel development:** This principle ensures that employees' abilities, intelligence, productivity, and efficiency are fully developed so that they can contribute to the organisation's goals.

b.   **Scientific selection:** This principle allows the organisation to hire the best person for the job.

c.   **High morale:** According to this principle, an ideal wage policy should be offered to workers so that their morale is high and they work with enthusiasm.

d.   **Dignity in labour**: Personnel' are encouraged to be proud of their labour and work by the idea of dignity in labour.

e.   **Team spirit**: Employees are expected to work collaboratively with a shared sense of duty, as well as a sense of cooperation, unity, and mutual trust. As a result, workers must cultivate a sense of belonging to a group.

f.   **Effective communication:** Effective communication between management and employees would guide against complicated issues such as mistrust, hatred, and ill-will that can negatively impact the organisation.

g.   **Joint management:** This principle encourages workers to take responsibility for their work while also increasing mutual trust and friendship, resulting in improved labour relations**.**

h.   **Fair reward:** This principle states that workers should be fairly compensated for their efforts. Industrial peace is established and developed as a result.

i.   **Effective use of Human Resources:** Personnel management should be designed to ensure that human resources are effectively utilised. Personnel should receive proper training in order to advance their careers**.**

3.2   Importance of Personnel Management in Library and Information Centre

Personnel management in the library and Information center is crucial. As opposed to other sources of power, it is the phase of management that deals with the effective control and use of manpower. Personnel management is the task of directing human resources in a dynamic organisation to achieve its goals, while maintaining a high level of morale and the satisfaction among those concerned with achieving results.

Personnel management refers to how an organisation recruits, selects, develops, uses, and accommodates its human resources (all individuals regardless of their roles, who are engaged in any of the organisational activities). As a result, its importance in library and information centres includes the following:

a. **Teamwork:** Personnel management fosters strong relationships between the organisation and its employees, as well as encouraging employees to acquire a feeling of collective responsibility. As such, team building exercises assist employees in learning to collaborate, resulting in a better personnel framework.

b. **High rate of employee retention:** Effective personnel management from the start of an employee's employment in terms of tenure, pay plan, benefit package, career advancement, and interactive evaluation process, among other things, results in a high retention rate.

c. **Managerial effectiveness:** This refers to employees' ability to care about the organisation's productivity. This will allow managers to concentrate more on departmental operations and personnel development while delegating administrative tasks like dispute resolution and employee turnover to others.

d. **Maintain a competitive edge**: Personnel management aids in the development and training of employees, provides the resources needed to stay current on the job, encourages employees to continue their educational pursuits with maximum organisational support, and organise seminars and training sessions to help employees develop their job skills - all of these would help organisations adapt quickly to changes and stay ahead of the competition**.**

e. **Personnel control:** Personnel management is the component of management concerned with the effective control and use of manpower, as opposed to other sources of power.

f. **Resource utilisation:** Personnel management is useful in achieving effective human resource utilisation in the attainment of organisational goals**.**

g. **Improve morale:** Through the organisation of various training programmes, personnel management helps to improve and boost the morale of employees.

4.0   SUMMARY

Employees are crucial to attaining a lasting competitive advantage in any organisation. You learned about the principle and importance of personnel management in the library and information centre.

Personnel management emphasizes that employees are critical to achieving sustainable competitive advantage. Thus, in this unit, you learnt about the principles and importance of personnel management in libraries and information centres

5.0   CONCLUSION

Personnel management is concerned with the effective use of human resources in achieving an organisation's goal. Thus, it encompasses the activities, policies, and practices involved in getting, developing, utilising, evaluating, maintaining, and retaining the proper number and skill mix of personnel to achieve the organisation's objectives.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Describe the fundamentals of personnel management.
2.   Discuss how staff management is important in the library and information centre.
3.   Explain personnel management in your own words.

7.0   REFERENCES/FURTHER READING

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MODULE 2   ORGANISATIONAL   MANAGEMENT ANDDEVELOPMENT

This module introduces you to organisational management and development as it relates to concepts of organisational behaviour; foundation of individual behaviour, foundation of organising, organisational design, organisational culture; job design and organisational control in library and Information centre.

Unit 1   Organisational Behaviour
Unit 2   Foundation of Individual Behaviour
Unit 3   Foundation of Organising
Unit 4   Organisational Design
Unit 5   Organisational Culture
Unit 6   Job Design
Unit 7   Organisational Control

UNIT 1   ORGANISATIONAL BEHAVIOUR

CONTENTS

1.0   Introduction
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        3.2   Importance of Organisational Behaviour in Library and Information Centre
        3.3   Elements in Organisational Behaviour in Library and Information Centre
        3.4   Approaches to Organisational Behaviour
4.0   Summary
5.0   Conclusion
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

This unit will introduce you to the concept of organisational behaviour in the and information centres, including its definition, levels, elements, methodologies/approaches, and importance.

2.0   OBJECTIVES

By the end of this Unit, you will be able to;

- Define organisational behaviour;
- State the levels of organisational behaviour;
- List the elements in organisational behaviour;
- Outline the importance of organisational behaviour in libraries and information centres; and
- Explain organisational behaviour approaches.

3.0   MAIN CONTENT

3.1   Concept of Organisational Behaviour

Managing work relationships has long been a crucial skill. How individual employees relate and behave at work is influenced by the interplay between organisational strategies, goals, policies, procedures, structure, technology, formal authority relationships, and chains of command. However, given the rate at which the external environment continues to exert pressure on individuals at work, and the extent to which managers are prepared for a world of work in which they are daily confronted with visible aspects of technological changes in organisational operations, culture, education, and religion exerting enormous pressures on lifestyle choices, managers must understand how organisations evolve and change.

Organisational behaviour is a field of study that looks at aspects like individuals, teams, organisational culture, structure, and how they interact in order to better understand and improve organisational success (Hammond, 2016). Organisational behaviour is based on the understanding, creation, and management of human behaviour (Luthans, 2008). Organisational behaviour's goals are to explain, predict, and influence behaviour. As a result, managers at all levels must be able to explain why certain employees respond in certain ways while others don't, predict how employees will react to various actions and decisions, and influence how employees act
.
Organisational behaviour is the part of management that provides insight into how people act and perform in the workplace. According to Robbins and DeCenzo (2011), organisational behaviour is the study of people's actions at work, and it mostly covers issues that are not visible. Organisational behaviour is the systematic study and application of information about how individuals and groups behave inside the organisations in which they work (Bauer & Erdogan, 2012). Furthermore,

organisational behaviour is concerned with both the well-being of employees and the organisation's effectiveness (Cross & Carbery, 2016). Thus, managing people in the library and information centres requires an understanding of the employees and also the culture of the organisation. Regardless of the size, type, or nature of the organisation (library), all managers must be able to cope with and lead others through change (library).

3.1.1 Levels of Organisational Behaviour

Organisational behaviour is the study of group and individual performance and activity inside an organisation. Thus, the focus and basic levels of organisational behaviour in organisations are:

- **Individual behaviour:** This is based primarily on psychologists' contributions. Attitudes, personality, perception, learning, and motivation are among the topics covered.

- **Group behaviour:** Group behaviour includes norms, roles, teamwork, leadership, and conflict. Sociologists and Social psychologists have largely contributed to our understanding of groups.

- **Organisational aspects:** Structure, culture, and human resource policies and procedures are some of the organisational aspects to consider.

3.2   Importance of Organisational Behaviour in Library and Information   Centre

Organisational behaviour basically addresses issues that are not obvious. Thus, every manager at all levels of management needs to have an understanding of organisational behaviour so as to be able to manage the changes that may evolve as they face the re-defined world of the information profession. Therefore, importance of organisational behaviour to libraries and information Centres include:

a)   **Identify and promote positive behaviour**: Organisational behaviour provides a manager with a better understanding of the world of work. Thus, at all levels of the organisation, acceptable behaviours should be identified, promoted, and rewarded by managers; promote positive initiatives; and be prepared to discourage behaviours that could lead to mistrust and other negative interpersonal dynamics among those who work or must work together in the same place.

b)   **Create a positive workplace culture:** The right incentives such as rewards, recognition, perks and bonuses must be in place in organisations as it would serve as a foundation for a positive working culture.

c)   **Encourage employees to be prosocial:** Prosocial behaviours are those behaviours within an organisation that benefit individuals and the organisation as a whole. Thus, organisational behaviour provides managers with a range of motivational techniques that take into consideration individual variances among employees and improve labour/ industrial relations.

d)   **Identify the causes of anti-social behaviours:** An understanding of the concept of organisational behaviour provides managers with the knowledge of why people behave as they do in organisations. This goes a long way toward assisting them in identifying the fundamental cause(s) of bad workplace behaviours and developing plans to address the issues highlighted.

e)   **Initiating organisational change**: Prior to initiating organisational change, managers should assess the likely employee reaction to successfully identify and implement appropriate techniques. Hence, it is expected of managers at every level of management to anticipate how employees will react to changes before initiating organisational reforms and develop these contingencies.

f)   **Growth:** Organisational behaviour helps in promoting self-insight, personal growth and the ability to speak with others from diverse disciplines.

g)   **Inter-related:** Organisational behaviour helps managers to realize that an organisation is made up of different parts that affect and are affected by one another and interacts with its larger environment.

h)   **Human Resource**: Organisational behaviour promotes effective utilisation of human resources.

3.3   Elements in Organisational Behaviour in Library and Information Centre

The workplace of today is home to diverse groups of people of different ages, genders, race, ability and are all expected to work together in such a way that enables the organisation to function efficiently. Organisational behaviour elements in libraries and information centres are:

A. **People:** The Library and information centre are established to serve the people. However, their existence is impossible without people which comprises of dynamic individuals; formal/informal, small/large, interrelated, and complex groups. All of these factors combine to form the organisation's internal social system.; influenced and interacted with one another; and collaborated to attain pre-determined organisational and personal goals.

B. **Structure:** The structure clarifies the authority-responsibility relationships in organisations (top executives, supervisors, assistants, persons, and workers); defines roles, formal relationships among the people and leads to a division of work in organisations. All of these individuals are interconnected in order to achieve the goals in a coordinated manner.

C. **Technology:** Technology has changed the way people work and opened up a slew of new possibilities such as provide economic and physical resources which made people's jobs easy in organisations. However, people's freedom may be hampered by technological advancements.

D. **Environment:** The environment in which the organisation (library/ information centre) operates is an important element of organisational behaviour. All of the forces in the organisation's external environment (family, other organisations, government, socio-cultural, economic, political, legal, technological, and geographical) influence people's attitudes, motives, and working conditions in a variety of ways. Finally, all of these factors interact to produce a social environment for a group of people in a complex social system.

3.4   Approaches to Organisational Behaviour

Approaches to organisational behaviour are diverse. These are:

i. **Human Resource Approach:** Also known as the supportive approach, It postulates that human beings are the most valuable resource in every organisation. As a result, they should be trained to achieve higher levels of competence, creativity, and satisfaction. The Human Resource strategy aims to help employees become better and more responsible by fostering an environment in which they may contribute to the best of their ability. The merit of this approach lies in the fact that the manager's role focuses more on the active support of the employees' growth and performance than on changes from control of employees.

ii.   **Contingency Approach:** Otherwise referred to as the situational approach, it is based on the idea that methods/behaviours that work well in one scenario may not work well in another. Therefore, different situations require different behavioural practices unlike in the traditional approach where   way solution is applied to all situations. The contingency approach has the advantage of encouraging study of each circumstance before taking action while also avoiding the use of universal assumptions about processes and people. As a result, the strategy assists managers in putting all of their present knowledge about people in the organisation to the best possible use.

iii.   **Productivity Approach:** This is a measure of an organisation's effectiveness; the ratio of output to input and the greater the numerical value of this ratio, the more efficient it is. It reveals how effective a manager is at maximising resource utilisation. Productivity is usually measured in terms of economic inputs and outputs. The human and social inputs and outputs, on the other hand, are equally important.

iv.   **System Approach:** The system approach views the organisation as a single, purposeful entity made up of interconnected elements. It provides managers with a holistic picture of the organisation (individual, complete group, and full social system) and emphasises the interdependence of each of these factors (people, employees, and technology) inside the organisation., if the organisation as a whole is to function effectively. Managers are supposed to employ organisational behaviour strategies to assist in the development of an organisational culture in which skills are harnessed and further developed; individuals are motivated; teams become more productive; organisations achieve their specified goals, and society benefits.

v.   **Interdisciplinary Approach**: This approach views organisational behaviour as the interaction and influence of interdependent social science disciplines (psychology, sociology, and organisational theories). As a result, the individual (man) is examined holistically, and all disciplines relating to man are merged.

SELF-ASSESSMENT EXERCISES

4.0   SUMMARY

The definition, levels, importance, elements, and approaches to organisational behaviour have all been covered in this unit. Understanding this notion can help you prepare for life as a librarian or information specialist.

5.0   CONCLUSION

Organisational behaviour is the study and application of information about how people, individuals, and groups operate in organisations with the goal of improving relationships via the achievement of organisational, social, and human objectives. Organisational behaviour in libraries and information centres aims to explain, predict, and affect employee behaviour.

6.0   TUTOR MARKED ASSIGNMENT

1.   State five (5) importance of organisational behaviour in library and information centre.
2.   Identify and describe the various levels of organisational behaviour.
3.   What are the various perspectives /approaches on organisational behaviour?
4.   Describe the components of organisational behaviour.

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UNIT 2   FOUNDATIONS OF INDIVIDUAL BEHAVIOUR

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        3.2   Concept of Organisational Citizenship Behaviour
        3.3   Factors influencing Individual Behaviour
                3.3.1   Psychological Factors
                3.3.2   Environmental Factors
                3.3.3   Organisational Factors
        3.4   Methods of Shaping Behaviour
4.0   Summary
5.0   Conclusion
6.0   Tutor-Marked Assignment
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1.0   INTRODUCTION

The operations of today's organisations are undergoing tremendous changes. As a result, appropriate knowledge of organisational behaviour is critical for managers to perform successfully and efficiently at their tasks. Individual and organisational citizen behaviour, factors influencing individual behaviour, and learning theories will all be covered in this unit.

2.0   OBJECTIVES

By the end of this Unit, you will be able to:

- Define individual behaviour;
- Understand organisational citizen's behaviour;
- State factors influencing individual behaviour;
- Explain the theories of learning; and
- Understand methods of shaping behaviour.

3.0   MAIN CONTENT

3.1   Concept of Individual Behaviour

The world of work is drastically and dramatically undergoing massive transformation as we fully move to post-industrial society in which the service economy is booming with a tremendous emphasis on knowledge

sharing and collaboration in organisations (Cross & Carbery, 2016). Librarians are faced with greater challenges than ever before as a result of increased competition, growing globalisation, ever-changing/evolving new technologies, and the rate of change.

Human/individual behaviour, according to Bornstein, Kagan, and Lerner (2020), refers to the potential and expressed ability for physical, mental, and social action throughout one's life. Individual behaviour describes how a person reacts in various situations and shows various emotions such as anger, love, happiness, and rudeness (iedunotes, 2021). It refers to a combination of external and internal impulses, as well as a concrete action taken by an individual. Organisational behaviour, on the other hand, is the study of people's actions at work. It has a significant impact on individuals, and its impact on organisations cannot be overlooked. In organisations, managers are basically concerned with the employee behaviours that they can explain, predict and influence.

3.1.1 Employee's Behaviour

In organisations, managers are concerned with the employee behaviours that they can explain, predict and influence. Employee behaviour refers to employee's reaction to a particular situation at the workplace. Therefore, they are expected to behave sensibly at the workplace in order to maintain a healthy work culture, respect others and gain appreciation. Examples of employee behaviours are:

i.   **Employee productivity:** Employee productivity refers to the amount of work (output) produced by an employee in a specific period of time**.** It is a metric for both efficiency and effectiveness in the workplace. Managers might be curious about the elements that influence employee productivity and effectiveness; thus, they are advised to help their team mates put in their best since it is in their power to do so.

ii. **Absenteeism:** This refers to the failure to show up for work. Workers who fail to show up for work will make it harder to complete tasks. Although absenteeism cannot be completely eliminated, it has a direct and immediate influence on the organisation's ability to function.

iii. **Turnover:** It is the permanent exit from an organisation, whether voluntary or involuntary. Because of higher recruiting, selection, training costs, and job disruptions, it can be a concern. Like absenteeism, managers, can never completely eradicate turnover, but they may reduce it, particularly among high-performing employees.

3.2 Concept of Organisational Citizenship Behaviour

Organisational citizenship behaviour is a type of discretionary behaviour that is not part of an employee's formal job responsibilities, but which benefits the organisation's overall effectiveness. Helping others on one's work team, offering for more job responsibilities, avoiding unneeded disputes, and making constructive statements about one's work group and organisation are examples. As a result, every organisation needs personnel who are willing to go above and beyond their normal work responsibilities. However, such personnel may face work overload, stress, and work/life issues. Examples of organisational citizenship behaviour include:

- **Job satisfaction:** Job satisfaction is a term that describes an employee's general attitude about their work. Although this is an attitude rather than a behaviour, many managers are concerned about the outcome because satisfied employees are more likely to show up for work, perform better, and stay with the organisation.

- **Workplace misbehaviour:** Any purposeful behaviour of an employee in the workplace that is potentially harmful to the company or persons inside the organisation is referred to as workplace misbehaviour. Deviance, hostility, anti-social behaviour, and violence are examples of workplace misbehaviour. For instance, playing loud music just to annoy coworkers, or verbal aggressiveness to sabotage productivity are all workplace misbehaviour. Therefore, managers are advised to have a clear understanding of factors influencing individual behaviour in organisations so as to be able to predict and explain employees' behaviours at work.

3.3 Factors influencing Individual Behaviour

Individual behaviour defines how a person responds under a given condition. Based on knowledge and experience, every individual in organisation is a unique being. The various factors influencing individual behaviour in organisations can be classified as follows:

3.3.1 Psychological Factors

Psychological factors are factors that refer to the psychology of an individual which drives him/her to seek satisfaction through his/her actions. They include:

A.   **Attitudes:** Attitudes are judgments made about things, people, and events. It is the learned reaction/response of a person's complete

cognitive process over a period of time. It reflects how one feels about something and might be positive or negative. Three (3) primary components comprise one's attitude. These are:

- **Cognitive component:** This consists of a person's views, opinions, knowledge, and facts. It assesses the situation(s).

- **Affective component:** It is the emotional/feeling component of an attitude, as evidenced by the sentence "I dislike my supervisor because he discriminates against junior employees. "This component is about feelings and can lead to behavioural outcomes.

- **Behavioural component:** This refers to a desire to act in a particular manner toward someone or something. It's a do-it-yourself approach. For example, because of my sentiments for my boss, I might opt to avoid him.

  Managers can better understand and illustrate the complexity of attitudes and the potential relationship between attitudes and behaviour by viewing attitudes as made up of these three components (cognitive, affective, and behavioural). Their main interest is usually in job-related issues such as job satisfaction, job involvement, employee, and organisational commitment.

- **Job satisfaction:** This is the general attitude of an employee toward his or her work.

- **Job involvement:** This is the degree to which an employee identifies with his or her job, participates actively in it, and considers his or her performance to be crucial to his or her self-worth.

- **Organisational commitment:** This describes an employee's attitude toward the organisation in terms of loyalty, identity, and involvement.

- **Employee engagement:** Employee commitment is a relatively recent idea in the world of work. When employees feel connected to, satisfied with, and enthusiastic about their jobs, this is referred to as job satisfaction. Employees who are highly engaged are typically passionate about and profoundly attached to their work, and they are also top performers. This lowers the costs of recruitment and training. Managers should take an

interest in their employees' attitudes because they influence behaviour; focus on the factors that have been shown to contribute to high levels of job satisfaction and productivity (making work challenging and interesting, providing equitable rewards, and creating supportive working conditions and supportive colleagues). Employees that are satisfied and committed will have reduced turnover and absence rates in the long run.

B.   **Personality:** Personality refers to a person's distinctive set of emotional, cognitive, and behavioural characteristics that influence how they react to situations and interact with others. The most common way of describing it is in terms of measurable characteristics that a person possesses. Thus, we are describing people's characteristics when we use phrases like quiet, passive, loud, aggressive, ambitious, extroverted, loyal, tense, or friendly. A person's behaviour can be ascribed to dozens of features, including personality types, which illustrate how people interact with one another and solve problems. As a result of the changing work environment, managers are recommended to have a good grasp of their employees' personalities during the recruiting and hiring process, as they are more likely to have higher-performing and contented employees if personalities are matched with occupations. Furthermore, because managers can better understand why people approach problem solving, decision-making, and job relationships differently as a result of their personalities, job compatibility has other advantages. Many methods are used in identifying personalities but two of the more widely used methods are:

- **Myer-Briggs Type Indicator (MBTI):** The Myer-Briggs Type Indicator (MBTI) is a personality diagnostic tool that uses four personality dichotomies to identify different personality types.
- **Big Five Personality Model:** The Big Five Model of Personality explores five personality traits: extraversion, agreeableness, neuroticism (emotional stability), conscientiousness, and openness to experience. More than just a personality framework is provided by this paradigm.

C.   **Perception:** Perception is the mental process of converting sensory input into useful knowledge. It is a method of giving the environment meaning by organising and interpreting sensory impression. As a result, no one sees reality; instead, we interpret what we see and label it as reality, and we each act in accordance with our perceptions. A manager might interpret the fact that her

assistant takes several days to make important decisions as evidence that she is slow, disorganised, and afraid to make decisions, whereas another manager with the same assistant might interpret the same tendency as evidence that the assistant is thoughtful, thorough, and deliberate.

Probably, the first manager would have a poor opinion of her assistant, whereas the second manager would have a favourable opinion of the same individual. A variety of factors influence and sometimes distort, perception. These factors can be found in the perceiver, the object, or the target being perceived, as well as the context in which the perception is made. Consequently, a person's personal traits such as attitudes, intentions, personality, interests, past experiences, and expectations will have a significant impact on how he or she interprets a goal. In addition, the relationship of a target to its background has an impact on perception, as does the environment in which we observe objects/events. As a result, the assumptions we make about a person's internal condition will have a considerable impact on our perception and appraisal of that person's (individual) actions as managers.

D.   **Attribution:** Attribution is the process of watching behaviour and then establishing its explanation based on the personality/situation of the subject. As a result, the Attribution Framework is concerned with how an individual acts in various situations based on the following criteria:

- **Consensus:** This refers to the range of reactions that people in similar situations might have.
- **Distinctiveness:** This refers to how well a person's actions may be linked to specific events or personalities.
- **Consistency:** The frequency assessment of the observed behaviour in terms of how often it occurs is known as consistency.

The Attribution Theory
The Attribution theory was first proposed by Heider in 1958. the Attribution theory explains how people are judged in an organisational setting based on the meaning ascribed to their actions. When an individual's behaviour is observed, the theory suggests that attempts should be made to determine whether the behaviour was caused internally (under the individual's control) or externally (behaviour results from outside causes); that is, the person is seen as having been forced into the behaviour situation. The idea goes on to say that three elements will determine the outcome: distinctiveness, consensus, and consistency. As a result, managers should look for consistency in an employee's conduct in

each work scenario, and understand that employees react to perceptions rather than facts.

Thus, whether or not a manager's evaluation of an employee's performance is objective and fair, or whether or if the organisation's compensation levels are among the top in the community, is less important than how employees perceive them to be. Managers should pay close attention to how employees perceive both their employment and organisational activities; they should remember that a useful employee who departs due to an incorrect perception is just as valuable as a valuable employee who quits for a good reason (McLeod, 2012; Robbins & Decenzo, 2011).

E **Learning:** Learning is defined as any generally permanent change in behaviour that comes as a consequence of direct observation, practice, or indirect reading as a result of experience. Thus, understanding how individuals learn is necessary for managers to be able to explain, anticipate, and influence behaviour.

Theories of Learning
Individuals continuously learn from their experiences, therefore learning happens all the time. There are two learning theories that can help us understand how and why people behave the way they do. They are as follows:

a)   **Operant Conditioning Theory:** Operant conditioning is a learning theory that states that behaviour is determined by its consequences. It is a method of learning attributed to B.F. Skinner, a behavioural psychologist. People learn to behave in order to get what they want or avoid something they do not want. Operant behaviour is voluntary and learnt, as opposed to reflexive and unlearned behaviour. As a result, the inclination to repeat acquired behaviour is influenced by the reinforcement (or lack thereof) received as a result of the behaviour. Learning occurs when behaviours are followed by either reinforcement or punishment. This theory's application can be found everywhere around us (McLeod, 2018; Robbins & Decenzo, 2011).

b)   **Social Learning Theory**: This is a learning theory, proposed by Albert Bandura in 1977 It states that people can learn by observing and experiencing things firsthand. The impact of others is fundamental to the social learning perspective, and four stages determine how much influence these models have on an individual (McLeod, 2016; Robbins & Decenzo, 2011;). They are as follows:
   •   **Attentional processes:** When people perceive and pay attention to a model's key qualities, they learn from it.

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- **Retention processes:** The impact of a model is determined by how well the individual remembers the model's actions, even if the model is no longer available.
- **Motor reproduction processes:** This means that after viewing a new behaviour in a model, the watching must turn into doing. This approach then proves that the person can carry out the model actions.
- **Reinforcement processes:** If positive incentives/rewards are supplied, individuals will be driven to demonstrate the modelled behaviour, and behaviours that are reinforced are given more attention, learned better, and performed more often.

3.3.2 Environmental Factors

Environmental factors are external factors which the organisation lacks control over. These factors have an effective influence on individual behaviour. Some of the factors are:

- **Employment opportunity:** The employment opportunities available within a country act as a major determinant of individual behaviour.
- **Economy:** The general economy of a country greatly influences the behaviour of an individual in an organisation. Thus, job security and stable income are the most relevant motivating factors.
- **Political factors:** Political factors are factors that indirectly influence the behaviour of an individual. For instance, a politically stable environment will provide opportunities for employment in diverse areas,and freedom to individual which will influence their career choice amongst other factors.

3.3.3 Organisational Factors

A wide range of organisational factors influence individual behaviour. The list include:

- **Physical facilities:** This refers to the physical environment at work place such as lighting, cleanliness, heat, and noise level amongst other factors.
- **Structure and design:** Structure and design is about the set-up design of departments within an organisation.
- **Reward system:** The reward system used by an organisation to compensate its workers will enhance overall performance and individual behaviour.

3.4   Methods of Shaping Behaviour

Shaping behaviour is the process through which managers try to shape individual behaviour by leading them through their learning in little steps. They should be concerned with how they can persuade employees to act in ways that benefit the company the best. Managers at all levels of management should keep in mind that negative behaviours do happen in organisations; nevertheless, when managers pretend that negative behaviour does not exist, or when such misbehaviors are overlooked, employees may become confused about what is the expected and acceptable behaviour.

Negative workplace behaviour can be avoided by thoroughly screening potential employees for particular personality qualities and responding quickly and effectively to unwanted negative behaviours. Managers should also be aware of current organisational behaviour as a result of generational differences affecting the workplace, which has resulted in changing attitudes in the workplace, with the primary obstacles being topics such as dress appearance, technology, and management style. Organisational behaviour is shaped by the following factors:

- **Positive Reinforcement:** When a desirable event/stimulus is provided as a result of a behaviour, this occurs. As the individual gets closer to the desired reaction, it entails systematic reinforcement of each succeeding step.
- **Negative Reinforcement**: When an adverse event/stimulus is removed/prevented from occurring, the rate of behaviour improves.
- **Punishment:** Punishment refers to a situation whereby an unnecessary behaviour is removed by creating unpleasant conditions/situation.
- **Extinction:** This refers to the method of uprooting/eradicating any reinforcement type leading to an unwanted behaviour.

SELF-ASSESSMENT EXERCISES

4.0   SUMMARY

You were introduced to organisational citizenship behaviour in this unit, and the foundations of individual behaviour were thoroughly examined. Learning theories were also examined. As a result, managers should have a thorough awareness of how employees behave at work and how to use reinforcement rather than punishment to change behaviour that is universally acceptable in the workplace.

5.0   CONCLUSION

Organisational behaviour is an interdisciplinary subject that is extremely useful in maintaining organisational success; when managers comprehend and recognise how people differ in their skills, they will be better able to perform on the job. Thus, managers should always do the right thing and pay great attention to the attitudes of their employees. Not to mention the fact that their colleagues will look up to them as role models for direction and guidance on the job.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Define and explain social learning theory's processes.
2.   Discuss the various theories / philosophies of learning.
3.   Describe the psychological factors influencing individual behaviour in organisations.
4.   Discuss the concept of organisational citizenship behaviour.
5.   Define individual behaviour and examine the factors that influence individual behaviour in the library and information centre.
6.   Define methods of shaping behaviour and explain the different ways behaviours are shaped in organisations.

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UNIT 3   FOUNDATION OF ORGANISING

CONTENTS

1.0   INTRODUCTION

This unit will introduce you to the concepts of organisation and organising in the library and information centre, as well as the objectives and importance of organising, and the characteristics of organisation. It will also introduce you to the concept of organisational structures, their objectives and importance.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Understand the concept of organising;
- Explain the importance of organising;
- State the objectives of organising;
- Describe organisational structure;
- Comprend the objectives of organisational structure; and
- Know the importance of organisational structure.

3.0   MAIN CONTENT

3.1   Concept of Organisation in the Library and Information Centres

Organisations are fundamental components of modern society, and they are influenced by their surroundings. Organisations do not operate in a vacuum; they are purposive systems in which certain goals are attainable. They are made up of a human group and specialists who are all working together on a shared assignment in order to achieve particular goals (McShane & Von-Glinow, 2005). Organisations are goal-oriented, boundary-enforcing, and socially constructed human activity systems (Stueart & Moran, 2007). Thus, organisation is a goal-oriented process that tries to achieve established goals via appropriate planning and coordination of operations based on the concepts of division of labour and the establishment of authority-responsibility relationships among the organisation's members.

Organisations are deliberately formed by human beings; affects the quality of human life in the society and try to distinguish between members and non-members. As a result, managers must be aware of the nature, culture, and impact of globalisation on organisations, because everyone in the workforce must be able to comprehend, predict, and influence the behaviour of others in the workplace.

Library and Information centre as organisations are social and open systems operating in a fast-paced environment. They take in external input, absorb it, transform it (information), and then transmit it back into the environment (output). Furthermore, they constantly witness an upsurge in technological advancement and transformation of its operational processes; changes in users' information demands and expectations; higher expenditures, and the desire for staff to have more autonomy and control over their job. Therefore, managers need to restructure and adjust the way they work as this is very essential for understanding the behaviour of human beings within the complex environment of their operation.

3.1.1 Characteristics of Organisation

Organisations are social system with a collective sense of purpose. Some of its characteristics are that:

- Organisations function in a competitive and complex environment.
- They have rules and standards that have evolved over time.
- Organisations have a life cycle that extends beyond the lives of individuals; they emerge, develop, and mature.

- Organisations have goals, policies, procedures and practices.
- They process some input and turn it into an output.
- They connect with other organisations and must adapt internally to meet the demands of the outside world.

3.4   Definition of Organising

The structure of any organisation is key in making it successful. Managers plan in order to define organisational goals and objectives, and organise in order to provide a structure that will enable the organisation to meet its strategic goals. Organising is a managerial role that include establishing what activities should be completed, who should complete them, how duties should be grouped, who should report to whom, and where decisions should be made (Robbins, 2015). Thus, employees will be better able to understand both the organisation they work for and the structure of the one they might work for in the future if they have a good concept of organising as a managerial function. According to Smith (2005), organising is the act of defining who will undertake the tasks required to attain organisational objectives, the resources to be used, and the management and coordination of the tasks.

Organising entails deciding what activities should be completed, who should complete them, how the jobs should be arranged, and how all of the work should be coordinated (Stueart & Moran, 2007). Furthermore, organising is a managerial role that creates an organisation's structure (Robbins, DeCenzo & Coulter, 2011). Therefore, organising must be dynamic in the sense that easy adjustment can be effectual, respond to change and not rigid.

In a nutshell, organising is the process of arranging and allocating work among members of an organisation so that the organisation's goals can be met effectively and efficiently. Similar programmes are also recognised and placed together into units throughout the organising process. For example, in the library, the Librarian / Director acts as an intermediary between the business objectives of the organisation and the information function and may want to decide whether to structure the library by specialisation or according to the physical task. The onus lies on the manager to decide on the type of structure that will suit his/her department based on the nature of the departmental activities.

3.2.1 Objectives of Organising in the Library and Information Centre

Organising is a managerial function that provides shape and structure to the library and information centre. Therefore, its objectives are as follows:

a.   Separate the tasks to be completed into distinct jobs and departments.
b.   Assign the tasks and responsibilities that go with each job.
c.   Manage a variety of organisational responsibilities.
d.   Assemble jobs into units.
e.   Create formal authority structures.
f.   Effectively and efficiently allocate and deploy organisational resources.
g.   Establish relationships among individual, groups, and departments.

3.2.2 Importance of Organising in the Library and Information Centre

Organising is a dynamic process which allow for effective and easy adjustment of organisational activities by observing all the tasks that have to be done and deciding on how best such could be done and by whom (Stueart & Moran, 2007). Importance of organising in the library and information centre includes:

a.   Organising enables the designing of the 48rganization48l structure, so that everyone knows who is to do what, and who is responsible for what result.
b.   Organising facilitates the grouping of actions required to meet predetermined goals/objectives
c.   It enables the 48rganization to pattern the work that is done.
d.   Organising helps in the removal of ambiguity in any 48rganization because it allows and promotes team work since people know that they must cooperate to do everything together.
e.   Organising brings about cooperation and collaboration.
f.   It ensures that the rules obeyed by people are meaningful to them.

3.2   Concept of Organisational Structure

The system of relationships that is both formally regulated and informally created to govern the activities of people who are dependent on one another for the achievement of common goals is referred to as organisational structure. Organisational structure, according to Robbins (2015), relates to how work duties are formally separated, categorised, and coordinated within a company. Hence, it affects both the productivity and economic efficiency of the workforce, as well as their morale and job satisfaction.

Organisational culture establishes a framework of order and command within which the organisation's operations can be planned, organised, directed, and controlled, allowing the management process to be

implemented. Therefore, it is the pattern of relationships between positions in the organisation and among its individuals (Robbins & Decenzo, 2011). Also, tasks and duties, job roles and relationships, and communication routes are all defined by organisational structure.

The organising process produces organisational structure. Consequently, the library and Information Center has developed from places where conventional print resources predominated to places where these resources coexist with digital / electronic resources. As such, the library/ information centre is going through a tremendous reorganisation in reaction to changes in the external environment, and they're as concerned about access to materials as they are about the materials themselves. Hence, libraries are hybrid spaces that house both print and electronic content.

The purpose of organisational structure is to divide work among organisation members and to coordinate their actions so that they are oriented toward achieving organisational goals and objectives. As a result, organisational structure determines how authority is divided, individual roles are coordinated, and official information is transmitted (Stueart & Moran, 2007).

Furthermore, organisational structure is a diagram of an organisation describing what employees are expected to do, line of communication, whom to report to, and how decisions are to be made across board (McShane & Von Glinow, 2005). Thus, the structure is never the complete storey; it is only a method of dividing duties among people in order to promote productivity and economic efficiency, as well as employee morale and job satisfaction.

3.3.1 Objectives of Organisational Structure

According to Mullins (2007:564); objectives of organisational structure include to:

- Ensure the organisation's economic and efficient performance, as well as the degree of resource utilisation;
- Monitor the organisation's operations;
- Hold groups and individual members of the organisation accountable for their work;
- Coordinating the activities of various components of the organisation and job areas;
- Encourage flexibility so that future demands and advancements can be met; and
- Adapt to changing environmental effects as well as the social satisfaction of the organisation's members.

3.3.2 Importance of Organisational Structure

Organisational structure is a form of system that details how certain activities can be used to help the organisation achieve its objectives. The following are some of the importance of organisational structure:

- It establishes the coordination of operations under the supervision of a manager, as well as the delegation of authority and responsibility required for the management to complete the assigned tasks.
- It is the source of duty distribution, individual position coordination, and official information dissemination.
- An organisation's organisational structure is one of the interconnected components that defines it.
- Organisational structure aids in the definition of individual jobs and their interrelationships, as shown in organisational charts and job descriptions.
- It allows for the identification and grouping of operations that are comparable and connected to the organisation's goals and objectives.
- Organisational structure permits the assignment of these activities to appropriate units.
- The most important factor in determining organisational performance is the structure's correct design.

<mark>SELF-ASSESSMENT EXERCISES</mark>

4.0   SUMMARY

This unit introduced you to the definitions and characteristics of organisation, as well as the concept of organising, objectives and its significance. The concept, objectives, and importance of organisational structure in the library and information centrewere also explored.

5.0   CONCLUSION

Most aspects of management are generic, and changes in the library and information centre organisational behaviour are the result of an understanding that today's knowledge-intensive world necessitates a different structure, attitude, and outcome. Thus, library staff and information managers are expected to apply their knowledge in a variety of settings. As such, teamwork and cooperation among library personnel at all levels are essential.

6.0   TUTOR-MARKED ASSIGNMENT

1.   What are the objectives of the organisation?
2.   Describe the characteristics of organisations.
3.   Define organisational structure and explain why it is important for the library and information centre to have one.
4.   Why is it vital to organise in the library and information centre?

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UNIT 4   ORGANISATIONAL DESIGN

CONTENTS

1.0   INTRODUCTION

You will be given an overview of the various concerns that must be considered in organisational design in this unit.

2.0   OBJECTIVES

By the end of this Unit, you will be able to:

❖   Define organisational design;
❖   Describe the elements of organisational design;
❖   Outline the objectives of organisational design;
❖   Describe the various types of organisational structures;
❖   Describe the problem with organisational design; and
❖   Recognise the influence of technology on organisational design.

3.0   MAIN CONTENT

3.1   Concept of Organisational Design

Rapid changes in the environment, particularly in the areas of rising competition and the growing relevance of computerised information systems in all types of libraries (organisations), compelled them to alter their structures in order to remain relevant, effective, and efficient. As a result, with the elimination of middle-level managers, hierarchies have been flattened and replaced with a new model that is flexible, adaptable to change, and has few formal levels of hierarchy; has loose boundaries among functions and units, with many adopting teams of workers who work together on a specific task/assignment.

Managers develop/change the structure of an organisation through the process of organisational design. It entails deciding on the degree to which jobs should be specialised, the rules that will guide employee behaviour, and the level at which decisions will be made (Robbins & Decenzo, 2011). Organisational design, according to Gutterman (2015), is concerned with the factors and issues that must be considered, as well as the rules and processes that must be followed in order to design, develop, execute, and maintain a successful and effective organisation. Organisational design is the process of designing or modifying an organisation's structure (Robbins, 2015); the process of establishing a hierarchy inside an organisation (Leonard, 2018). Thus, the process focuses on both the technological and human aspects of the business (Allen, 2012).

3.1.1   Goals of Organisational Design

The organisational design process is a thorough and holistic approach to organisational improvement that encompasses all parts of the organisation. Thus, its goals in the library and information centre are to:

a.   Define the organisation's overall objective, which are the strategic goals that control what it does and how it operates;
b.   Determine how work should be arranged to attain that goal, taking into account the utilisation of technology and other work procedures;
c.   Properly outline the work's essential activities;
d.   Ensure that operations are integrated and that employees work together as a team;
e.   Create jobs that make the most use of employees' abilities and give them with high levels of intrinsic motivation;
f.   Act on individual wants and desires;

g.   Ensure that information is communicated quickly within the
       organisation;
h.   Identify each organisational unit's position and function so that
       everyone knows how to contribute to the overarching
       organisational goal;
i.   Plan and carry out organisational development activities to
       guarantee that the various processes within the organisation run in
       a way that promotes organisational effectiveness; and
j.   Form teams and project groups as needed to handle specialised
       processing, development, professional, and administrative tasks,
       as well as project management.

3.2   Elements of Organisational Design

Organisational design is a step-by-step technique that identifies
dysfunctional components of work flow, procedures, structures, and
systems, realigns them to meet current business realities/goals, and then
prepares strategies to put the new changes into action. There are six
elements in organisational design. These are:

3.2.1   Work Specialisation

Work specialisation, often known as division of labour, enables efficient
use of people' diverse skills. It refers to the partitioning of work activities
into different job tasks, with the notion that this promotes productivity.
Work specialisation is now seen by managers as a vital organising device
that helps employees be more efficient, rather than a source of ever-
increasing output (Robbins, 2015). Work specialisation means that a job
is split down into steps and each step is completed by a different worker.
Thus, in order to enhance job production, an individual employee
specialises in executing a portion of an activity rather than the complete
task.

The advantage' of work specialisation include making it possible for
people to choose or be assigned to positions for which they are best
situated. For example, in the library and information centre, there are
different units and when all these units work together effortlessly,
productivity increases. However, it brings about boredom and monopoly;
and after sometime, because there is no challenge, people do not take
pride in their work. Also, it is impossible for one person to know all that
needs to be done in an organization.

3.2.2   Departmentalisation

Departmentalisation refers to the grouping of similar/related work
activities into departments so that work gets done in a coordinated and

integrated manner. In libraries and information centres some of the common units are: Acquisition, Systems, Cataloguing, Serials, and Readers' Services amongst others. Organisations may use unique classification based on their peculiarity. However, whatever method is adopted, it should reflect the grouping that will help the organisation (library) achieve its goals.

Forms of Departmentalisation
There are five types of departmentalisations that are often used. This includes

i. **Functional departmentalisation**: Jobs are grouped by function in functional departmentalisation. Although this strategy can be used in any form of organisation, functions may change to reflect the organisation's objectives. For instance, in the library, the librarian/Director can organise the work place by separating Circulation section, Acquisition section, Systems unit, and Reference section amongst others, into departments. The benefit of functional departmentalisation is that it allows for economies of scale by grouping together persons with similar skills and expertise.

ii. **Product departmentalisation:** Product departmentalisation divides jobs into categories based on product lines. Here, each of the primary product areas is overseen by a manager who is responsible for everything related to the product. Because all operations connected to a certain product are directed by a single manager, product grouping has the advantage of increasing accountability for product performance.

iii. **Customer departmentalisation:** Customer departmentalisation is based on the notion that consumers in each department have a common set of problems and demands that are best addressed by professionals. This strategy has the advantage of matching client needs to departmentalisation. It also allows organisations to better understand their customers and respond to their demands more quickly.

iv. **Geographical departmentalisation:** Geographical departmentalisation divides jobs into categories based on region or location by bringing together organisational activities in a specific geographical area and integrated into a single unit under the direction of a manager thereby reducing the amount of control from head office.

v. **Process departmentalisation:** This approach is deployed when a particular project is about to be executed. Members of the group are usually drawn from within the organisation and outside of it. They work with a functional manager. Usually, project groups are formed when major changes are about to take place in an organisation.

3.2.3 Chain of Command

The chain of command establishes a clear line of authority, power, and responsibility that is necessary for the organisation's effective operation. It is a continuous chain of authority that runs from the top of the organisation down to the bottom, defining who reports to whom in an organisation. As library managers and Information Center Directors, we must consider the chain of command principle anytime work is arranged, as it will go a long way toward assisting staff with issues like 'who do I report to?' and 'who do I go to if I have a problem?' Employees now have quick access to information thanks to the usage of Information and Communication Technologies (ICTs) in the workplace. They no longer have to wait for information from someone higher up in the chain command. Furthermore, the unity of command principle emphasises that each employee should report to only one superior, which helps to maintain the idea of a continuous chain of command. As a result, if there is not a unified command structure, multiple managers' competing needs and priorities can cause problems. Managers can delegate as well (assign authority to another person to carry out specific duties, allowing the employee to make some of the decisions) some of their responsibilities to other employees due to limited time, knowledge and resources available at their disposal.

Components in Chain of Command
The chain of command encompasses the following:

i. **Authority**: This refers to a manager's right to issue orders and expect them to be carried out. It has something to do with one's position in the organisation. The legitimacy of an authority figure's position in the organisation determines his or her authority. It is part of the job description. It is all a part of the bigger picture of power.

   Authority can be divided into two types. These are:
   - **Line authority:** Line managers are in charge of the organisation's most important activities. Line managers have the authority to give orders to those higher up in the chain of command by directing employee work and making decisions without consulting anyone else. Head of

Technical Services is an example of a line manager in the library.

- **Staff authority (manager):** Staff authority refers to roles that have been formed with some authority to support, assist, and advise those who have line authority. These are managers who work in the organisation's supporting activities. They only have advising authority and can only issue commands to persons in their department. It generally reduces some of their informational burdens. Typical example in library settings is the Personnel / Human Resource Manager, Accounts Manager. For example, the library manager/Director cannot effectively handle the technicalities of the budgetary needs for the library, hence, the need for an Accounts Manager.

ii. **Responsibility:** The term "responsibility" refers to the obligation or expectation to carry out any given task. It has something to do with being responsible.

iii. **Power:** Power refers to an individual's ability to influence others' decisions. It is not the same as authority.

3.2.4 Span of Control

The amount of personnel a manager can efficiently and effectively manage is referred to as the span of control (supervised). When a business has a clear set of values, a supervisor and subordinates work in close proximity, and a computer system that records and collates critical management information, high spans of control are conceivable. One of the reasons for the rise in managerial control spans in recent years may be the greater usage of information and communication technology. In terms of cost, speed of decision-making, flexibility, proximity to customers, and employee empowerment, the wider/larger the span, the more efficient the business will be. Employee performance may suffer if the time span becomes too long because supervisors may not have enough time to give the essential leadership and assistance.

3.2.5 Centralisation and Decentralisation

The degree to which decision-making in an organisation is focused at a single point is known as Centralisation. Decentralisation, often known as employee empowerment, refers to the extent lower-level management provides input and makes choices. It entails giving staff more decision-making authority. on the other hand, the concept of centralisation/decentralisation is relative, not absolute, nor is it an either/or situation because no organisation is ever entirely

centralised/decentralised,   it   is   instead   the   degree   of
centralisation/decentralization. As a result, it is not uncommon in today's
workplace   to   see   managers   deciding   on   the   level   of
centralisation/decentralisation that will best enable them to implement
decisions aimed at accomplishing organisational goals.

3.2.6   Formalisation

The degree to which jobs within an organisation are standardised and
employee behaviour is governed by rules and procedures is referred to as
formalisation.   There   are   explicit   job   descriptions,   numerous
organisational regulations, and well-defined processes encompassing the
work process in a highly organised company. Employees have little
control over what is done, when it is done, or how it is done as a result of
this. Where formalisation is limited, however, workplace behaviours are
highly unstructured, and employees have a great level of leeway over how
they conduct their work. While some formalisation is required for
consistency and control, many firms today rely less on rigorous rules and
standardisation to guide and manage employee behaviour

3.3   Types of Organisational Design

The process of selecting the appropriate form of organisational structure
for a specific situation is known as organisational design. As the Head of
Library/Information Centre, you will be the one to determine the type of
organisational design that you deem fit for your organisation However,
never do it all alone; allow your subordinates to be a part of it. Types of
organisational design include:

3.3.1 Traditional Organisational Design

Traditional organisational design refers to the layout that supports the
achievement of organisational goals in an efficient and effective manner.
This includes:

i.   **Simple structure:** A simple structure is one in which there is little
        departmentalisation, little formalisation, and vast amount of power
        with centralised authority in one person. The simple structure is
        most commonly employed in small enterprises, and its advantages
        include flexibility, speed, and low maintenance costs, as well as
        straightforward   accountability.   However,   as   the   organisation
        grows, the structure becomes progressively insufficient due to the
        lack of laws and standards to direct operations, as well as the high
        level of centralisation, which leads to information overload at the
        top. Also, decision-making slows down and can finally come to a

halt as the single executive tries to make all of the decisions, which is unsafe because everything is dependent on one person.

ii.   **The functional structure:** A functional structure is a type of organisational structure that groups occupational specialisations that are comparable or related. The advantages that result from work specialisation are the functional structure's strength. Bringing similar expertise together creates economies of scale, reduces people and equipment duplication, and improves employee satisfaction. The most obvious flaw in this structure is that, in the pursuit of functional goals, the organisation frequently loses sight of its own best interests. Furthermore, because no single function is entirely responsible for the outcomes, individuals of specific functions become isolated and have limited comprehension of what others are doing.

iii. **The divisional structure:** A divisional structure is a type of organisational structure that is made up of distinct business units or divisions. Each division has limited autonomy in this organisation, with a divisional manager in charge of his or her unit and accountable for performance. In a divisional structure however, the parent organisation serves as an external overseer, coordinating and controlling the numerous divisions and often providing support services such as financial and legal. The divisional structure's key benefit is that it concentrates on results, with divisional managers taking full responsibility for a product or service. It also frees up the headquarters employees from worrying about day-to-day operational minutiae, allowing them to focus on long-term and strategic planning. The divisional structure has a fundamental disadvantage in that it duplicates tasks and resources, resulting in increased operational costs and decreased efficiency.

3.3.2 Contemporary Organisational Designs

The contemporary organisational design refers to modern organisational structure in which the rigid top-down (vertical design) model of the traditional structure is removed thus, giving employees ownership of the work they perform. The traditional design (structure) has repeatedly been shown to be ineffective in today's increasingly dynamic and complex world, necessitating the need for organisations to be lean, adaptable, organic, and inventive. As a result, managers are employing design to come up with new approaches to structure and organise work, such as team-based structures, matrices, project structures, and boundary-free structures.

Types of contemporary organisational design
The following are examples of contemporary organisational design:

i.   **Team-based structure:** A team-based structure is one in which the entire organisation is made up of work groups/teams that accomplish the tasks of the organisation. Because there is no line of management authority from top to bottom in this organisation, employee empowerment is critical. Employee teams, on the other hand, are allowed to develop and do work in whatever way they see fit, and are held accountable for all work and performance results in their particular areas. In big organisations, the team structure frequently complements the traditional functional/divisional structure on the ground, allowing the organisation to have the efficiency of a bureaucracy while still allowing teams to be flexible. Team-based arrangements, on the other hand, have achieved positive results. However, simply forming teams with staff is insufficient. As a result, personnel must be trained to operate in groups, undergo cross-functional skill training, and be appropriately compensated.

ii.   **Matrix structure: T**his is an organisational structure in which project managers assign professionals from several functional divisions to work on one or more projects. The professionals return to their functional departments once the project is completed. Because employees in a matrix organisation have two managers who share authority, this architecture has a unique feature: it creates a dual chain of command. Both managers must communicate regularly, coordinate work expectations on staff, and settle issues collaboratively in order to function well. The matrix structure has the advantage of facilitating the coordination of a large number of complicated and interrelated projects. The design's main drawbacks are the confusion it causes and its proclivity for fostering power disputes.

iii. **The project structure:** The project structure is a framework in which personnel work on a project on a continual basis. A project structure, unlike a matrix structure, does not have a designated department to which employees return after completing other projects. Employees, on the other hand, bring their unique talents, abilities, and experiences to other projects. As a result, in project-structured companies, all work is done by teams of individuals who join a project team because they possess the necessary work skills and talents. The benefits of a project structure are that it is fluid and adaptable; there is no departmentalisation or strict organisational hierarchy to stifle decision-making or activity. Managers serve as facilitators, mentors, and coaches for their teams. They assist the project team by removing organisational

barriers and ensuring that the teams have the resources they require to execute their task successfully and efficiently.

iv.   **Boundaryless   organisation:**   The   term   "boundaryless organisation" refers to a company whose design is not constrained by, or limited by, horizontal, vertical, or external borders. The organisation tries to abolish the chain of command, establishes no boundaries on control spans, and replaces departments with empowered teams in this structure.

v.   **Virtual organisation:** This is an organisation made up of a limited number of full-time employees and contractors engaged on a project-by-project basis. This sort of organisation combines conventional features with a heavy reliance on information and communication technology to complete tasks. It might also be made up of employees who work from home offices and are connected by technology, but who meet together in person every now and again.

vi.   **Network organisation:** Organisations that use their own workers to perform some work activities and rely on outside suppliers for other product components or work processes are referred to as network organisations. It's known as a modular organisation in the manufacturing world (refers to a small core organisation that out sources major business functions). The structural approach enables enterprises to focus on their core competencies while contracting out non-core activities to companies that specialise in certain areas.

3.4   Challenges to Organisational Design

Essentially, managers seek out the most efficient and effective organisational design to support and facilitate employees' tasks. However, there are a number of obstacles that can stymie their operational activity, including

a.   **Designing office space:** Office space design has always been a struggle between allowing people to work and maximising space to reduce costs. This has developed over time from the action office to the cube farm and now to the collaborative, which accommodates virtual workers with group spaces to encourage connection and innovation.

b.   **Keeping employees connected**: In the past, work activities were reasonably regular and constant; most jobs were full-time, and work was performed at an employer's location under the supervision of a manager. However, the majority of today's

organisations are not built in this manner, making it a big structural design problem for managers to keep widely distributed and mobile staff connected to the organisation.

c.   **Managing global structural issues:** Because the structures and tactics of businesses around the world are similar, managers must be knowledgeable with the difficulties surrounding structural variances owing to the global nature of the business environment today.

d.   **Building a learning organisation**: This refers to an organisation that has established the ability to learn, adapt, and change on a constant basis. As a consequence, managers should ensure that their people continue to acquire and share new knowledge, as well as apply that knowledge in making decisions or doing their jobs, resulting in a competitive advantage for both the organisation and the employees in the long run.

3.5   Impact of Technology on Organisational Design

Information and communication technologies (ICTs) have altered many elements of human existence and provided employees with new opportunities to work from remote locations. Some of the effects of technology on businesses can be seen in the following areas:

i.   **Impact on organisational structure**: Introducing new technologies to employees through training will necessitate the hiring of more IT professionals. The introduction of computers to libraries, for example, resulted in the formation of the Systems Unit and the hiring of Computer Science graduates by the library.

ii   **Changes to the organisation's physical layout.** A circumstance in which transitioning from hand filing to computers eliminates the necessity for file clerks, resulting in a change in workplace structure.

iii.   **The organisation benefits from efficiency in the same way**. Though updating to technology may be costly at first, it can save organisations money in the long run.

Some examples of technologies that have revolutionised the way people work include:

a.   **Handheld devices:** Handheld devices allow users to access e-mail, calendars, and contacts can be accessed from anywhere there is a wireless network.

b.   **Webcams:** Employees can use a broad band network and webcams to video conference.

c.   **Encryption code:** Employees are given key fobs with constantly changing encryption codes that allow them to log onto the corporate network and access e-mail and company data from any computer with an Internet connection.

d.   **Cell phone:** Cell phone switches seamlessly between cellular networks and corporate Wi-Fi connections.

e.   **Software:** Security is the most pressing concern when working from anywhere at any time. Important and sensitive data must be protected by businesses. Security issues have been greatly reduced thanks to software and other disabling devices.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

The concept and definition of organisational design were introduced in this unit. Organisational design goals, aspects, and types were discussed. The challenges of technology and its impact on organisational design were also discussed.

5.0   CONCLUSION

Structural design is a tool for achieving a goal. As a result, regardless of the design managers adopt for their organisation, such a structure should assist employees in working in the most efficient and effective manner possible in order to achieve the organisation's goals and objectives.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Make a clear distinction between spans of control and chain of command.
2.   Define organisational design. Describe the challenges of organisational design.
3.   Discuss the concept of "contemporary organisational design"?
4.   What impact does technology have on organisational design?
5.   Organisational design is the process of determining which organisational structure is optimal for a specific situation. Critically analyze the various forms of organisational structures.
6.   Explain the differences between traditional and contemporary organisational design using relevant examples.

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UNIT 5 ORGANISATIONAL CULTURE

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1.0 INTRODUCTION

In this unit, you will learn about the meaning, characteristics, types, functions, and importance of organisational culture in the life of every organisation.

2.0 OBJECTIVES

By the end of this Unit, you will be able to:

• Define organisational culture,
• Describe its characteristics,
• List the different types of organisational culture,
• List the functions of culture,
• Explain the dimension of organisational culture, and
• Explain the importance of organisational culture.

3.0 MAIN CONTENT

3.1 Definition of Organisational Culture

Organisations have a personality that is known as their culture. Organisational culture is difficult to describe; nonetheless, it is loosely defined as reflecting underlying attitudes about how work is done, as well as what behaviours and activities are supported or prohibited. Thus, there is no agreement on its definition or application to the analysis of work in organisations.

Organisational culture, according to Mullins (2007), is the set of traditions, values, policies, beliefs, and attitudes that provide a pervasive backdrop for everything we do and think in an organisation. Similarly, it is the set of values, conventions, beliefs, attitudes, and assumptions that determine how people behave and get things done in companies, even if they are not defined. Organisational culture is the underlying pattern of shared assumptions, attitudes, and beliefs controlling the way individuals inside an organisation think about and act on issues and opportunities (McShane & Von-Glinow, 2005).

Most facets of organisational life, including how decisions are made, how rewards are distributed, and who is promoted, are all influenced by organisational culture. As a result, it is referred to as the common beliefs, ideals, traditions, and ways of doing things that impact how people of an organisation behave (Robbins, DeCenzo, 2011). Organisational culture explains how common ideas and principles evolved over time, and how "things are done around the organisation" is largely influenced by the culture in place. Thus, managers who are confronted with new and seemingly unreasonable behaviour among their staff might benefit from a better grasp of the dynamics of culture.

3.2　Characteristics of Organisational Culture

Organisational culture makes it easy for a new employee to understand how things are done and be able to fit in into the organisation. Thus, its characteristics include the following:

i. **Direction:** The degree to which the organisation establishes objectives and performance expectations is determined by organisational culture.
ii. **Integration:** This refers to the degree to which different parts of an organisation are encouraged to work together.
iii. **Individual initiative:** In an organisation, individual initiative refers to the level of responsibility, freedom, and independence that individuals have. They are free to be creative and come up with their own ideas in this way.
iv. **Level of risk tolerance:** The extent to which you are encouraged to be bold, innovative, and self-sufficient.
v. **Management support:** The extent to which managers give subordinates clear communication, support, and assistance.
vi. **Control:** This refers to the quantity of rules and regulations, as well as the level of direct monitoring, that are utilised to limit your freedom and behaviour.
vii. **Identity:** This refers to how strongly individuals of an organisation identify with it as a whole. People frequently identify with the organisations with which they work. As a result, organisational

culture plays a role in defining the organisation's internal and external identities.

viii. **Reward system:** The extent to which you have reward allocation, such as wage increases, performance evaluation versus superiority, and who you know in the organisation.

ix. **Conflict tolerance:** This refers to how open employees are permitted to express their dissatisfaction.

x.   **Communication pattern:** The extent to which organisational communication is limited to higher-ranking officers/information freedom.

xi. **Dominant culture:** This refers to the core value that the majority of members of an organisation share.

3.3   Types of Organisational Culture

Though organisational culture cannot be seen or touched, it has an impact on all employees' behaviour, thinking, and performance. Employees learn culture through stories, rituals, materials, symbols, and languages. Organisational cultures can be classified as follows:

a)   **Power culture:** Power culture is common in small organisations and is based on trust, empathy, and personal communication. It is based on a central poser source with rays of influence radiating throughout the organisation from the central figure.

b)   **Role culture:** Role culture is frequently seen as a bureaucracy that operates on logic and reason. It is supported by solid organisational pillars such as finance, purchasing, and production. Thus, the role/job description is frequently more significant than the individual, and authority comes from position.

c)   **Task culture:** Task culture is focused on the job/project and aims to bring together the proper resources and people by leveraging the group's unifying power. The influence is widespread, and it is based on expertise rather than position or personal authority.

d)   **Person culture**: This is a situation in which one person is the centre of attention. Every structure exists to help the people who live inside of it. As a result, some people conclude that it is in their best interests for them to band together and do things their way. The preference of many people is for individual culture.

3.4   Functions of Organisational Culture

Depending on how strong or weak an organisation's culture is, it may have implications for its structure. Thus, some of the functions of organisational culture that have been recognised include the following:

a.   Culture is what distinguishes one organisation from another.

b.   Assist in the development of a sense of devotion to something larger than oneself.

c.   Culture communicates a sense of identity and ensures the social system's stability.

d.   Organisational culture acts as social glue, helping to keep the organisation together by advising employees on what they should do or say.

e.   It acts as a sense-making and control mechanism, guiding and shaping employee attitudes and behaviour.

3.5   Dimension of Organisational Culture

The purpose of the organisational culture dimensions is to examine and provide insight into the various types. They are as follows:

1.   **Attention to details:** This entails meticulous attention to details with respect to customers and striving to keep thorough records. It is the standard by which employees in an organisation are required to operate with precision, be analytical, and pay close attention to details.

2.   **Outcome orientation:** This refers to the extent to which an organisation's management is focused on results rather than the methods and processes used to get there.

3.   **People orientation:** People orientation refers to the extent to which management considers the influence of decisions taken and the implications of these actions on people in the organisation through increased participation.

4.   **Team orientation:** In comparison to individual effort and contributions to the organisation, team orientation is the degree to which effective cooperation through collaboration and problem-solving is valued.

5.   **Aggressiveness:** Instead of adopting a casual approach to work, aggressiveness refers to the degree to which employees display competitiveness toward their jobs (employee's approach to work).

6.   **Stability:** This determines how adaptable an organisation is to change. Employees in stable organisations know what to do, who to report to, who is in-charge and what they are expect to accomplish.

7.   **Innovation and risk taking:** This refers to how motivated employees are to be creative, willing to try new things, and take chances. Allow employees to work on new products/services by allowing them to work on their own project during work hours.

3.6 Importance of Organisational Culture

Culture is all-pervasive, and it's a crucial component of effective organisational performance. The following are some of the reasons why organisational culture is important:

a)   It influences the behaviour of all individuals and groups inside the organisation.
b)   Itis a command-and-control mechanism that impacts and directs both corporate and organisational behaviour.
c)   Organisational processes such as decision-making, structure design, group behaviour, work organisation, motivation, job satisfaction, and managerial control are all influenced by culture.
d)   It contributes to successful technology deployment, innovation, mergers and acquisitions, organisational success, and team performance, among other things.
e)   Within an organisation, organisational culture influences behaviour patterns.
f)   The culture of the organisation has a big impact on how well human resources are managed.
g)   The performance appraisal system of a company is heavily influenced by organisational culture.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

The focus of this unit was organisational culture, including its definition, characteristics, types, dimension, functions, and importance. The culture and structure of an organisation evolve throughout time. As a result of a complicated combination of elements, it has a significant impact on human behaviour and action, management processes, and organisational performance.

5.0   CONCLUSION

The nature of the industry/business, the characteristics of the individual organisation and its culture influence organisational behaviour and efficient human resource management. Thus, organisational culture has an impact on most elements of organisational life, including the nature of decision-making, decisions, how rewards are distributed, promotions, how people are treated, and appropriate organisational responses to their surroundings, among other things.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Define organisational culture and state five (5) characteristics of organisational culture.
2.   What are the dimensions that can be used to evaluate organisational culture?
3.   Describe the many types of organisational cultures.
4.   Highlight the importance of organisational culture in the management of the library and information centre.
5.   Explain the functions of organisational culture in the library and information centre.

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UNIT 6   JOB DESIGN

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1.0   INTRODUCTION

Organisations are made up of thousands of tasks, which are then grouped together into jobs. You will be introduced to the concept of job design in organisations in this section. The definition and relevance of job design will be discussed, as well as the advantages and disadvantages of job design, job design models, methodologies, and steps.

2.0   OBJECTIVES

By the end of this Unit, you will be able to:

- Define job design;
- Comprehend the models of job design;
- Explain the importance of job design;
- Outline the advantages and disadvantages of job design;
- Describe the methods of job design; and
- Explain the steps in job design.

3.0 MAIN CONTENT

3.1 Definition of Job Design

A job is a collection of tasks carried out by a single worker (McShane & Von Glinow, 2005). Thus, managers in organisations purposefully and intentionally design jobs to reflect the demands of a changing environment, employees' skills, abilities, performances, and the organisation's technology. According to Robbins and DeCenzo (2011), job design is a process and the most fundamental feature of an organisation that determines what employees are needed to do as part of their job.

Job design is the process of allocating tasks to a job, including the interdependency of those activities with other jobs (McShane & Von Glinow, 2005). Thus, job design entails making systematic attempts to organise tasks, duties, and responsibilities into a work unit in order to achieve specific objectives. To Norris and Porter (2012), job design is the division of work tasks assigned to an individual in an organisation that describes what the worker does, how they do it, and why they do it. Therefore, job design incorporates the work content and credentials required for each position to fulfil the needs of both the person and the organisation. Thus, people do not develop their jobs in an organisation by accident, and because of technological advancements and changes in psychological contracts, job design is continuously changing.

3.2 Importance of Job Design

Job design entails determining the specific tasks and responsibilities that employees will undertake and carry out. Thus, if properly directed, it has a lot of importance for organisations. These include:

- Job design leads to an increase and enhance organisational productivity.
- Job design increases and improves job satisfaction.
- It improves the quality of working life.
- It designs the tasks required to complete a given job successfully.
- It promotes organisational effectiveness.
- Job design includes information about the individual on the job as well as instructions on how to complete the responsibilities.
- Makes certain that the job procedure is up to date and relevant to employees.
- Job design is critical for an organisation's ability to carry out its functions in the most effective and efficient manner possible.

3.3 Advantages of Job Design

Job design is a time-consuming procedure. Its goal is to help employees comprehend their jobs and responsibilities, as well as how to advance professionally. Consequently, the benefits of job design are numerous. They are as follows:

- It aids in the creation of a job profile that motivates people and reduces workplace unhappiness.
- It ensures job specialisation for those with limited or no educational background.
- It exposes employees to a broader range of roles and assist them in determining the ideal role for them.
- An effective work design strategy based on job enrichment offers increased value addition and decision-making capacity, ensuring personal and professional progress in the long term.
- Job design encourages employees to receive frequent training and development in order to boost productivity.
- It assists in determining an employee's production, efficiency, workload, and needed hours of labour.

3.3.1 Disadvantages of Job Design

Job design focuses on reducing the mechanical aspects of the job and ensuring that given duties and responsibilities provide job satisfaction to the individual. Thus, some identified disadvantages of job design are:

a) Oversimplifying jobs might lead to boredom and monotony.
b) Task rotation, a job design strategy, can disrupt work flow and lower output quality.
c) Job enrichment gives senior employees too much power, which can lead to poor results or personality conflicts among workers.
d) Employment enlargement, which entails increasing the number of tasks performed by employees inside their job, might cause employees to lose focus on their primary capabilities.

3.4 Models of Job Design

Job design is a useful tool for meeting employee demands while also serving the organisation's goals. Many models are available for the study of job design. The generally accepted models are as follows:

a. **Classical approach:** This method is based on Fredrick Taylor's scientific management principles. The use of standardisation and simplification to achieve specialisation is at the heart of the classical approach. Job simplification, job engineering, job

rotation, and job enlargement are some of the strategies supported by this approach, each with its own set of benefits and drawbacks.

b.   **Social approaches to work:** The usage of autonomous working groups is encouraged in this strategy. It stated that occupations are developed to meet the needs of the circumstance, both technical and social, and that employee motivation is the most significant component in organisational productivity. Peer-supervisory relationships, the requirement for group work, and the formation of a supportive environment are all important components of this method. Furthermore, the method claimed that considering a full working environment, as well as organisational and social variables, while developing jobs leads to the establishment of self-managed work teams in the organisation.

c.   **Herzberg's Two-Factor Theory:** This is the first major approach to link job design and employee motivation explicitly. With Maslow's need pyramid, Herzberg showed that while some components of the job contributed to employee satisfaction, others contributed to employee dissatisfaction. He contributed to the meta-theory that underpins job design by providing a foundational element. Herzberg was the first to propose an empirical study of people's jobs and build a well-defined work design model.

d.   **Hackman and Oldham's Job Characteristics Model (JCM):** In their job characteristics model, Hackman and Oldham expanded on the concept of motivated jobs by emphasising job content. They claimed that the degree of relevance, task identity, variety, autonomy, and feedback from the job could all be used to assess whether or not a job is motivating. They also recognised the importance of individual differences on the job, assuming that skills, knowledge, ability, and general job satisfaction may influence the strength of the relationships between job attributes and critical psychological states.

e.   **Karasek's Job Demand Control Model:** Karasek improved on the criticisms of the Job Characteristics Model (JCM) by combining the traditions of the negative parts of job design (such as demands, workload, and role stressor) with the positive aspects (job control vs. autonomy, and skill variation). He claimed that job demands and control should be studied together since the impact of both can differ dramatically depending on the level of one on the other. His approach sparked studies into workplace stress and health-related outcomes.

f.   **Warr's Vitamin Model:** This model addressed a variety of job characteristics that may have an impact on people's happiness. Environmental factors, he said, can act as vitamins for people's well-being in and out of the workplace.

3.5   Methods of Job Design

Understanding the many aspects of a job, such as duties, procedures necessary, hierarchies, skill sets required, and employee motivation, is crucial. Thus, managers in organisations can redesign jobs in several ways such as through:

a.   **Job rotation:** It is the process of preparing lower-level personnel to take over from someone in a higher-level position. Thus, employees are rotated from one job to the next in a systematic fashion. In job rotation, employees switch from one job to the next, yet the job itself remains the same. It helps to prevent boredom and add diversity**.** However, training cost may increase and work may be disrupted; and on the long run, cause de-motivation.

b.   **Job engineering or simplication:** This includes tasks to be completed, methods to be used, employee workflows, performance standards, worker layout, and dependency between humans and machines. Job engineering has several advantages, including specialisation, which allows employees to quickly team up on a task; a short work cycle; and ease of recruitment since low-skilled people can readily be trained; and, by making a job specialised or streamlined, it reduces the need for supervision.

c.   **Job enlargement**: This entails broadening the scope of a job to include multiple tasks rather than simply one at the same level and skill. It is a job rotation that is been extended. It tries to add similar duties to the present job in order to give it more diversity and make it more engaging.

d.   **Job enrichment:** Job enrichment is re-designing a job to incorporate a diversity of work content, giving the employee greater autonomy and responsibility for planning, directing, and regulating their performance, as well as providing opportunities for personal growth and meaningful work experience. It also permits the decentralisation of decision-making rights over areas that directly affect an individual's task function.

3.5   Steps in Job Design

Job design encompasses the content, structure and organisation of tasks and activities. Thus, in evaluating job roles, and for the purpose of having

a great and good job design, certain parameters such as the under listed should be considered:

i.   **Feedback:** Employees' ability to tell how well they are performing based on direct sensory input from the job is referred to as feedback. This should be done regularly with the employees so as to understand issues being faced on the job and how the identified issues can be resolved.

ii. **Assessment**: When evaluating performance, it is critical to have a comprehensive knowledge of what everyone in the hierarchy has to say. Thus, the roles need to be updated and corrected to have a better job design**.**

iii. **Training:** It is very important to have a regular training program for employees in every role so as to keep them updated with the latest trends and concepts; and also help in better designing the job with the latest frameworks and trends.

iv. **Work-life balance**: Work-life balance refers to the division/distribution of one's time and focus between working and family activities. Thus, it is important to make work-life balance a part of every job role in the organisation to ensure flexibility and motivation of employees. Incentives like vacation, improved health insurance package, work from home, creating daycare within the organisation's complex, and variable pay amongst others should be made part of the job package so has to enhance overall job satisfaction.

3.7   Elements of Job Design

The purpose of job design is to coordinate and optimise work processes in order to create value and maximise performance in the organisation. Thus, the major aspects of job design are:

3.7.1 Specialisation and Division of labour

Specialisation refers to the fact that each employee performs only a portion of the work required to supply a service or accomplish a task. It's also known as division of labour. Some workers will specialise in particular activities, while some will specialise in others. However, job design attempts to strike a balance between the benefits and drawbacks of specialisation. Therefore, as the Head of Library/Director of Information Centre, you should ensure that jobs in your department are properly designed to avoid negative effects of specialisation and include factors which motivate workers.

Advantages of specialisation
Specialisation will lead to higher efficiency and economies of scale to some extent. Because of the following advantages

- Individuals can gain great levels of expertise in particular pursuits in a short amount of time.
- People can be employed in tasks in which they naturally excel, allowing their full potential to be realised.
- Employees do not waste time switching from one duty to the next.
- Jobs are frequently simplified, allowing individuals with lower skills to be assigned at a reduced cost.

Disadvantages of specialisation
Some of the identified disadvantages of specialisation include:

- **Boredom:** Highly specialised jobs demotivate people since they are monotonous and repetitive. As a result, employees rarely see the end product and are dissatisfied with their work.
- **Lack of innovation**: Specialisation may discourage collaboration and creativity among employees.
- **Limited skills:** In specialisation, employees only have a limited set of skills thus, may be unable to redeploy these skills to deal with bottlenecks in other areas. Furthermore, these workers may be susceptible to change and are likely to be fired or require retraining if changes occur.

3.7.2 Ergonomics and Job design

Ergonomics is the study of how to design and shape jobs to accommodate people's physical abilities and attributes so that they can do their work well. Its goal is to ensure that jobs are designed in such a way that they are suited for human performance and that workplaces have as few negative impacts as possible. Consequently, machines should be designed in such a manner that accidents are impossible. Thus, ergonomics plays a crucial part in the development of gadget displays. For example, computerisation of our workplaces should be designed so that poor posture, glare, or repetitive tasks do not result in repetitive strain injury (RSI). Hence, ergonomists recommend a shift schedule since it is less harmful to long-term health than working very long hours.

3.7.3 Work schedules

In traditional agricultural economies, work schedules were dictated by the seasonal cycle of night and day. However, long shifts of twelve (12) hours or more became common during the industrial revolution and the development of artificial lights and the archetypal work schedule

followed a 'nine to five' pattern in the middle of the twentieth century. Nevertheless, work schedules became more varied in the last decades of the twentieth century. They include:

- **Flexitime:** This refers to working hours that are more flexible. It gives employees some liberty and decision over their working hours, as long as the total number of hours worked is appropriate. Flexitime is popular among employees because it allows them to reconcile the competing demands of work and family life. It also boosts productivity by lowering absenteeism and tardiness. Secretarial and administrative employees, for example, prefer 9 a.m. to 4 p.m.

- **Compressed working week:** This is a deviation from the 'standard' work week. Employees get longer work days in exchange for more days off. The most popular arrangement is for employees to work ten (10) hours a day for four (4) days in exchange for a three-day weekend respite. This is ideal for some employees' household arrangements. However, many workers become exhausted during the latter two (2) hours of their ten (10)-hour shifts. In essence, concentration and attention on the job may be affected.

- **Homeworking and teleworking:** Teleworking is a work practice that entails remote working for a period of time. Working from home or in nearby fields was once the most frequent form of employment. However, with the increased availability of computers, a new type of home working emerged: teleworking. A teleworker works from home but is connected to 'the office' via the Internet.

Advantages of teleworking

Many professionals' benefits from teleworking because it allows them to balance and organise their time as they see fit, mixing household tasks, leisure time, and caring for their families. Advantages of teleworking include:

- **Low overhead:** With teleworking, an organisation is not required to offer office space, heating, or lighting, among other things. The teleworker is normally responsible for these expenses.

- **Labour-saving strategies:** Teleworking, as a labour-saving approach, allows organisations to hire people who would otherwise be unemployed, and employers to hire employees who have household responsibilities.

- **Increased productivity:** As a result of lower absenteeism and lower labour turnover, productivity will increase.

- **Work-life balance and flexible working hours:** Teleworking allows you to spend less time commuting to work and more time doing other things**.**
- **Improved concentration:** When employees work in an atmosphere that is more conducive to their well-being, their ability to concentrate improves.

Disadvantages of teleworking
 Disadvantages of teleworking include:

- Teleworkers may believe that their careers would suffer as a result of their lack of visibility among senior executives.
- Teleworking may be hampered by personal situations, putting teleworkers under more stress. They may find the home-work interference to be extremely tough, and they may work extremely long hours to finish the job.
- **Lack of control:** With teleworking, firm managers are unable to effectively track how long their employees spend on a task.
- **Collaboration:** Collaboration amongst coworkers may be impossible if you work outside of the office.
- Employees may end up completing more routine duties as a result of working remotely**.**

3.7.4 Job sharing

Job sharing is a fantastic approach for employees to balance work, family, and leisure. Job sharing is when two (2) or more persons share the responsibilities of a single job, working on different days of the week, for example, or rearranging their schedules. Job sharing, on the other hand, lowers the burden on the employer if one of its employees becomes unwell.

3.7.5 Contingent workers

Contingent workers are temporary employees employed when there is a high demand for their services. To deal with growing student numbers, institutions, for example, hire a significant number of contingency seminar leaders. Many contingent workers are paid meager salaries, yet the fact that their jobs are temporary may be advantageous to them.

3.7.6 Office sharing

When two (2) employees are assigned to the same office, it is known as office sharing. As an example, provide two sales managers their own office. One uses it in the morning and is on the road in the afternoon, while the other uses it in the morning and works in the afternoon.

3.7.7 Hotelling

The term "hotelling" refers to a business that has a large number of desks or offices. They can reserve a desk or office as needed, similar to how they might reserve a hotel room for a day or, in some cases, an hour. Big consulting firms that have offices in high-cost locations or major cities sometimes use these arrangements because providing consultants with their own lodging would be too expensive. 'Hot-desking' is a method of renting an office or a desk for a short time.

3.7.8 Worker involvement in Job Design

A job is objectively defined in considerable detail by management in the traditional view of job design. Hence, such job is independent of the person who is going to perform the work. Today, jobs are concerned as broad roles; giving the incumbents a great deal of latitude, allow them to interpret, and perform the work. Workers are usually involved in the process of producing a job description.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

Job design is the deliberate attempt to organise tasks, activities, and responsibilities into a unit of work in order to achieve specific goals. The concept, importance, steps, benefits and drawbacks, methodologies, models, and aspects of job design were all explored in depth in this unit. As a result, having a thorough understanding of this concept will aid in preparing and equipping you for the role of manager in an organisation such as the library/information centre.

5.0   CONCLUSION

The way jobs are designed has changed s compared to what it used to be before the advent of technology. Thus, workers are encouraged to be proactive and take the initiative in organising their own job designs for the better performance of the organisation and the fulfilment of their individual personal objectives.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Discuss the methods of job design.
   (b).   Describe the benefits of job designs in the library and information centre.
2.   Define job design and explain the steps involved in job design.

3.   The way jobs are designed has changed compared to what it used to be before the advent of technology. Based on this assertion, discuss the different aspects of job design.
4.   What are the models of job design?
5.   Describe the disadvantages of job designs in library and information centre.

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UNIT 7   ORGANISATIONAL CONTROL

CONTENTS

1.0   INTRODUCTION

You will be exposed to organisational control in this unit. The meaning and importance of the control function, control method, types of control, benefits, and current difficulties in organisational control will be discussed.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Define organisational control;
- Explain why control important;
- List the advantages of organisational control.
- Describe the control process;
- Mention different types of organisational control; and
- Comprehend contemporary issues affecting control function in organisations.

3.0   MAIN CONTENT

3.1   Definition of Organisational Control

Control is a broad concept that applies to both individual and organisational behaviour. Organisational control is a crucial management function that entails observing and adjusting activities in organisations to

ensure that goals are met as anticipated. Organisational control, according to Cardinal, Kreutzer, and Miller (2019), is any technique by which managers focus attention, motivate, and urge organisational members to perform in desirable ways to achieve the organisation's objectives. Morris (2018) defined organisational control as the process through which an organisation encourages its sub-units and members to behave in ways that support the achievement of organisational goals and objectives. Hence, organisational control ensures that activities are performed in a way that contributes to the accomplishment of the organisation's goals.

Control function is multi-faceted, goal-oriented and comprises of a wide array of practices. Consequently, it involves keeping staff inspired and focused on the most pressing issues facing the organisation, and collaborating to make the most of opportunities (Beecher, 2010). Accordingly, any organisation's control system contains the yardsticks by which managers measure the efficiency with which it produces goods and services. Thus, the more effective a control system is at assisting managers in achieving their organisation's goals, the better.

3.1.1 Importance of Control function in the Library and Information Centre

The significance of the control function in the library and information centre is enormous. If properly designed, it would lead to actualisation of set goals and better performances. The following are some of the importance of control functions:

a)   The only means for managers to know if organisational goals are being reached, and if not, why, is through control.

b)   As the final step in the management process, controlling provides a key link back to planning. As a result, if managers don't have control, they won't know if their goals and plans are being met or what measures to take next.

c)   The control function's importance may be seen in three areas: planning, employee empowerment, and workplace safety.

d)   An effective control system can offer information and feedback on employee performance, reduce the risk of future problems, and increase employee empowerment, as many managers are hesitant to empower their people for fear of being held responsible if something goes wrong.

e)   Natural disasters, financial difficulties, scandals, workplace violence, supply chain disruptions, security breaches, and even

probable terrorist strikes all pose hazards to organisations. Hence, comprehensive controls and backup procedures will ensure that work is disrupted as little as possible if any of these events occur.

f)   It helps an organisation protect its assets; manage uncertainty and complexity in the business environment.

g)   Organisational control is crucial in establishing product and service quality because it provides managers with feedback on product and service quality.

h)   Improves an organisation's degree of creativity by determining the best control measures to encourage risk-taking.

3.2 The Control Process in Organisations

The control process is a three-step procedure that assumes a pre-existing performance standard. These are the particular goals developed throughout the planning phase, as well as how performance standards can be changed by raising or lowering them, and defining new/additional standards. The following are the steps to take:

A.   **Measuring actual performance**
Actual performance measurement is the first step in the control process that a manager must complete. Personal observations, statistical data, oral and written reports are all common kinds of information used to evaluate actual performance, each with its own set of strengths and weaknesses. Also, while most work can be measured in quantity, it may be challenging in a service-oriented organisation like a library/information centre. Thus, customer satisfaction surveys could be used as a good indicator for measuring performance. However, combining these common information sources could enhance the number of input sources as well as the probability of collecting valid data. As a result, managers are urged to employ all four sources in order to achieve comprehensive control and also use subjective performance criteria if a performance indicator button cannot be stated in quantitative terms, but any decision or analysis based on subjective criteria should realise the data's limitations.

B.   **Compare actual performance to planned goals**
This phase determines the difference between actual and standard performance. Although some variation in performance is to be expected in all activities, it is crucial to establish an acceptable range of variation between actual performance and the defined standard. Thus, depending on the nature of the problem, any

deviation outside the specified range would necessitate immediate action from the manager. Hence, managers have the option of doing nothing, correcting actual performance, or revising the standard. As control measures, various corrective actions such as training programmes, disciplinary actions, and changes in remuneration methods can be implemented.

C.   Taking action
The third step in the control process is to take action. Managers can take one of three approaches: do nothing, rectify actual performance, or change the established standards. This can be done through proper monitoring of procedural activities; compare and correct work performance before products of labour are produced. However, if performance is below expectations, managers are advised not to blame the employees or the set goals/standard immediately. Instead, s/he should try to find out if the standard set is realistic, fair, and achievable; on the basis of which employees can be advised to improve on the performance or institute necessary corrective action to guide against future occurrence.

3.3   Types of Control in Organisations

The efficacy of any control system is usually judged by how well it supports goal achievement, management can install controls before, during, or after an activity begins. The following are examples of organisational controls:

A.   Feed forward controls: This refers to a sort of control that occurs before a task is completed. It prevents problem such as poor product quality, loss of customers, and loss of revenue amongst other losses from occurring. The key to feed forward controls is to take administrative action with up-to-date action before a problem arises rather than after it has already occurred.

B.   Concurrent control: Concurrent control occurs while a work activity is in progress, such as the design of technological equipment (computers and computerised machine controls). For example, you have probably used word processing software that warns you when you type a misspelled word or use bad grammar. Concurrent controls are used in many organisational quality programmes to alert workers if their work input is of sufficient quality to fulfil standards. Direct supervision is the most well-known type of concurrent control.

C.   Feedback controls: This is the most common control method. After the action has been performed, feedback control takes place.

The benefits of feedback controls include providing managers with useful information on the effectiveness of their planning efforts. The main disadvantage of this type of control is that by the time a manager receives the information; the issues have already arisen, resulting in waste and damage. Thus, any feedback report that shows little variation between the set standard and actual performance indicates that the planning was on track. Feedback that includes information on how well people are doing can also help to boost motivation.

D. **Financial control**: In any organisation, including libraries and information centres, financial controls are at the heart of resource management and operational efficiency. These are the procedures, rules, and tools that an organisation uses to monitor and regulate the allocation, use, and direction of its financial resources. Financial control is required for any business to be profitable. They might, for example, review quarterly revenue statements for excessive expenses and calculate financial ratios to verify that enough cash is available to cover ongoing expenses. Managers may utilise standard financial measures such as ratio analysis and budget analysis. Budgets (tool for planning and controlling) are another sort of financial control tool used by managers to signify key job tasks.

E. **Information control**: Everything an organisation does rely heavily on information. Thus, managers require knowledge about what is happening in their areas of responsibility; they rely on data to measure actual performance and to assist them in developing suitable action plans. The majority of the information tools utilised by managers come from the management information system of the company (a system used to provide managers with needed information on a regular basis). Because today's enterprises are like well-stocked libraries, they are encouraged to put in place measures such as data encryption, system firewalls, or data backup to assist secure and protect such material. Managers deal with information controls in two ways: as a tool to assist them in controlling other organisational activities, and as an organisational area they must control. Consequently, they require the right information at the right time and in the right amount to monitor and measure organisational activities.

F. **The balanced score card approach:** A balanced scorecard is a method of evaluating organisations that considers factors other than their financial performance. A balance score card examines financial, customer, internal processes, people, innovation, and growth assets, among other things**.**

3.4 Benefits of Control Function in the Library and Information Centre

Controls are useful management tools that, when correctly planned and implemented in the library and information centre, provide the following advantages:

a. **Improved cost and productivity control**: A good control practice leads to organisational efficiency and effectiveness. It helps managers to control costs and productivity levels.

b. **Improved quality control:** In terms of response time and precision, quality control can be measured.

c. **Opportunity recognition:** Opportunities can come from both inside and outside the organisation which could translate to better performance and competitive advantage.

d. **Better ability to manage uncertainty and complexity**: Financial controls through adequate budgeting and productivity control can help an organisation navigate harsh economic downturn.

e. **Decentralised decision making:** When decision-making in an organisation is decentralised, managers will have access to the information they need to respond quickly in an emergency.

f. **Asset management:** The control function help managers to manage and protect organisational assets.

g. **Employee performance:** Observing employee behaviour can assist managers in identifying strategies to improve employee performance.

h. **Monitor:** Managers can improve their organisations' responsiveness to customers by developing a control system to analyse how well customer-contact employees do their jobs.

3.5 Contemporary Issues in Control

Control is a key managerial role that involves managers monitoring their employees to ensure that expected outcomes are accomplished. As a result, there are numerous methods available for managers to track their employees' efficiency and ensure that they are progressing toward agreed-upon goals and objectives. However, control principles such as those outlined earlier are best suited for organisational units that are neither geographically nor culturally separated.

In today's world, a manager's capacity to supervise the activities of his or her staff is endangered by a number of factors. The following issues have been identified:

A.   **Cross-cultural differences:** Employee behaviour and operations can be controlled in a variety of ways in different countries. Global organisations' organisational control systems differ primarily in the measurement, corrective action, and control process processes. Because distance prevents managers from personally observing work, overseas operations managers are less closely monitored by the main office. In addition, multinational firms may implement and employ information technology to manage work activities. When comparing technologically advanced countries to less technologically advanced countries, the impact of technology on control is most obvious.

B.   **Workplace privacy:** The majority of employees in today's organisations have access to computers and telephones in order to complete official tasks. Consequently, most employers have some sort of system in place to keep track of how these tools are used, especially the Internet and official e-mails. In addition, employers are increasingly required to monitor employees not only for productivity and efficiency, but also under state and federal legislation. However, regardless of why employees are monitored at work, it is important to examine the role of employee privacy as well as the erosion of team trust, morale, and ethics, as well as how they will respond if they realise that their Internet, phone, and e-mail activities are being monitored. As a result, companies must strike a balance between being intrusive and not being overbearing. While monitoring is useful, a clear policy is required to avoid unnecessary legal action.

C.   **Employee theft:** Large-scale embezzlement, long lunch and break hours, work slowdowns, inferior workmanship, the loss of cash, inventory, information, or other assets, among other things, can cause a company to lose a lot more than money. In addition, employees may feel angry for a variety of reasons, including unjust or inadequate treatment at work, and may view theft as a way of retaliating against their bosses for perceived injustices. In the same vein, employee's pay and condition of service can motivate dishonest behaviour. However, to prevent this, there is need for effective communication of policies and procedures and the attendant consequences if they act outside of the boundaries.

D.   **Workplace violence and bullying**: In the workplace, violence and bullying are frequently used to obtain an advantage of an employee through some form of professional gain. Bullying is defined as an act of violence that includes acts of hatred, offensive threats, and power abuse. The result of this violence includes emotional distress, intimidation, humiliation, fear and vulnerability. Consequently, every workplace is responsible for not establishing an environment conducive to bullying and for not allowing bullying to continue once it has been recognised. Hence, organisations must take ethical responsibility for the eradication of not only individual bullies, but also violence and bullying in the workplace. Management must also ensure that there are no communication obstacles between employees and employers. Long working hours, information overload, unreasonable deadlines, constant interruptions, and indifferent management can all contribute to employees becoming dissatisfied at work in today's workplace. One of the tasks of the manager is the ability to prevent situations like this from occurring as high-level of employee dissatisfaction could generate problems like employee theft, misappropriation of organisation time and resources, bullying, and workplace violence. All issues that need to be addressed.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

Organisational control is essential to good management and practice. The topic of organisational control has been discussed in this unit. It is believed that you have grasped the meaning and significance of the control function in the library and information centre. You have also learned about the control process, different types of controls, and the benefits of controls in libraries, as well as contemporary issues in organisational control.

5.0   CONCLUSION

Organisational control is an important managerial role that is essential to the operation of the library and information centre. As a result, competent library managers should develop a control system that will continuously monitor the quality of services provided by each unit in the library so that service delivery may be improved. Managers must also evaluate what activities have been completed and compare actual performance to the desired standard in order to know whether the various units are performing well. Without an effective control system in place, library

managers may have no idea how their organisation is performing or how
it can improve.

6.0　TUTOR-MARKED ASSIGNMENT

1. Describe the advantages of organisational control.
2. Why is the control function in organisations such an important managerial function?
3. Identify and describe the various types of control functions found in the library and information centre.
4. Discuss the contemporary issues affecting the control functions in organisations.

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MODULE 3   HUMAN RESOURCE MANAGEMENT IN ORGANISATIONS

Human Resource Management (HRM) is a modern method that focuses on making the best use of human resources in an organisation. This module introduces you to the concept of human resource management and the numerous approaches for managing human resources in organisations, including human resource/employee planning, job analysis, descriptions, and specifications; recruitment and selection; and training and development in the library and Information centre.

Unit 1   Overview of Human Resource Management
Unit 2   Human Resource/Employment Planning
Unit 3   Job Analysis, Job Description and Job Specialisation
Unit 4   Recruitment and Selection
Unit 5   Training and Development

UNIT 1   OVERVIEW OF HUMAN RESOURCE MANAGEMENT

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
      3.1   Concept of Human Resource Management
            3.1.1   Objectives of Human Resource Management
            3.1.2   Nature of Human Resource Management
            3.1.3   Evolution of the Human Resource Management Concept
      3.2   Role of HRM / HR Managers in the library and Information Centre
      3.3   Functions of HRM in the library and Information Centre
      3.4   Importance of HRM in the library and Information Centre
4.0   Summary
5.0   Conclusion
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

This unit introduces you to the concept of human resource management in libraries and information centres, including its meaning, objectives, nature, evolution, roles, functions, and importance.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Define Human Resource Management;
- Explain the concept of HRM;
- Outline the goals of HRM in the library and Information Centre;
- Explain the nature of HRM;
- Comprehend the evolution of the HRM concept in the library and information centre;
- Enumerate the functions of HRM / HR managers;
- List the functions of HRM in the library and information centres; and
- Enumerate the importance of HRM in libraries and information centre

3.0   MAIN CONTENT

3.1   Concept of Human Resource Management

Human Resource Management (HRM) is a multidisciplinary and organisational function that focuses on hiring, managing, and directing people; a strategic function that deals with human needs and requirements treating people as assets (Termscompared, 2020). HRM is difficult to define because it is frequently used in two ways: to generically characterise the body of management activities covered in a book; or to designate a distinct approach to people management from personnel management. Consequently, Armstrong (2016), for example, defined HRM as a purposeful and integrated strategy to employing and developing people in organisations. Human resources are the lifeblood of any organisation. It is the organisational function that deals with concerns linked to people, such as hiring, remuneration, performance management, organisation development, safety, wellness, benefits, employee engagement, communication, administration, and training (Robbins & DeCenzo, 2011).

HRM is a word that encompasses all operations related to human management. HRM is a concept that is increasingly being used to refer to a company's philosophy, policies, procedures, and practises regarding employee management (Sims, 2002). Hence, the value of any organisation is largely decided by the quality of its workforce; in addition, most organisations' success is dependent on recruiting people with the necessary abilities to do the tasks required to achieve the organisation's strategic goals. HRM is the process of hiring, selecting, providing proper orientation and induction, training and developing skills, evaluating

employees' performance, providing proper compensation and benefits, motivating, maintaining proper relations with trade unions, and ensuring the safety, welfare, and health of employees by adhering to the labour laws of the concerned state/country (Ahammad, 2017).

Furthermore, HRM is a management function that focuses entirely on the human being in an organisation, has a distinct philosophy for carrying out people-oriented organisational activities that is completely aligned with management interests, and is relatively removed from the workforce as a whole (Ambedkar, 2016). HRM is described by Bratton and Gold (1999) as the part of the management process that focuses on the management of people in work organisations. They explained that HRM emphasises the importance of employees in achieving long-term competitive advantage; thus, human resource practices must be integrated with corporate strategy, and human resource specialists must assist organisational controllers in meeting both efficiency and equity objectives.

Torrington, Hall, and Taylor (2002) defined HRM as a set of activities that enable working people and the organisation to agree on the goals and nature of their working relationships, and to ensure that the agreement is followed through. Hence, managers must try to attract the best set of people with the right qualifications, experience, and minds with the best skills, provide training and retraining incentives, job enrichment programme for the overall good of the organisation.

Human Resource planning, job analysis, job description and specification, recruiting, selection, induction and orientation, training and development, performance appraisal, and personnel movement are all activities that fall under the umbrella of HRM. The following methods can be used to carry out the process:

- Assessing current human resources and future human resource need.
- Developing a plan to meet those needs.

3.1.1 Objectives of Human Resource Management

HRM is concerned with the people and their interactions within the organisation. As a result, it has the following objectives as highlighted by Ahammad (2017); Ambedkar, (2016) as follow:

i.   Developing, maintaining, and employing a competent and motivated staff.
ii.   Encouraging all members of the organisation to have a positive working relationship.

iii　　Assuring maximal individual growth, securing and assuring the alignment of individual and corporate goals.

iv.　　Meeting employee needs, expanding human capital, and involving employees in decision-making.

v.　　Keeping good human and industrial relations and creating a pleasant working environment.

3.1.2 Nature of Human Resource Management

Human Resource Management is a critical part of any organisation (the library) and is essential to all management tasks. It is concerned with the organisation's human dimensions. According Ambedkar (2016), its nature entails:

- **Management function**: Human Resource Management revolves around the application of management functions and concepts to ensure that workers work diligently towards their goal.
- **Pervasiveness:** Human resource management is ubiquitous in nature because it is present in all organisations; its functions are not limited to business establishment.
- **Organisation effectiveness:** Decisions are made with the overall effectiveness of the organisation in mind, rather than the rules and regulations.
- **Integration:** HRM assists employees in their full development. Hence decisions made about workers are fully executed and integrated.

3.1.3 Evolution of the Human Resource Management Concept

HRM is a modern idea for managing people, and it is the organisation's backbone because it deals with every aspect of the employee. Thus, the concept evolves through the following process as highlighted by Armstrong (2020), and Brandon & Gold, 1999):

1.　**Commodity concept**: Workers were treated as commodities/products, with little or no regard for their well-being.
2.　**Factor of production concept**: Workers were regarded as factors of production during this period, and all factors were valued equally. Labour received no special attention.
3.　**Welfare concept:** Worker satisfaction was crucial, since every management/organisation acknowledged or understood their obligations to improve working conditions and amenities for employees.
4.　**Industrial relations concept:** In this period, each and every employee has their own unique motives. They want opportunities

for progress in their careers and to be recognised for their achievements.

5. **Personnel management concept:** This refers to a methodical approach to managing people in an organisation. It is a large system that includes various sub-systems such as personnel planning, recruitment, training, and employee development. All of these things fall under the umbrella of personnel management.

3.2 Role of HRM/HR Managers in the Library and Information Centre

HRM has a wide range of applications. HRM in the library and information centre entails planning, designing, and implementing policies and programmes that maximise the utilisation of library personnel/work force under the effective supervision of the HR manager, who is tasked with the following responsibilities as listed by Ahammad, (2017), and Ambedkar, 2016:10) to include:

a) Develop a complete understanding of the organisation's culture, plans, and policies.

b) Serves as an internal consultant, a change agent and a facilitator.

c) Participate in the formulation of the organisation's strategy.

d) The Human Resource manager maintain effective communication between the Human Resource Development (HRD) function, individuals, and groups within and outside the library and information centre.

e) Assist in the implementation of HRD programmes by providing coordination and support services.

f) Assess the impact of any human resource development initiative on overall company performance.

g) Conduct research to identify, create, or test the impact of the human resource development in use on individual and organisational performance.

h) Diagnose problems and recommend acceptable solutions, particularly in the field of human resources.

i) Define and evolve human resource development strategies that are in line with the overall business strategy.

j) Assist in the growth of diverse organisational teams as well as their relationships with one another.

k) Connect people and work in such a way that the organisation's goals are met efficiently and effectively.

3.3 Functions of Human Resource Management in the Library and Information Centre

HRM plays a critical role in providing appropriate personnel to libraries and information centres so that they can address the difficulties of a constantly changing competitive environment. Some of the identified functions as outlined by Ambedkar (2016) are:

a. **Strategic HR management:** The number and kind of personnel required to fulfil organisational roles can be identified using the human resources planning function.
b. **Staffing:** Job examination, recruitment, and selection are the major operations under staffing, and they will result in an adequate supply of qualified personnel to fill positions in the library.
c. **Equal employment opportunity:** HRM ensures that all other HR activities are carried out in accordance with the rules and regulations**.**
d. **Talent management and development:** HRM may help ensure that staff are capable of executing their duties at an appropriate level by exposing them to training and development programmes on a regular basis.
e. **Total rewards:** HRM is concerned with providing proper compensation in the form of salary. In addition, incentives and perks are the rewards that employees receive for successfully completing organisational tasks.
f. **Risk management and worker's protection:** HRM is concerned with workplace risks in order to provide worker's protection by adhering to legal standards and being more sensitive to workplace health and safety concerns as part of the disaster and recovery plan**.**
g. **Employee and labour relations:** HRM guarantees that the relationship between a manager and their employee is legally and successfully managed.

3.4 Importance of HRM in the library and Information Centre

Human Resource Management is a managerial function concerned with aligning organisational needs to the skills and competencies of its employees. As a result, the library and information centre value it for the following reasons as outlined by Armstrong (2020); and Ahammad (2017):

a. **Attainment of organisational goals**: HRM plays a crucial role in accomplishing organisational goals and objectives through the successful implementation of human resource functions such as recruitment, selection, placement, and employee remuneration.

b.   **Effective use of manpower**: Since the major goal of HRM is to find the right people for the right job and avoid waste and inefficiency, HRM focuses on making optimal use of manpower skills, abilities, and talents.

c.   **Attract and retain best talents**: Through effective HR policies, HRM can assist organisations in identifying and retaining top personnel.

d.   **Job satisfaction**: Through employee-friendly HR policies, HR encourages employee motivation, increased job satisfaction, and a higher quality of working life.

e.   **Motivation of employees**: The organisation's success is dependent on commitments. Personnel are thus, trained and motivated under HRM to achieve the best results possible, as only dedicated employees can successfully fulfil organisational objectives.

f.   **Building employee loyalties**: Fair wage policies, promotion, and career growth can all help to build employee loyalty.

g.   **Promotion of team work:** Employees can produce better results when they work as a team in an organisation with effective HR policies. Thus, minimising employee dissatisfaction and conflict.

h.   **Communication of HR policies:** Communication helps to eliminate conflicts and misunderstandings, as well as improve employee relationships. As a result, employees are informed about management policies via the HR department.

i.   **Ethical labour policy**: Human resources ensures better working conditions, health and safety standards, fair remuneration, collective decision-making, and employee involvement.

j.   **Managing change**: Changes in an organisation are brought about by human resource management. Thus, HR policies can help an organisation better manage change by educating employees about the changes.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

In the library and information centre, HRM is at the forefront of management functions. You learned about HRM's meaning, objectives, nature, evolution, role, and importance in this unit. As a result, recruiting, HRM decisions, and processes are crucial in ensuring that the proper individuals are hired.

5.0   CONCLUSION

HRM is the foundation of all management activity, and it centres around empowering the organisation's employees to make things happen in a

productive and effective manner in order to ensure the organisation's existence and the advancement of its people. Consequently, as potential library managers, you should make an effort to assist library workers in achieving their own personal goals while also assisting them in achieving organisational goals.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define Human Resource Management
   (b). Describe its objectives in the library and information centre.
2. Describe the functions of human resource management in the library and information centre.
3. What are the roles of Human Resource Managers in the library and information centre?
4. Why is HRM so crucial in the library and information centre?
5. Discuss the evolution of the HRM Concept.

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UNIT 2   HUMAN RESOURCE/EMPLOYMENT PLANNING

CONTENTS

1.0   INTRODUCTION

The focus of this unit will be on definition, objectives, and importance of Human Resource Planning (HRP). Also, the HRP process, steps, benefits and challenges to HRP process in the library and information centre will also be covered.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Define human resource planning;
- Outline the objectives of HRP in the library and information centre;
- Explain the HRP process;
- Describe the steps in HRP in the library and information centre;
- Know the advantages of HRP to the library and information centre; and
- Mention the barriers to HRP in the library and Information Centre.

3.0   MAIN CONTENT

3.1   Definition Human Resource Planning (HRP)

Human Resource Planning (HRP), also referred to as employment planning, is the process of determining an organisation's manpower requirements and developing plans to meet those requirements. HRP is the process by which an organisation ensures that it has the right number and type of people, at the right time and in the right place, capable of effectively and efficiently completing those tasks that will help the organisation achieve its overall objectives (Robbins & DeCenzo, 2011). Thus, HRP ensures that personnel and positions are a good fit while minimising manpower shortages or surpluses.

HRP is a part of the overall organisational planning process and a continual process of systematic planning to ensure that an organisation's human resources are used to their full potential. The HRP translates the organisation's mission and goals into a human resource plan that will help the organisation achieve its goals. Examples of HRP activities include re-distribution of personnel to different jobs within the firm, retirements, promotions, and transfers.

3.1.1 Objectives of HRP in the Library and Information Centre

Human resource planning is an important aspect of organisational planning. Its objectives in the library and information centre according to Ahammad (2017); and Ambedkar (2016) are as follow:

i.   Ensure that the library's human resources are used to their full potential.
ii.   Evaluate and forecast the library's future skill requirements.
iii.   Implement control procedures to ensure that relevant library resources are available when they are needed.
iv.   Describe why personnel planning is critical in the library.
v.   Assist in the achievement of the library's objectives and successful change management.
vi.   Help employee promotion and adequate incentive package.
vii.   Formulate and design training and development programmes for employees.

3.2   The Human Resource Planning Process

The Human Resource Planning is viewed at the macro (strategic) level of Human Resource Management. The strategic approach to human resource management helps organisations to plan for the future and consider changes in services and technology. It usually covers a period from six

months to five (5) years. This approach is very much needed today in the library and information centre where advancing technology is currently redefining library service delivery. Thus, the human resource planning process as outlined by Ahammad (2017) begins as follows:

a.   Managers will assess the existing state of human resources and create an inventory based on employee forms. The inventory can be used to see what talents and skills are available in the library.
b.   Establish library manpower objectives, policies and gaining approval.
c.   Create and implement programmes and promotions that will help the library meet its staffing goals.
d.   Managing and evaluating manpower plans in order to speed up development that benefits both the library and its employees.

3.2.1 Steps involved in HR Planning in the Library and Information Centre

HR planning is the process of examining and determining the availability and demand for human resources in order for the organisation (library) to accomplish its objectives. According to Ibrahim (n.d.), the steps involved in HR planning are as follows:

1.   An objective and methodical assessment of the library's current staffing needs.
2.   Forecasting the future demand and supply of employee.
3.   Identify the available personnel to satisfy the current needs through human resource auditing/manpower inventory.
4.   Identify gaps between projected manpower status and desired manpower objectives.
5.   Formulating short and long-term staffing strategies.
6.   Continuously monitoring, evaluating and updating the staffing needs. This stage ensures that the HR planning process is continual and dynamic.

3.3   Importance of HR Planning to the Library and Information Centre

The importance of HRP to the library and information centre is hinged on the key roles that it plays in the life of any organisation. According to Ahammad (2017); Ibrahim (n.d.); Robbins & Coulter (2016); & Sims (2002), they include:

a.   Determining staffing requirements and developing plans to satisfy the library's current and future demands.

b.   Develop highly qualified employees in the library to assist in addressing the skilled labour shortage.

c.   All managerial functions rely on staffing. As a result, successful HR planning is crucial to the implementation of managerial operations such as planning, organising, directing, and controlling, all of which are based on employee quality.

d.   Technological advancements have placed a higher value on knowledge and skill, thus, resulting in a surplus of personnel in certain fields and a scarcity in others which HR planning helps of a balance.

e.   Effective personnel management is crucial in today's workplace. Thus, the staffing function can be used to provide the large-scale labour management those large-scale organisations require.

f.   The role of staffing includes not only the placement of suitable people in appropriate positions, but also motivational programmes such as competitive salaries and wages, incentive plans, and pay. Thus, all types of incentive plans play a significant role in the hiring process.

g.   The staffing function includes training and development of the workforce, which leads to greater collaboration and human interactions. Consequently, clear communication, effective supervision, and leadership style all contribute to satisfying future needs for high-quality employees.

h.   When resources are used to their full potential, productivity rises thanks to the staffing function and its linked activities of performance review, training and development, and remuneration. This increased productivity is the result of less time, money, effort, and energy being wasted.

3.4   Advantages of HRP in the Library and Information Centre

HR planning is concerned with making the best use of personnel, and it may be extremely beneficial to both the organisation (library) and the country. Human resource planning in the library and information centre has a number of advantages, including the following:

1.   **Mobility of labour:** A sound manpower planning system in the library will help reduce the loss of experienced and skilled labour in the ever-changing world of work.

2.   **Improved productivity:** HR planning will help treat manpower like real corporate assets who contribute to the overall profitability of the organisation through improved productivity.

3. **Recruitment:** Enhance the recruitment of qualified human
    resources for the library.

4. **Labour turnover**: HR planning will promote improvement in
    labour productivity and reduce labour turnover in the library.

5. **Technological changes:** HR planning will help the library and
    information center to adjust and adapt with rapid technological
    changes in the world of information profession.

6. **Cost control:** HR planning will help to control cost over
    recruitment and training as a result of reduction in the rate of labour
    turnover.

7. **Facilitation:** Human Resource planning will help in the
    facilitation of expansion programmes for the library.

3.3   Barriers to HR Planning in the Library and Information Centre

The HRP is concerned with the recruitment and retention of personnel in
adequate quantity and quality to meet the ever-changing market forces of
demand and supply. However, the following are some of the reported
barriers that the library and information centre may face during the human
resource planning process as outlined by Ibrahim (n.d.) and Ambedkar
(2016):

a). **Inaccuracy:**   HR planning entails anticipating human resource
     demand and supply. Thus, projecting manpower needs over a
     period of time is very risky.
b). **Lack of support:** Time and effort involved with no tangible and
     immediate gains often force management to withdraw their
     support.
c). **Uncertainty:** Technological changes and market fluctuation
     create uncertainties, and, thus risky for libraries to depend on broad
     estimations of manpower in a fast-changing environment.
d). **Lack of purpose:** Lack of purpose could result from the inability
     of managers and the HR specialists to understand fully the HR
     planning process.
e). **Inefficient information system**: Most organisations' human
     resource information systems are still in the early stages of
     development. As a result, development will be impossible without
     reliable data.
f). **Employees' resistance:** Employees may resist HR planning
     process exercise because of the feeling that the exercise will

increase their workload and regulate them through productivity bargaining.

g). **Time consuming:** HR planning is time-consuming and an expensive exercise with great deal of effort in data collection procedure.

==SELF-ASSESSMENT EXERCISE==

4.0   SUMMARY

Human resource planning is the process of deciding on a future course of action from a variety of options. You learned about the definition and objectives of human resource planning, the process and steps involved, the importance, advantages, and barriers of HRP in the library and information centre in this unit.

5.0   CONCLUSION

Human resource planning is a systematic and ongoing process in the library and information centre for assessing existing and future human resource requirements with the goal of bridging the gap between current available human resources and the organisation's future demands.

6.0   TUTOR-MARKED ASSIGNMENT

1. Describe the HR planning objectives for the library and information centre.
2. What are some of the barriers to HR planning in the library and information centre?
3. Explain why HR planning is important to the library and information centre.
4. What are the benefits of HR planning in the library and information center?
5. Describe the concept of human resource planning and the steps involved in the HRP process.

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UNIT 3   JOB ANALYSIS, JOB DESCRIPTION AND JOB SPECIALISATION

CONTENTS

1.0   INTRODUCTION

The expansion and development of an organisation (library) necessitates the creation of new jobs. A job is a sort of position inside an organisation that consists of a set of tasks, obligations, and responsibilities that, when combined, form the defined assignment to a single employee. This unit will concentrate on job analysis, job description, and job specialisation as they pertain to the library and information centre.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

* Define job analysis, description and specialisation;
* Comprehend the concept of job analysis, description and specialisation;
* Explain the basic steps in a job analysis;
* Explain the purpose of job analysis and description;
* Identify the major elements of job description;
* State the benefits job analysis and job descriptions;
* Describe the advantages job analysis, and job descriptions; and
* Discuss the importance of job analysis, and job descriptions.

3.0   MAIN CONTENT

3.1   Concept Job Analysis

Human resource management is focused on making the best use of an organisation's human resources. Job analysis is regarded as the most important instrument in personnel management. It is a method of identifying the essential attributes required to do the job efficiently. Job analysis is the process of gathering and documenting accurate and objective data relevant to a job's requirements and outcomes, such as what a worker does, how the work is done, why the work is done, the materials used to complete the job, the job's context, the characteristics and skills required to complete the job (Armstrong, 2011). Similarly, according to Ibrahim (n.d.), job analysis is the process of gathering relevant information about a job; a systematic examination of the activities within a job (Robbins & DeCenzo, 2011).

Furthermore, job analysis, is an 108pecializ study of job requirements that entails a methodical investigation of the operations and responsibilities, as well as the knowledge, skills, and abilities required for successful job performance; the process of researching and gathering information about a certain job's operations and duties (Mullins, 2007; and Armstrong, 2007). Job analysis is a time-consuming process in which work flows are studied, the skills and behaviours required to accomplish the jobs are discovered. Thus, job descriptions and 108pecialization will be generated as a result of a well-executed job analysis exercise.

3.1.1 Purpose of Job Analysis

A job analysis is a fundamental technical process for defining a position's activities, responsibilities, and accountability. The purpose of job analysis is to:

a.   Determine the kind of skills, knowledge, and attitudes required to do each job successfully.
b.   Assist the personnel management in avoiding overlapping authority-responsibility relationships, so that the chain of command does not become distorted in situations where a smooth work force is essential.
c.   Assess the value of a certain task and evaluate the efficacy of training programmes by comparing beneficiaries' pre- and post-training situations. After that, the information is utilised to create/revise job descriptions and specifications.
d.   Determine the value of a job, examine the training and development needs of an individual performing that position, and boost employee and organisational productivity.

e. Assist the personnel manager in finding the right person for the right job during the recruitment and selection process.
f. Helps the personnel manager in conducting an effective performance review in a problem area and determining employee compensation plans
g. Assists the personnel management department in determining the scope and depth of training required in a specific field.
h. Evaluate an employee's performance and ensure the position and the employee are a good fit.
i. Assists in appraising the job's merit.

3.1.2 Importance of Job Analysis in the Library and Information Centre

Job analysis is a critical tool used in organisations to make a variety of human resource decisions. Hence, its importance to the library and information center's human resources programmes as outlined by Ahammad (2017); Ibrahim (n.d.); and Bratton & Gold (1999) include:

a. **Manpower planning:** Job analysis assists in forecasting manpower requirements based on the knowledge, skills, and quality of manpower required by the organisation (library).
b. **Recruitment**: Job analysis gives information that aids in defining the type of individual needed to accomplish a specific activity within the establishment.
c. **Selection:** When it comes to finding the right individual for the right job, job analysis is crucial.
d. **Training and Development:** Job analysis gives useful information for developing suitable training programmes, such as the types of skills to teach people on and the various techniques to apply in the employees' career development.
e. **Performance appraisal**: Job analysis aids in determining performance standards, evaluation criteria, and individual output in order to determine whether or not a job's specified goals and objectives have been reached.
f. **Assessment:** The amount of training that has to be given to employees is determined by the difference between the expected and actual production. Thus, job analysis acts as a tool for determining an employee's training and development needs.
g. **Compensations:** A job analysis will reveal how much remuneration, pay packages, and additional perks and benefits are linked with each job, as well as other employee incentives.
h. **Regulation:** Job analysis is utilised to streamline human efforts in order to produce the greatest results possible. Thus, it aids in the creation, redesigning, enrichment, evaluation, reduction, and addition of additional tasks in a certain job.

i.   **Counseling:** A well-conducted job analysis gives information to top executives that may be used to guide and counsel employees about their careers, training needs, performance, and skill updates.

j.   **Safety and welfare.** A job analysis provides detailed information on working conditions, which assists management in implementing the safety and welfare measures indicated in the analysis.

k.   **Placement and orientation**: Job analysis gives information about the suitability of positions and directs the process of socialising employees so that they can create healthy relationships with others.

l.   **Strategic planning:** Job analysis assists human resource managers in developing a long-term strategic plan for all human resource-related aspects.

3.1.3 Steps in Job Analysis

Job analysis is a tool that aids in the process of job selection. As a result, job analysis has five (5) basic steps.

- Gathering background information through interviews and observation.
- Choosing a representative position to study.
- Data collecting for job analysis.
- Writing a job description.
- Developing job specification.

3.1.4 Methods of Job Analysis

In order to identify the knowledge, skills, and expertise required to effectively perform job assignments, establish criteria for selection and promotions, design objectives for training and development programmes, develop standards for performance measurement, and assist with the determination of pay classification levels, organisations (library) can use a variety of methods to conduct a job analysis. The following are some job analysis methods:

A.   **Interview method:** This is a technique for gathering information from an employee in order to characterise non-observable tasks and responsibilities. The incumbent has the propensity of exaggerating or omitting tasks and responsibilities. Hence, to collect job analysis data, there are three types of interviews that can be employed. They are:

- **Individual:** Interviews with each employee on a one-on-one basis.
- **Group**: This type of interview involves a group of employees who all have the same job. Consequently, when

large numbers of people are doing similar or identical work, a group interview can be utilised as a quick and economical way to learn about the job. Therefore, as a rule, the worker's immediate supervisor must attend the group session; if not, he or she should interview separately to obtain his or her perspective on the job's duties and responsibilities

- **Supervisor interviews:** This involves an interview session with one or more supervisors who are well-versed in the job under consideration.

B.   **Observation method**: The observation method is appropriate for positions where work behaviours are visible. It entails some degree of movement on the side of the incumbent or short-duration job responsibilities, allowing for a large number of observations to be taken in a short amount of time. A job analyst watches employee(s) on the job using this strategy. Various tasks, activities, the pace at which tasks are completed, and the manner in which different activities are performed are all observed.

C.   **Questionnaire method**: A structured questionnaire can be used to collect work-related information from employees that may not be included in the job analysis toolkits of the professionals hired for the project. The end result aids in the completion of even the tiniest parts of a work.

D.   **Technical conference**: This strategy involves gathering job-related information from experts (supervisors). One significant drawback of this strategy is that experts may display a lack of expertise of the job because they do not conduct it themselves or supervise it just casually.

E.   **Participation method**: In the participation technique, the job analyst performs the job himself in order to gain first-hand experience and determine the job's features. This method is appropriate for analysing simple jobs; but, in the case of complex occupations, extensive job analyst training may be necessary, which may not be attainable in practice. The procedure is also time-consuming and costly.

F.   **Maintenance of log record/diary**: This method is based on the employee keeping a daily diary record of the tasks he or she performs, noting the start and finish time of each work. Workers may be asked to keep a participation diary/log or daily to-do lists. The employee keeps track of all of his or her activities in a log (along with the time). This can give the job analyst a highly detailed image of the position, especially if it's supported with

follow-up interviews with the employee and his or her boss. If followed correctly, this procedure yields more accurate results. However, it takes a long time. Furthermore, each job holder may keep records in his or her own style, which can cause complications with analysis later on. As a result, its utility is restricted.

G.   **Consulting professional's job analyst:** This method involves saddling a consultant with the responsibility of doing a comprehensive job analysis for the organisation. This method will provide desired information but may be too expensive sustain.

H.   **Computer-assisted data analysis**: This method involves the deployment of technology in gathering required information which can later be used for future planning.

3.2   Concept of Job Description

A job description is a factual, written summary of the contents of a job in the form of duties and responsibilities. The result of the job analysis process is job descriptions. It usually depicts the job's content, surroundings, and working conditions. Job identification, job overview, responsibilities done, achievable results, supervision, relationship to other jobs, machines, tools, supplies, and working conditions are frequently included in job descriptions. Because of the nature of the rapidly changing information service environment and the ever-evolving technology deployed for library services, updating job descriptions is a crucial and important task for managers in libraries and information centres in order to allow for creativity and initiative on the part of library workers.

3.2.1 Components of Job Description

A job description is a detailed, factual, systematic, and well-organised statement of a given position's duties and responsibilities. According to Ibrahim (n.d.); and Robbins, DeCenzo & Coulter (2011) the following are the components of a job description:

a)   **Job identification:** This includes the job title, alternate title, department, division, plant, and job code number. The job title accurately identifies and distinguishes the job, as well as the department, unit, and division where it is located. The name of the place is provided by location. The job identification section answers two key questions: to what higher-level job is this job responsible, and how much authority does this job have. Who is in charge of direct supervision?

b) **Job Summary:** This describes the job's scope in terms of activities/tasks accomplished. It includes the nature of the task, whether primary or secondary, as well as any additional responsibilities to be performed on the job, which should be specified explicitly and separately.

c) **Duties and Responsibilities:** These are the most crucial part of the job description. It should be meticulously prepared. It outlines the tasks to be completed as well as the frequency of each key task. This part also covers responsibilities such as money custody, personnel monitoring, and training, among other things.

d) **Supervision:** Information on the number of people who will be monitored, as well as their job descriptions and the level of supervision required (general, intermediate, or close).

e) **Relationship with other jobs:** This specifies who the job holder will report to and who will report to him on a vertical and horizontal work flow link. It is a representation of communication channels.

f) **Equipment**: This section of the job description details the key types/trade names of the equipment (machinery and tools), as well as the raw materials that were used.

g) **Working conditions:** The working environment should be specified in terms of heat, light, noise, dust, and fumes, as well as job risks and their likelihood of occurring, and working conditions. It will come in handy while evaluating candidates for jobs.

h) **Environment:** This describes the socioeconomic circumstances in which the task will be carried out. The size of the work group, interpersonal interactions required for the job, and development facilities are all discussed in this section.

3.2.2 Purpose of Job Description

A job description is a written explanation of the primary responsibilities of a position. It is often created using information acquired from a job analysis. As such, it serves the following purposes:

- For recruiting, interviewing and selection exercise.
- For orientation and training programmes.
- For setting performance appraisal standards.
- For designing performance appraisal forms.
- For job evaluation.
- For clarification and renegotiation of roles.
- For career progression.
- For promotion, compensation, reward and punishment.

3.2.3 Advantages of Job Description

A job description summarises the nature and scope of the job. Hence, it is critical to the personnel manager's success, and it must be updated on a regular basis for effectiveness, which should be done during the annual staff appraisal or evaluation exercise. Among the benefits as outlined by Armstrong (2011); Ibrahim (n.d.); and Robbins, DeCenzo & Coulter (2011) are as follow:

1.   Job description assists in informing new employees of their duties and obligations, as well as communicating what is expected of them in clear terms, avoiding ambiguity and misunderstanding.
2.   Providing greater job satisfaction to workers since they have a clear understanding of what is required of them.
3.   Job description assists in manpower planning through recruitment, training and placing right workers in the right jobs.
4.   Evaluating workers that is job description serves as a useful basis for staff performance appraisal.
5.   Settling industrial disputes.
6.   Provision of role specificity, thus avoiding role ambiguity and clarity.
7.   It aids in the design of training and development plans.
8.   Job description assists supervisors in assigning tasks to subordinates so that they can be guided and monitored.

3.3   Concept of Job Specification

A job specification is a list of the minimal acceptable human traits that must be present in order for a task to be done effectively and successfully. It defines the knowledge, abilities, and attitudes needed to accomplish the job effectively based on the information obtained from job analysis; and it describes the ideal traits of the individual executing the job by focusing on the personality (Armstrong, 2011).

In the selection process, a job specification is a useful tool. It assists in deciding if candidates are competent by keeping the selector's focus on the list of qualifications required of an incumbent to do the job. Thus, those who have the personal attributes listed in the job description should be able to do a better job than people who don't. This includes:

- **Physical characteristics** such as height, general health, hearing, vision, endurance level, and reflexes.
- **Personal characteristics** such as personal appearance, emotional stability, patience, maturity, poise, communication ability, mental proficiency, analytical ability to concentrate.

- **Responsibilities** like supervision of others, responsibility for safety.
- **Demographic characteristics:** Age, sex, education, and training requirements are just few of the factors to consider.

  Recruiting people based on the information in these two documents helps to guarantee that the hiring process is not discriminatory.

3.3.1 Contents of Job Specification

A job specification transforms a work description into human qualifications, allowing a job to be completed more efficiently. It aids in the selection of the best candidate for the job. The following are the contents of a job specification:

i. Job title and designation.
ii. The educational requirements for that position.
iii. Physical characteristics and other associated characteristics.
iv. Physical and emotional well-being.
v. Exceptional qualities and abilities.
vi. Reliability and maturity.
vii. The job's relationship to other positions in the organisation.

3.3.2 Advantages of Job Specification

Job specifications provide the following benefits:

i. They aid in preliminary screening throughout the selection process.
ii. It assists in properly justifying each job.
iii. It aids in the establishment of training and development plans.
iv. It assists supervisors in providing guidance to employees and monitoring their performance.
v. It aids in the assessment of job performance.
vi. Job specification assists management in making decisions on promotions, transfers, and providing additional perks to employees.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

Job analysis, job description, and job specification are crucial documents for managers in libraries and information centres to use in their recruitment and selection processes. You learned about job analysis, job description, and job specialisation in relation to definition, purpose, importance, benefits, components steps, and method in this unit.

5.0 CONCLUSION

Job analysis, job description and job specification are extremely important to the organisation. A job description is a document that describes a position to potential employees. The job specification keeps the manager's attention on the list of qualifications that an incumbent must possess in order to perform the job and aids in deciding if candidates are qualified. As a result, in the personnel management role, both job descriptions and job specifications are crucial. These facts will guarantee that the proper person is hired for the right job.

6.0 TUTOR-MARKED ASSIGNMENT

1. What role does job analysis play in an organisation (library)?
2. Describe the various job analysis approaches.
3. Describe the importance of job analysis to library and information centres.
4. What are the benefits of job specialisation?
5. What does a job description entail? Describe the benefits of a job description.
6. What exactly is a job analysis? Discuss the steps involved in conducting a job analysis in the library and information centre.

7.0 REFERENCES/FURTHER READING

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UNIT 4   RECRUITMENT AND SELECTION PROCESS

CONTENTS

1.0   INTRODUCTION

The focus of our discussion in this unit will be on the recruiting and selection process in relation to sources, the steps required, barriers, forms of orientation and the importance of an induction programme.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Define recruitment and selection;
- Recognise the sources of recruitment;
- Discuss the recruitment process;
- Understand the various types of employment tests;
- Explain the steps in the selection process;
- State the barriers to the selection process;
- Differentiate between induction and orientation;
- State the importance of induction; and
- Explain the various types of orientation programmes.

3.0 MAIN CONTENT

3.1 Concept of Recruitment

Recruitment has been discovered to play a vital role in every organisation's human resource planning function and ability to compete. Recruitment is a positive process of locating potential employees and encouraging them to apply for positions within the company (Pal, 2021.). According to Robbins and DeCenzo (2011), it is the process of identifying suitable applicants for real or anticipated organisational vacancies; it is also a connection activity, bringing people who have jobs to fill and those who are looking for opportunities together.

The goal of recruitment is to provide a large enough pool of candidates for the organisation to choose the qualified employees it requires, and it is concerned with reaching out to, attracting, and ensuring a supply of qualified personnel, as well as making quantitative and qualitative manpower selections. Thus, recruiting allows the organisation to obtain the correct quantity and categories of individuals to ensure its continuing operation.

The recruitment and selection process are arguably one of the most important duties of any organisation's Personnel/HR department. The initial stage of the selection process is recruitment, which is followed by placement. It is all about capturing and comprehending all efforts aimed at locating new employees when it comes to recruitment. This entails ensuring that we comprehend what has to be done in order to attract applications from qualified applicants (Armstrong & Taylor, 2014).

3.1.1 The Recruitment Process in Organisation

The recruitment process entails identifying the best candidate for the job vacancy in the firm based on their abilities, experience, and personality. According to Foot and Hook (2008), a good recruitment process must:

i.   Provide the organisation with a pool of suitable candidates for any available position;
ii.   Use fair procedures while adhering to the relevant legal and regulatory frameworks around employment.
iii.   The activities must support business objectives, represent the organisation's brand, image, and values, and be both efficient and cost effective.

The recruitment process is divided into five parts, each of which is described below as outlined by Armstrong and Taylor (2014); Ibrahim(n.d.); and Pal (2021).

A.   **Recruitment planning:** Planning is the initial phase in the recruitment process. Planning entails drafting a comprehensive job specification for the vacant position(s); outlining its major and minor responsibilities; the skills, experience, and qualifications required; the number of people to be hired, grade, and pay level; the starting date; whether the position is temporary or permanent; and any special conditions attached to the job to be filled, if any**.**

B.   **Developing a strategy:** This relates to the approach the organisation intends to take in recruiting candidates to fill open positions. The next step in this process is to create a viable strategy for recruiting candidates within the organisation once the number of candidates and qualifications have been determined. This could include deciding whether the organisation should prepare the required candidates internally or hire from the outside; the type/source of recruitment method to use; the geographic area to consider for potential candidates; and the sequence of activities to follow in recruiting candidates within the organisation. In addition, such a strategy will contain strategies to attract the desired candidates, such as an organisation's market reputation, salary, growth opportunities, and career advancement opportunities.

C.   **Searching:** After the strategy has been developed, the search for candidates can begin. There are two parts to this process: source activation and sale. The source activation means that the candidate search be activated on the employee requisition because the search procedure cannot be started if there is no vacancy to fill. The organisation must carefully select the medium of communication that will successfully deliver the employment information to prospective candidates in the next stage, which is the screening

D.   **Screening:** Screening refers to the process of shortlisting candidates' applications for further consideration. Though, some people consider screening to be the first step in the selection process, it is an important element of the recruitment process because the selection process begins only after the applications have been screened and shortlisted. The goal of screening is to exclude applications that are not qualified for the position at the outset.

E.   **Evaluation and control:** This is the final stage of the recruitment process, and during which the effectiveness of the process and the techniques used are assessed. Because of the costs associated with the recruitment process, the organisation must check the results at this stage**.**

3.1.2 Sources of Recruitment in Organisations

The development and maintenance of suitable manpower resources for an organisation is referred to as recruitment. Thus, recruitment can take place through a variety of channels, including the Internet, internal searches, marketing, employee referrals, public employment agencies, school placements, temporary help services, employee leasing, and independent contractors. Basically, there are two sources of recruitment. They are as follows:

A. **Internal Recruitment:** This refers to employing employees from within the company/organisation. According to Campling (2019); Ibrahim (n.d.); Pal (2021); and Robbins and Coulter (2016), some of the possible sources of recruitment are:
   i. **Promotions:** Employees who work hard and perform well are rewarded with promotions. Pay, position, responsibility, and authority all improve with promotion. The terms, conditions, rules, and regulations must all be clearly established before the promotion policy can be put into action**.**
   ii. **Retirements:** In the event that no acceptable candidates are available for the vacant position, retired employees may be awarded an extension of service.
   iii. **Former employees:** Former employees who performed well during their tenure may be rehired and given higher wages and incentives**.**
   iv. **Transfer:** Employees may be moved from one department to another if a position becomes available.

Advantages of Internal Recruitment to Organisations
Internal recruitment has the following benefits:

i. Employees who are already on the job become more motivated and contribute to boost morale.
ii. There is a cost savings because the vacancy does not need to be advertised.
iii. Encourages employees to stay with the organisation since they feel safe because they have the opportunity to progress in their careers.
iv. Training costs are reduced because personnel are already familiar with the nature of the job.
v. It is a safe and simple procedure with no chance of selecting mistakes.

Disadvantages of Internal Recruitment to Organisations
Internal recruitment has the following disadvantages:

i.   It prevents capable individuals from outside the business from joining, particularly young people with modern technological skills and inventive ideas.

ii.   Existing employees' productivity may not be as high as it was previously.

iii.   Employees who are not promoted or selected experience a drop in morale.

iv.   Favoritism may be encouraged as a result.

v.   It is possible that it is not in the company's best interests.

B   External Recruitment: This refers to the recruiting of employees from outside the organisation. The following are some of the most popular external sources of recruitment in organisations:

a.   **Press advertisement:** This is an advertisement that promotes open positions and makes information about the job available to the general public in the form of a job description and specification. It gives you a lot of options when it comes to choosing the right person for the job.

b.   **Campus interviews:** This entails firm representatives visiting institutions of higher learning to conduct interviews with final-year students who are candidates for a certain position in their organisation. This is the most effective way for employers to select individuals from various higher education schools. This procedure is simple and cost-effective. Students also have the opportunity to demonstrate their worth and be considered for a suitable job.

c.   **Placement agencies:** This is a situation in which a database of candidates is supplied to organisations for the purpose of recruitment in exchange for a commission.

d.   **Professional Associations:** These are non-profit organisations whose mission is to promote the principles of a particular profession, particularly when a highly skilled post is available.

e.   **Recruiters:** This technique entails the utilisation of specific employees who are completely responsible for HR's recruiting role. Recruiters excel at networking and are frequently present at gatherings where potential candidates may be present. Professional groups, websites, and other modern means can help with this. Recruiters can be of the following types:

        •   **Executive recruitment firms**: These are companies that specialise in finding high-level individuals.

- **Corporate recruiter:** A corporate recruiter is an employee who is entirely responsible for the company's recruitment efforts.
- **Recruitment firms**: They specialise in temporary recruitment and staffing.

f. **Recruitment events:** This is a type of recruitment approach that focuses on developing and nurturing personal ties with candidates. This strategy is appropriate and ideal for large organisations that are planning to expand and attract the right employees. The activities can range from organising an open house to attending job fairs.

g. **Employment exchange:** This strategy entails persons registering their personal information with government employment agencies. Candidates are sent for interviews based on the organisation's needs and requests.

h. **Walk in interviews:** This method entails organisations announcing interviews for prospective candidates on a specified day and time.

i. **Social media**: This entails obtaining a media presence and attracting a diverse workforce through the usage of social media networks like Facebook, Twitter, and LinkedIn. It is a fantastic recruiting tool since it allows you to publish job postings with your entire network and encourages two-way communication, providing a potential applicant an insight into your company's culture. The purpose of using social media as a recruiting tool is to generate interest in your company and share success stories.

j. **Referrals:** This is a mix of internal and external recruitment methods in which current employees are encouraged to refer persons they know for open jobs in the organisation. This approach has the advantage of being cost-effective.

k. **Direct recruitment:** This is an important source of recruitment that entails posting a notice on the organisation's notice board detailing the available positions. This strategy is most commonly used to fill temporary jobs that require unskilled labour.

l. **Unsolicited applications:** This is when competent individuals apply for jobs on their own initiative. Such applications might be kept in file, and candidates could be called upon as needed. This type of application is an excellent way to get a lot of people to work for you.

m. **Online Recruitment:** The online recruitment method is also known as e-Recruitment. It is the process of leveraging on electronic resources, mainly the Internet, software, and other technology to attracting, finding, evaluating, and hiring people This strategy entails scouring professional social media sites like LinkedIn for applicants and hire the top people for the firm at a lower cost than traditional hiring methods. The disadvantage of

this strategy is the large volume of resumes received on a daily basis, the majority of which are unqualified.

n.   **Poaching:** This refers to the hiring of staff from competitors. This strategy is widely used in organisations that demand specialised, competent people from all over the world. Human resource managers aim to persuade potential employees to work for a competitor's company by offering better terms and conditions of employment.

o.   **Recommendations:** Applicants might be referred by current employees, acquaintances, or family members. This could be a wonderful way to find new employees.

Advantages of External Recruitment to Organisations
External sources of recruitment offer the following advantages:

a)   Fresh talents and skills with varied and broad experience get recruited.
b)   Given the high number of applicants for the job, the best selection is conceivable.
c)   If suitable individuals are not available within the organisation, it is preferable to look for them elsewhere.
d)   Highly qualified and experienced staff may be able to assist the company in increasing its performance.
e)   New employees can be hired under the organisation's most recent terms and conditions.

Disadvantages of External Recruitment to Organisations
Using external sources for recruitment has the following disadvantages:

a)   Skilled and ambitious employees are more likely to move jobs.
b)   It makes existing candidates feel insecure.
c)   It raises costs because fresh candidates will need to be advertised in the press and will require training.
d)   Proper evaluation may not be possible due to the time constraints.

3.2   The Selection Process

The selection process is a prediction exercise. It involves the establishment of a legally enforceable agreement between the employer and the employee(s), outlining both parties' rights, obligations, and expectations, marks the successful conclusion of the recruitment and selection processes (Armstrong, 2007). The selection process is a mutual decision-making process in which the organisation decides whether or not to make a job offer, and the candidates decide whether or not to accept it. When a highly qualified professional is courted by multiple organisations, the process may be one-sided. When the job market is tight and multiple

candidates are competing for one or a few positions, it can also be one-sided.

3.2.1 Steps in the Selection Process

The steps involved in selecting someone with the appropriate qualifications to fill a current or prospective job opening is known as the selection process. It refers to one of the most crucial HR tasks: filling open positions with people who are adaptable, willing to change, and qualified for certain jobs (Leatherbarrow & Fletcher, 2015). Thus, because there is no standard selection methodology, the selection pattern differs from business to business; as a result, a variety of methods can be used to select people in organisations.

However, in order to establish some sort of rating in relation to the vacant position, the selection procedure and approaches must be able to distinguish individual differences. As a result, each organisation develops a selection procedure that matches its unique needs. Armstrong and Taylor (2014); Ibrahim (n.d.); Pal (2021); Robbins and DeCenzo (2011); and Robbin, DeCenzo & Coulter (2011) outlined the steps in the selection process are as follow:

a) **Requirements**: The Personnel/HR Manager is required to be well-versed in the job's requirements, credentials, and candidate expectations.
b) **Assessment:** A preliminary screening interview with question about experience, pay expectations, and readiness to relocate, among other things, can be asked. This allows for the speedy rejection of inappropriate candidates, as well as a quick assessment of the applicant's suitability.
c) **Receipt of application:** Applicants are requested to complete and submit application form/letter with their resumes to provide information on their background, education, experience, any special abilities, and the position being sought.
d) **Screening of application:** Management carries out a background investigation on the truthfulness of applicant's resume/application form. This can be done by checking the candidate's references or calling the candidate's previous supervisor (with permission) to confirm information about the applicant(s) particularly in characteristics such as leadership qualities; attitude towards subordinates and superiors; ability to communicate and to act decisively.
e) **Employment Tests**: Employment tests refer to the various types of tests that a candidate may be subjected to during the hiring process. This examination is used to assess a candidate's job abilities and ability to learn on the job, as well as to match an

individual's qualities to open positions in order to hire the most qualified candidates. Employment tests include the following:

- **Intelligence Tests**: Intelligence tests are designed to assess a candidate's mental abilities and general intelligence. They assess a person's capacity to comprehend instructions and make judgments.
- **Aptitude Tests**: This test is designed to assess a candidate's ability to learn on the job and their prospects for advancement. The most promising indications for forecasting a worker's performance are aptitude tests.
- **Performance/Proficiency Tests**: Performance/proficiency tests are used to assess a candidate's level of knowledge and proficiency. This test is intended to assess a candidate's ability to do a job.
- **Personality Tests**: Personality tests are used to assess/probe core aspects of a candidate's personality, such as stress behaviour and self-confidence, among other things**.**
- **Interest Tests** Interest tests are designed to uncover patterns of interest in areas where the individual is particularly concerned and involved. It is more commonly utilised for vocational guidance because it assists individuals in deciding on a career path that they are interested in.
- **Achievement tests:** Achievement tests are used for recruitment of individuals for jobs demanding experience, transfer and promotion of existing employees and training purposes. It is used to measure the actual job proficiency of the applicant.

f) **Interview:** An in-depth structured or unstructured interview should be conducted to evaluate the applicant's acceptability and suitability to fit into the organisation's culture; to have a first-hand knowledge and picture of the applicant.

g) **Medical Examination:** This is an important step in the selection process that can be performed by the company's medical unit or a reputable medical facility to determine a candidate's physical health, fitness, and capabilities to meet job requirements; ensure a candidate's effective performance; protect other employees from diseases; establish a candidate's health record; and protect the organisation against unjust workers compensation claims.

h) **Background investigation**: Prior to making a final decision, the prospective employer should check the references provided by the applicant(s) and conduct a thorough research into the candidate's previous job, education, personal reputation, and financial situation**.**

i) **Final selection:** This is the final step in the procedure. After a candidate has cleared all of the barriers in the selection process, he or she is formally appointed by receiving an appointment letter that includes the job's terms and conditions, pay scale, and other benefits.

3.2.2   Barriers to the Selection process

The main purpose of selection is to choose people who are competent and suitable for the job; as a result, the techniques used must be fair and legitimate. However, this objective is often defeated due to barriers such as:

a) **Pressure:** Pressure and undue interference on the people saddled with the responsibility of hiring applicants from interested personalities such as politicians, relatives, bureaucrats and other stakeholders may mar the entire recruitment process when candidates are selected based on compulsion and favoritism as against merit and performance.

b) **Perception:** Selection necessitates an individual or a group of persons assessing and comparing competencies in order to select the best person(s) for the job. Inability to fully interpret what others say, on the other hand, might be a huge stumbling block in picking the best applicant for the job.

c) **Reliability:** This refers to the different tests that applicants are subjected to. For example, a credible test may not be able to accurately predict work performance.

d) **Fairness:** Fairness mandates that no one be discriminated against on the basis of religion, race, or gender, among other factors.

e) **Validity:** This is a test that can be used to predict an employee's job performance. A validated test, on the other hand, is not completely reliable and does not correctly predict job success.

3.3.   Induction, Orientation and Placement

Induction is the process of receiving and welcoming new employees and providing them with the basic information they need to settle in quickly, happily, and begin working. It is the final phase in the recruitment and selection process. Induction is the process by which new employees are introduced to the organisation's practises, policies, and goals (Ibrahim, n.d.).

The process of bringing new employees into the organisation and officially integrating them is known as induction (Termscompared, 2020). Thus, individuals are assigned specific responsibilities and then integrated into the workplace through placement.

Induction comes after placement, which is the process of orienting or introducing a new employee to the organisation. New hires are introduced to the company, their role, and their coworkers during induction and orientation, thus, improve personnel retention. Consequently, prudent hiring and placement go a long way toward ensuring that businesses have a stable staff. This technique achieves several objectives, including the:

- Establishment of a positive impression of the 127rganization;
- Development of attitudes;
- Sense of belonging; and
- Facilitation of learning and teamwork with other employees.

3.3.1 The Induction Programme

This is a programme aimed at making it easier for employees to integrate into a company. It assists in the clarification of terms and conditions of service (employment), conveys specific job needs to employees, and instills in employee's confidence in the organisation and their capacity to accomplish the work allocated to them effectively. Typically, a complete induction programme includes the following:

- The terms and conditions of service, as well as the various welfare packages.
- Personnel policy and information sources.
- The organisation's structure and the functions of its several departments.
- Procedures for grievances and disciplinary action are included in the standing orders.
- The ethos and culture of the organisation.

3.3.2 Importance of Induction programme

Induction is the phase of the recruiting process that involves acquainting new employees with their jobs, coworkers, corporate policies, and the surrounding environment. Induction is essentially a welcoming process that ensures effective placement within the organisation. Its importance includes the following:

- It makes it easier for new employees to adjust to a new and initially unsettling atmosphere.
- Encourages employees to feel a sense of belonging and loyalty.
- Provides the employee with information on the company's policies.
- Assists the new employee in developing and instilling confidence so that he can become a good employee.

3.4   Orientation/ Socialisation Process

The orientation/socialisation process is a programme meant to assist employees in integrating into a company seamlessly. Orientation is a more formal process that takes place after induction to assist individuals in adjusting to their new role, department, duties, and work environment. It lasts for a longer time (Termscompared,2020). During the course of this programme. new employees are given the information they need to function comfortably and efficiently inside the organisation. Thus, a successful orientation session will leave the employee feeling secure in their new position and at ease with their co-workers. During this programme, the following information is provided:

- General information on the daily work routine, the work environment, and supervision is provided; co-workers are introduced, and new employees are invited to ask questions.
- An overview of the company's history, mission, operations, products/services, and how the employee's job contributes to the company's goals.
- A complete presentation (Brochure) of the organisation's policies, procedures, and rules, as well as the benefits provided to employees.

3.4.1 Goals of the Orientation Programme

Orientation entails introducing a new employee to the job and organisation. It is also the time to correct any unrealistic expectations new employees might hold about the job. According to Armstrong and Taylor (2014), the goals of orientation in an organisation include:

- Reduce the initial anxiety all new employee feels as they begin a new job.
- Familiarise new employee with the job, the work unit, and the 128rganization as a whole.
- Facilitate the outsider-insider transition.

3.4.2 Forms of Orientation Programme

An orientation programme can take any of these forms. Common examples as outlined by Ibrahim (n.d.); Pal (2021); and Robbins & DeCenzo (2011) include:

a.   **Job orientation:** This type of orientation builds on the information provided to the employee during the recruitment and selection processes. The specific duties and responsibilities of the new

employee are outlined, as well as how his or her performance will be assessed.

b.   **Work-unit orientation:** This type of orientation focuses on providing information to employees about their jobs, rules, and working conditions. The work-unit orientation introduces an employee to the work unit's goals, clarifies how his or her employment relates to those goals, and introduces him or her to coworkers; informed about the company's customs, and shown his or her department and location of facilities. The goal is to help an employee acclimate to their new working environment.

c.   **Organisation orientation:** This is a type of general orientation session that is conducted mainly to help an employee establish an interest in the company. It is usually conducted by the Personnel/HR department to acquaint all new employees with the firm, with the purpose of offering a warm welcome and vital information about the company's history, philosophy, goals, procedures, and rules. Important HR policies such as working hours, pay procedures, overtime requirements, and perks are also covered in this session.

d.   **Follow-up orientation programme**: This is usually conducted by a professional with the goal of determining whether the recently hired is well-versed in the workplace environment.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

In this unit, you learned about recruitment and selection, including definitions, processes, and sources, as well as the selection process, steps, and barriers. Induction and orientation were also discussed, as well as the relevance, aims, and different types of orientation. Without doubt, recruiting and selection are critical components of any organisation's human resource planning function.

5.0   CONCLUSION

Recruitment is the process of identifying the sources of prospective candidate and to encourage them to apply for a job. The objective of an induction and orientation programme varies with each organisation, but it is always to make the employee's transition into the new organisation as seamless as possible. Hence, an effective induction and orientation programme ensures a smooth outsider-insider transaction, makes the new

member feel at ease and well-adjusted, reduces the risk of poor work performance, and lowers the risk of abrupt resignation. As the Head of the library/information centre, it is your responsibility to ensure that the integration of a new employee into your department is easy and stress-free.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Discuss the major sources of recruitment that can be used in libraries and information centres.
2.   State the advantages and disadvantages of external recruitment in an organisation.
3.   Describe the different types of internal recruitment available to libraries and information centres.
4.   Discuss the different types of employment tests that can be used for the selection process in the library and information centres.
5.   Explain the barriers to the selection process?
6.   Discuss the steps involved in the selection process?
7.   Define orientation. Discuss why induction is important in organisations?
8.   Differentiate between Induction and orientation programmes.
9.   Discuss the forms of orientation programmes.

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UNIT 5   TRAINING AND DEVELOPMENT

CONTENTS

1.0   INTRODUCTION

The concept of training and development will be introduced to you in this unit. You will also be able to identify training needs, explain various training techniques and types, distinguish between training and development, and list the advantages of training and development in libraries and information centres.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Explain the concept of training and development;
- State the objectives of training;
- Outline the importance of training;
- Describe the steps involved in training;

- Explain the methods of training;
- Enumerate the benefits of training;
- State the advantages of development;
- Describe the approaches to development;
- Highlight the importance of training and development; and
- Differentiate between training and development.

3.0   MAIN CONTENT

3.1   Concept of Training

Training is an important managerial function that is crucial and essential for organisational development and success. It is a key element for increasing the level of individual competence and improving organisational performance. Training is a short-term process that an organisation develops with the goal of providing technical knowledge and expertise to non-managerial personnel in accordance with their job requirements (Termscompared, 2020). As a result, training aims to make a long-term change in people by increasing their job performance, changing skills, knowledge, and attitudes/behaviour.

Training is a structured learning process that aims to improve employees' knowledge and skills. As a result, both employers and employees will benefit from increased efficiency and production. Training has the potential to affect what employees know, how they operate, and how they feel about their jobs, coworkers, supervisors, and the organisation. Hence, it must be a continuous process with a methodical plan in order to achieve the intended outcome efficiently.

3.1.1 Objectives of Training in the Library and Information Centre

Training is the process of acquiring the skills needed to do a specific job. It assists in grooming employees and preparing them to perform their duties more effectively. According to Ferreira (2016); Ibrahim (n.d.); and Pal (2021), the objectives of training in the library and information centre include to:

a.   Familiarise new recruits with the library's mission, vision, rules and regulations, and working circumstances.
b.   Refresh and improve existing workers' understanding of specific jobs.
c.   Develop advanced skills in employees to improve their knowledge and prepare them for higher-level positions.
d.   To change library staff attitudes.

f.   When promotion and career progression become crucial, employees are provided training so that they are prepared to share the responsibilities of a higher-level job.

3.1.2 Importance of Training in the Library and Information Centre

Library and information centre are ever-changing organisations, necessitating the need to keep staff skills updated to stay relevant in today's world. Regular library staff training will thus include the development of skills required to do a given job, as well as the goal of changing the receivers' behaviour. Armstrong (2007); Ibrahim (n.d); Pal (2021); and Robbin and Coulter (2016), outlined some of the importance of training in the library and information centre to include:

i.   **Library management:** Training can be a useful planning and management tool in the library. It aids in the development of library staff's' skills and prepares them for advancement in the future of technology-driven work. As a result, the cost of monitoring and waste are reduced, and better management, productivity, and library service quality are improved in the long run.

ii.   **Motivation**: Training serves as a source of motivation for library personnel as it helps in updating and upgrading of skills, thus providing the library with a stable work force.

iii.   **Demanding customers:** To meet the demands of library customers and to provide high-quality library and information services, library staff must enhance their information search and retrieval skills on a regular basis.

iv.   **Technology**: Advances in information and communication technologies have allowed for greater coordination among various business units located all over the world. As a result, staff must be regularly trained in order to keep up with the latest developments by learning new approaches, as technology evolves at a rapid speed.

v.   **Productivity:** Knowledge and information fuel productivity in today's world. As a result, maintaining high productivity standards in libraries and information centres necessitates the regular and timely development of personnel' abilities through training.

3.1.3 Benefits of Training to the Library and Information Centre

Training is one of the most powerful potential motivators, with significant advantages for both individuals and organisations. The goal of training in the library and information centre is to increase knowledge and abilities

while also changing the attitude of library staff. Ferreira (2016); Ibrahim (n.d); Pal (2021); Robbin & Coulter (2016); Sharma (n.d.); and Swathi (2000) summed up the benefits of training to include the following:

a. **Boost morale of employees:** Employee training boosts morale, ensures job security, and contributes to the library's success in terms of information delivery and services.

b. **Less supervision:** A well-trained staff would be familiar with the job and ready to accept responsibility with little or no supervision, as well as a higher level of engagement and teamwork.

c. **Reduced error:** Employees who lack the knowledge and skills required to perform a specific job are more prone to make mistakes. As such, the more trained an employee is, the less likely they are to make mistakes on the job, and the more proficient they become.

d. **Promotion**: Employees gain skills and efficiency during training, making them an asset to the company and making them more likely to be promoted.

e. **Increased productivity:** Workers' abilities, efficiency, level of performance, and productivity improve as a result of training. Thus, providing recognition, increasing responsibility, and the potential for higher income.

f. **Provide for future personnel need for the library:** Training programmes help increase employee availability, quality, and skills; they develop and prepare library professionals for a variety of technical and administrative positions.

g. **Training:** Properly trained library employees can be used as internal sources for filling vacant positions.

h. **Personal growth:** Training programmes help to develop an increased sense of fulfilment, self-satisfaction enlightened philosophy and value system in individuals. This will help them in achieving their personal goals and broaden opportunities for career progression.

i. **Organisational stability:** Training help foster and promote the initiative and creativity of workers. This in turn increases workers' sense of belonging.

j. **Reduced cost of operation:** Well-trained library employees will demonstrate both quantity and quality performance, as well as assist in the reduction of all types of waste, including time, money, and resources. All of these factors have the potential to improve the quality of library and information services available to library patrons.

3.1.4   Steps in Training Programmes

Training is the foundation of getting the best out of each employee in the library. Training leads to efficiency and high productivity both for the employers and employees. Accordingly, steps involved in training are:

a)   **Needs assessment:** The needs assessment programme is the initial step in every training programme. It identifies training needs which must take into consideration the organisational and individual objectives. Thus, any training programme must be based on identified needs, which are specifically determined by the immediate supervisor's observation of a gap between the post holder's current performance ability and intended performance. Some of the situations which suggest a need for training in an organisation include new recruits, job change (into the managerial position), poor performance, introduction of new services, processes or adoption of technology.

Training needs can be identified through:
- The analysis of job requirements.
- Survey of human resources.
- Organisational analysis.

b).   **Setting of training objectives:** This entails assessment of the potential achievement expected from training exercise.

c).   **Carry out the training:** This step entails the selection of qualified trainees, as well as the identification of training techniques and materials.

d)   **Evaluation and follow-up on training outcomes:** The effectiveness of the training is usually assessed through oral/written examination, interview or observation of the trainees on the job by the trainer or supervisor as the case may be.

3.2   Method of Training

Training methods are tools that aim to establish a learning environment for participants, as well as, a means for them to learn what is required of them to understand their roles and tasks within companies. Training can be divided into two categories (Armstrong, 2007; Ibrahim, n.d.; Pal, 2021; Robbin & Coulter, 2016; and Sharma, n.d.). These are:

3.2.1 On-the-Job Training Methods

The on-the-job training method entails placing the employee on the job under the observation of a trained instructor. It is the most popular way. It may entail the use of a range of training methods and aids, including:

a)   **Job rotation:** This training approach entails moving individuals through a number of positions to get a broad understanding of each job's requirements, as well as lateral transfers that allow employees to work at different jobs. It provides good exposure to a variety of tasks and is particularly effective in small businesses with less role 137pecialization than large corporations.

b)   **Coaching:** This is a one-on-one coaching session. It aids in the early identification of weak areas and the attempt to concentrate on them. Coaching has the advantage of converting theory to practice.

c)   **Internship/understudy assignment:** This is a type of on-the-job training in which a trainee works for a period of time with a more experienced/seasoned veteran, coach, or mentor. It provides assistance and encouragement from a seasoned professional.

d)   **Mentoring**: Mentoring is a type of relationship in which an organisation's senior management takes on the role of grooming a junior protégé. A mentor acts as a teacher, spouse, counsellor, and facilitator to help the mentee realise his or her vision. Technical, interpersonal, and political abilities are often passed down from mentor to mentee in a mentor-mentee relationship**.**

e)   **Counselling:** Counselling is the act of guiding, consoling, advising, sharing, and assisting in the resolution of difficulties that develop at work. It aids in the resolution of conflicts and hardships, as well as the reinforcement of desired outcomes. Counselling is the newest HR tool in the ever-changing world of work, with ever-increasing complexity and stress in people's lives, particularly at work, to attract and retain the best employees and to improve the quality of the workforce.

3.2.2 Off-the-Job Training Methods

This is a type of training that takes place outside of the workplace, but tries to replicate real-world situations. It frees workers from the rigours and demands of the workplace, allowing them to focus entirely on their learning. It also allows them to meet people from different organisations or departments. Examples include:

a)   **Classroom lectures:** Classroom lectures are a spoken means of conveying knowledge to a big group of individuals at the same time. The purpose of lectures is to convey specific technical,

interpersonal, or problem-solving abilities. It is one of the most efficient methods of training.

b) **Orientation:** This is crucial for the successful integration of new personnel into a company. It can take the shape of a lecture, a one-on-one discussion with a supervisor, or a handbook for employees.

c) **Case study:** A case study is a non-directed style of learning in which students are given real case reports to assess. A detailed account of a simulated/real-life incident is frequently included in a case report.

d) **Audiovisual training:** This strategy entails using media such as television, films, and videotapes to directly illustrate technical abilities that are difficult to convey through conventional training methods. They may be used to quickly and affordably expose staff to 'real-world' scenarios. However, this type of instruction cannot be tailored to a specific group and participants are not allowed to participate or ask questions.

e) **Simulation exercises:** The method of learning a job by actually doing it is called simulation. Improved problem-solving and decision-making skills, a greater understanding of the organisation as a whole, the ability to examine real-world difficulties, and the ability to pique participants' attention are all advantages of this training style. Case studies, experiential exercises, role playing, and group interaction are just a few examples.

f) **Role playing:** Role playing entails the construction of a scenario that the players will act out with the help of the facilitator. Students take on a part that is not their own and act it out in a group setting. The participants receive immediate feedback, which allows them to have a better understanding of their own behaviour. It is a cost-effective strategy that is frequently used in marketing and management training.

g) **Vestibule Training:** This is a type of near-the-job training in which tasks are learned using the same equipment that would be used on the job, but in a simulated work setting. It gives you the opportunity to try something new.

h) **Computer-Based Training (CBT):** As a result of technological advancements, computers and computer-based instructional materials have become the dominant medium of instruction. Employees can learn at their own pace with this strategy.

i) **Web-Based Training (WBT):** Web-based/online training is a type of computer-based training that is possible in organisations with high-speed Internet connectivity.

3.3   Concept of Development

Individual, team, and organisational performance can all be improved through human resource development. Development is a long-term process in which managers gain conceptual and theoretical knowledge that aids in their overall growth and development. The goal of development is to improve the efficiency and effectiveness of employees at work.

Development aids in the maturation and self-actualisation of the individual. The procedure is ongoing and systematic, and it aids in the managers' conceptual and intellectual development (Termscompared, 2020). Employee development is a process that aims to equip employees with the abilities they will need for both current and future positions (Stueart & Moran, 2007). Consequently, employee attitudes and work styles can be modified through development, allowing them to become more competitive.

3.3.1 Advantages of Development

Development is the training that top-level managers provide to their employees. Advantages include the following as outlined by Ferreira (2016); and Pal (2021) are:

- It gives information about the business environment, management principles, human relations, and specific industry analyses, all of which are beneficial to the organisation's management.
- It helps in creating self-awareness.
- Develop inspiring leadership styles.
- Encourage employees to strive for greatness.
- Teach your employees how to communicate effectively.
- Assist employees in putting the interests of the organisation ahead of their own.

3.4   Approaches to Development

Essentially, development is a never-ending instructional process. It is designed to address training issues and refers to an overall improvement in the employee's conceptual skills and growth. Executive development programmes can take a variety of approaches, none of which is mutually exclusive. The approach type can be a mix of two or more approaches. However, there are many other management development approaches accessible, which can be divided into the following categories according to Armstrong (2007); Ibrahim (n.d.); Pal (2021); Robbin & Coulter (2016); and Sharma (n.d.) to include:

3.4.1 On-the-Job method

The on-the-job strategy entails employees receiving training at their workplace. Examples of this method are:

a. **Job rotation:** This training approach entails moving individuals through a series of jobs in order to get a wide awareness of each job's requirements, as well as lateral transfers that allow employees to work at other jobs. It provides good exposure to a variety of tasks and is especially effective in small businesses with less role specialisation than large corporations.

b. **Coaching:** This is a one-on-one training session. It aids in the quick identification of weak areas and attempts to concentrate on them. It has the advantage of converting theoretical knowledge into practice.

c. **Mentoring:** Mentoring is a partnership in which a top executive in an organisation takes on the task of grooming a junior protégé. In the achievement of the mentee's vision, a mentor acts as a teacher, spouse, counsellor, and facilitator.

3.3.2 Off-the-Job method

The utilisation of external facilities to conduct training programmes is referred to as the "off-the-job approach." The following are some examples:

a. **Role playing**: This is a technique used to teach human interactions and leadership skills. It allows trainees to practise human relation skills and gain insight into their own behaviour and its impact on others.

b. **Case study:** A case study is a method of promoting classroom experience. The trainees may be given a problem to discuss that is relevant to the principle taught in some way. They are commonly utilised in law schools, personnel management, human relations, market management, and educational institutions, among other places.

c. **Conference training:** This is a planned group meeting. By acquiring a significant degree of oral engagement, the members want to improve knowledge and understanding. Both conference participants and conference organisers benefit from this training.

d. **Special courses:** This entails executives attending special courses that are formally organised with the assistance of educational specialists. This is a widely used approach. However, only large corporations can afford to send their leaders to management development courses provided by management schools due to the high cost.

3.5 Differentiating between Training and Development

One of the most important aspects of human resources management is training and development, crucial for the effective management and utilisation of people in an organisation. The following are some of the key differences between training and development as outlined by Ferreira (2016); Ibrahim, n.d.; Pal, 2021; Robbin & Coulter, 2016; and Sharma, n.d.).

i. Training is a learning process that entails improving one's knowledge in order to perform a specific task, whereas development refers to an individual's overall development.

ii. Training focuses on skills and information, whereas development revolves around developing learning abilities and moulding employee attitudes.

iii. Training assumes a formal education and is job-centered; development is not based on schooling and is career-centered.

iv. Personal motivation and ambition drive development, whereas skill gaps necessitate training.

v. Training focuses on enhancing job-related efficiency and performance, while development focuses on overall personal effectiveness including job efficiencies.

vi. Training is based on the needs of the individual and may or may not include development, although development is optional and includes training when necessary.

vii. Training focuses on maintaining and improving present job performance, therefore it has a short-term focus, whereas development focuses on developing capabilities for future performance and has a long-term focus.

viii. Training is a more specific idea that focuses on job-related abilities. Development is a broad term that refers to the growth of one's personality.

ix. Training programmes are typically designed to maintain and improve present job performance, while development programmes are designed to create or promote abilities that are required for future work activities. Individuals' general growth is the goal of development, which prepares them to confront future obstacles.

3.5.1 Importance of Training and Development

Human Resource Management is incomplete without training and development. The goal is to improve staff performance, knowledge, and efficiency. Thus, everyone in the organisation, managers and non-managers alike, requires training and development. The importance of training and development in the library and information centre is demonstrated in a variety of ways, including:

a.   Employee performance inadequacies can be addressed through training and development programmes.

b.   Increase an organisation's stability, adaptability, and growth potential.

c.   In an organisation, training and development can be an effective source of recruiting.

d.   Reduce employee turnover by lowering employee dissatisfaction, absenteeism, and complaints.

e.   Assist in the prevention of accidents by providing personnel with safety training.

f.   By assisting personnel in handling materials, machines, and equipment properly, training and development helps to reduce loss of time, resources, scraps, and machine damage.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

You learnt about the concept of training and development in this unit, as well as the purposes, benefits, importance of training, as well as the phases and techniques of training. You've also learned about the benefits and approaches to development, the relevance of training and development, and the differences between training and development, which is concerned with organisational activity targeted at improving individual and group performance in an organisational setting.

5.0   CONCLUSION

Organisations' official, ongoing initiatives to improve performance are known as training and development. Training and development benefit individual and organisational performance, competitiveness and

economic growth. As a result, managers should plan and select training and development programmes holistically, as one size does not fit all.

6.0 TUTOR MARKED ASSIGNMENT

1. Define training and discuss the benefits of training.
2. Discuss the steps required for an effective training.
3. Discuss the various types of training methods.
4. Differentiate between training and development.
5. What is development? Discuss the approaches to development.
6. State the importance of training and development

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MODULE 4   TECHNIQUES OF MANAGING HUMAN RESOURCES IN THE LIBRARY AND INFORMATION CENTRE

Every organisation's lifeblood is its human resources. In terms of managing people and workplace culture, human resource development plays a critical and strategic role.

This module will teach you how to manage human resources in libraries and information centres using a variety of strategies.

Unit 1   Performance Management System in Library and Information Centre
Unit 2   Compensation Administration and Employee Benefits
Unit 3   Motivation and Job Satisfaction
Unit 4   Leadership
Unit 5   Communication and Interpersonal Skills
Unit 6   Contemporary Human Resource Management (HRM) Issues in Organisations

UNIT 1   PERFORMANCE MANAGEMENT SYSTEM IN LIBRARY AND INFORMATION CENTRE

CONTENTS

1.0   Introduction
2.0   Objective
3.0   Main Content
      3.1   Concept of Performance management
           3.1.1   Aims of Performance Management in the Library and Information Centre
           3.1.2   Characteristics of the Performance Management System
      3.2   Concept of Performance Appraisal
           3.2.1   Features of Performance Appraisal System
           3.2.2   Significance of Performance Appraisal in the Library and Information Centres
           3.2.3   Uses of Performance Evaluation in the Library and Information Centres
           3.2.4   Process of Performance Appraisal.
      3.3   Performance Appraisal Methods
           3.3.1   Traditional methods of Performance Appraisal
           3.3.2   Modern methods of Performance Appraisal
           3.3.3   Post-appraisal Evaluation Analysis

1.0 INTRODUCTION

The performance method is based on a systematic strategy to increasing organisational performance through the development of individual and team performance. It is a way of understanding and managing performance to generate better results. This unit will expose you to a variety of issues that must be considered in regard to performance management system and appraisal.

2.0 OBJECTIVES

By the end of this Unit, you will be able to:

- Explain performance appraisal;
- State the goals of performance appraisal;
- Mention the importance of performance appraisal;
- Enumerate the uses of performance evaluation;
- Explain performance appraisal methods;
- Describe the process of performance appraisal;
- Highlight the limitations of performance appraisal;
- Mention ways to improve performance appraisal;
- Explain post-appraisal analysis; and
- List the advantages of employee counselling.

3.0 MAIN CONTENT

3.1 Concept of Performance Management

Organisations rely on their people to survive. The integration of performance appraisal systems with larger HRM systems as a way of aligning employees' work behaviours with organisational goals is known as performance management (Sims, 2002). Performance management is a systematic process for improving organisational performance by developing the performance of individuals and teams (Armstrong, 2007).

The author further explained that it involves getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Performance management is broad, more encompassing and is the ultimate goal of performance appraisal activities. According to Steuart & Moran (2007), performance management involves helping people to become their best at work, and boosting the organisation's bottom line.

Performance management is an organic and continuing management process that explains mutual expectations, emphasises managers' support responsibilities as coaches rather than judges, and focuses on the future. Hence, the goal of performance management is to ensure that employee objectives, the behaviours utilised to attain those objectives, and performance feedback are all in line with the company's strategic objectives. A performance management system includes identifying, motivating, monitoring, assessing, improving, and rewarding employee performance. A structured way of evaluating employees' work is a systematic performance appraisal strategy.

Performance management system is a method of defining performance standards and analysing performance in order to make objective human resource decisions, such as pay raises and training requirements, as well as offer documentation to back up any personnel actions (Robbins & Coutler, 2016). As a result, individual, team, and organisational performance are all managed using a performance management system, which is a comprehensive and flexible method. It is a long-term process aimed at assessing, managing, monitoring, and evaluating an organisation's human resource performance and total contribution. Essentially, it aims to improve employee productivity and efficiency (Termscompared, 2020).

3.1.1 Aims of Performance Management in the Library and Information Centre

The basic components of performance management include agreement, measurement, employee feedback, positive reinforcement, and dialogue. According to Armstrong (2007); and Robbins, DeCenzo, and Coutler (2011), the goals of performance management in the library and information centre are as follow:

a.   Providing library personnel with the tools they need to succeed by empowering, inspiring, and rewarding them.
b.   By aligning library and information centre personnel's own goals with the library's goals, the library's tasks can be focused on the proper items and completed correctly.

c.   Managing resources and performance in accordance with agreed-upon accountabilities and objectives.
d.   Defining the process and behaviours through which library managers manage their employees' performance in order to create a high-performing organisation.
e.   Individuals and teams can maximise their potential to benefit themselves and the organisation through performance management, which focuses on achieving their goals.

3.1.2   Characteristics of the Performance Management System

The techniques used to identify, motivate, measure, evaluate, improve, and reward employee performance at work make up the performance management system. As a result, below are some of the characteristics as highlighted by Ibrahim (n.d.); Pal (2021); Sims (2002); and Stueart & Moran (2007):

a.   The goal of performance management is to compare outputs in the form of delivered performance to expectations represented as objectives.
b.   It is a continual and adaptable process that involves both managers and those they supervise.
c.   Rather than focusing on retrospective performance review, performance management focuses on long-term planning and improvement.
d.   It is a continual and evolving process that increases performance over time.

3.2   Concept of Performance Appraisal

Performance appraisal is an important part of the HRM function because it serves as a foundation for judging employees' contributions and weaknesses, as well as determining suitable rewards and corrective action to encourage them to continue appropriate behaviours while correcting inappropriate ones (Sims, 2002). Performance appraisal, according to Stueart and Moran (2007), is the systematic assessment of an employee's job-related strengths and deficiencies. Also, performance appraisal is the practise of using top-down assessment to evaluate employee performance against pre-defined standards at yearly appraisal sessions (Termscompared 2020). Similarly, Ibrahim (n.d.) averred that the process of evaluating employee performance by comparing current performance to previously defined standards is known as performance appraisal. The author further explained that organisations employ performance appraisal system primarily for the performance improvement of employees.

Performance appraisal is conducted on an annual basis in a rational and methodical manner to determine an employee's capacity to do the tasks.

Consequently, the procedure's findings are documented, and personnel are given annual appraisals of their performance. This helps them in determining the areas they need to improve on. Thus, library managers evaluate library and information centre employees based on their total contribution to the organisation. Equally, performance appraisals are important because they ensure that the recruiting and selection processes are adequate, help effectively link performance with rewards, demonstrate that important employment-related decisions have been made based on performance, and promote employee motivation and development. It also provides relevant and valuable information to the HRM process of the organisation, with the ultimate objective of enhancing job performance.

3.2.1 Features of Performance Appraisal System

A standard performance appraisal is expected to have the following features (Armstrong, 2007; Ibrahim, n.d.; Pal, 2021; and Sims, 2002):

i.   **Objective:** The appraisal system should be fair so as to be of benefit to both the employee and the employer.
ii.   **Periodic review:** The performance appraisal system must be subjected to a periodic review and evaluation so as to ensure that it is meeting the set goals.
iii. **Feedback:** For it to accomplish the intended goal, employees should receive enough feedback on their performance.
iv.   **Open communication:** The system should be open and participative. It should also allow employees to be involved in goal setting. Hence, employees must take an active role in performance management as well as the continuing review process.
v.   **Training:** The individual tasked with assessing others must be exposed to training on a regular basis to eliminate bias.
vi.   **Standardised:** Performance elements and criteria must be developed, and appraisal methodologies must measure what they claim to evaluate. As a result, appraisal forms, procedures, and grading systems should all be standardised, as appraisal decisions influence all group personnel.
vii. **Relatedness:** The performance evaluator should try to concentrate on job-related behaviour. Thus, the employee's performance and appraisal should be done on a regular basis, and the information supplied by the evaluator(s) should be adjusted to match the organisation's needs, performance requirements, and behavioural standards.
viii. **Reliability and validity**: An appraisal system should provide information and data that is consistent, trustworthy, and valid (degree to which the ratings are actually indicative of the intrinsic merit of the personnel at any given time).

3.2.2 Significance of Performance Appraisal in the Libraries and Information Centres

Performance appraisal is crucial in assessing an employee's skills, capabilities, and performance against pre-determined standards in order to identify high-performing individuals from those who are not, as well as discovering the reasons for their performance or non-performance. Armstrong (2007); Ibrahim (n.d.); Pal (2021); and Sims (2002) outlined the significance to include:

a. **Feedback**: Performance appraisal serves as feedback to the employee, thereby help in facilitating self-development and equally make the employee understands his key areas of performance.

b. **Improvements in performance**: Performance appraisals are important as they help employees know where they stand in an organisation after a given time and to increase performance, and intervene with relevant activities.

c. **Compensation:** Performance appraisals aid decision-makers in determining who receives merit-based pay raises.

d. **Personal development**: The outcome of the exercise can assist in identifying the causes of excellent and poor employee performance, and a unit head can learn why certain managers operate the way they do and what steps to take to improve their performance through discussions with individual managers. Thus, help meet an individual's development needs.

e. **Database:** Performance evaluations give a reliable database for personnel decisions such as job assignments, remuneration, promotion, and transfer, among other things. Furthermore, permanent performance rating records of employees can assist management in planning without relying on supervisors' personal knowledge, which may be transferred.

f. **Training and development**: Performance appraisal serves as a reference for designing a suitable training and development programme to improve an employee's performance by evaluating his or her strengths and weaknesses. It can also keep employees updated on their progress and tell them what abilities they need to improve in order to be considered for a raise or promotion.

g. **Promotion decision:** The outcome of a performance appraisal can be used to justify a job change, transfer, demotion, or promotion by determining whether the employee can still contribute more in a different or higher position. It aids in the advancement and placement of an employee. When key work characteristics are appropriately measured, it aids in reducing emotions of frustration among people who have not been promoted.

h. **Improved supervision**: The presence of a regular appraisal system causes supervisors to be more aware of their subordinates because they know they will be needed to fill out rating forms and defend their assessments, which improves supervision and allows them to have a better understanding of their subordinates.
i. **Employee relationship:** Performance appraisal aids in the improvement of quality and the maintenance of a positive employee-employer relationship, and the information collected can also be utilised for grievance resolution and record keeping.
j. **Job design error:** Poor job performance may be the outcome of a poorly designed job. As such performance appraisal can assist in identifying such errors, and appropriate measures will be implemented to prevent future occurrences.

3.2.3 Uses of Performance Evaluation in the Library and Information Centre

A critical component of the information and control system is performance appraisal. Hence, it assists in determining the library or information centre employee's comparative worth. Performance evaluation is used for the following as outlined by Armstrong (2007); Ibrahim (n.d.); Pal (2021); and Robbins, DeCenzo & Coulter (2011):

1. Provide feedback for employees on their levels of performance by pinpointing the areas or aspects that need improvement and the areas in which they are doing well.
2. Promote a good working atmosphere that boosts productivity, improve staff motivation, expertise and stimulate employee's development.
3. Performance appraisal gives employees who wish to plan their future a technique of career counselling and motivation. From the perspective of the 151ractices151on, both the supervisor and his subordinates accept similar future goals and decide their particular strategies for achieving these goals.
4. Provide valuable information for systematic judgements to back up promotions, transfers, salary increments, demotion and termination.
5. The outcome is useful for compensation, placement, training and development purposes.
6. The results of the performance evaluation can be used to assess personnel training and development needs and to establish appropriate on-the-job training programmes to assist affected employees in improving their work performance.

7. Employee performance appraisal records can assist management in human resource and career planning without relying just on supervisors' judgement.

8. Examine the efficacy of job selection devices and employee classification to ensure that the library and information centre's recruiting, selection, placement, and orientation programmes adhere to worldwide best 152ractices and standards.

3.2.4 Process of Performance Appraisal

Performance appraisal is a planned activity and a process that cannot be carried out separately from other human resource activities. Hence, the process begins with a job analysis, description, and specification, all of which aid in determining the standard performance. Armstrong (2007); and Robbins, DeCenzo and Coulter (2011), outlined the steps to follow to include:

a. **Establish performance standards:** The performance standard is the yardstick by which employees' performance is measured. During the job design stage, the set standard must be clearly defined. It must not be ambiguous and must be objective, attainable, measurable and easy to understand by the employees. In addition, the established standard should relate to the desired outcome.

b. **Communicate performance standard to employees:** Communication is a two-way process. Employees should be informed and educated about the performance standard in order for them to understand what is expected of them. Hence, the need for feedback from subordinates to the manager to ensure that the information communicated were received and understood by them. The set standard may be amended based on the feedback received, keeping in mind that many positions have ambiguous performance criteria, and the problem may be exacerbated if these established standards are made without the employee's input.

c. **Measure actual performance:** At this phase, actual performance is compared to the standards set by managers. There are two ways to evaluate performance: objectively and subjectively. This necessitates the application of the appropriate measuring technique, which includes identifying the internal and external elements that influence performance and collecting data on the outcome. Personal observation, statistical reporting, and oral or written reports can all be used to gather information. Each source has its own set of advantages and disadvantages. As a result, combining any of the methods may improve the accuracy of the information received.

- **Objective performance measures:** These are quantifiable indicators of job performance that can be independently validated. Among the factors used are the quality of service provided, the amount of training necessary, the amount of absenteeism, and the length of service.

- **Subjective performance measures:** Subjective performance metrics are ratings based on the evaluator's personal criteria and judgments. They are not verifiable. Knowledge of general goals and contribution to the socio-cultural value of the work environment are among the rating criteria considered.

d. **Compare actual performance with established standards:** This entails identifying any discrepancies between actual and established performance criteria. It is possible that actual performance exceeds specified requirements in some cases. The detected disparities will be the starting point for the discussion with the affected employee (s).

e. **Discuss appraisal with employee**: This is a challenging stage for the manager because providing correct appraisal results to the subordinate can have an impact on their self-esteem and future job performance. As a result of this, any recognised lapses will be corrected, and the employee will be motivated to improve on future performance. However, managers are advised to be tactical while discussing appraisals because the outcome might be negative or positive.

f. **Initiate corrective actions:** This is the last stage in the procedure. This might be in the form of an instant warning to the affected employee or through mutual conversations (basic) to improve the individual's performance based on the identified causes. Also, to fix the detected problem and improve future performance, actions such as coaching, counselling, or exposure to formal training courses can be done; decision-making responsibilities and authority can be given to the subordinate as needed.

3.3 Performance Appraisal Methods

Performance appraisal is the annual review and grading of individuals by their management (Pal, 2021). It explains how management can set performance standards, as well as how to assess and evaluate an employee's performance. There is no foolproof technique of measuring employee performance. Despite its advantages, every system has flaws. As a result, everyone in the organisation should undergo an annual

performance evaluation, which should be conducted by the direct supervisor and managers at all levels. There are two types of performance appraisal methods: classic (traditional) and modern.

3.3.1 Traditional or Classic Methods of Performance Appraisal

Traditional or classic methods are old appraisal methods based on personal characteristics. Among the many examples as highlighted by Armstrong (2007); Ibrahim (n.d.); Pal (2021); and Robbins, DeCenzo and Coulter (2011) are:

1. **Written essay:** This does not necessitate the completion of a complicated form or substantial expertise. It has the advantage of being simple to use. The downside of this method is that it is more concerned with the evaluator's ability to write than with the employee's real performance.
2. **Ranking method:** This method is very subjective and ineffective in determining an employee's true worth. All employees in the same work unit who do the same tasks are assigned relative ranks by the evaluator.
3. **Paired comparison method:** This method aims to improve on the traditional ranking method. Employees in a group are compared to one another at the same time using this method, and the comparison is based on overall performance. This method is more reliable, but it is not appropriate for evaluating a large number of personnel.
4. **Grading method:** This system comprises assigning grades ('A' = exceptional; 'B' = very good; 'C' = average; and 'D' = poor) based on a well-defined category such as knowledge, judgement, analytical abilities, leadership quality, and self-expression, among others. As a result, employees' real performance is compared to allocated grades, and employees are given grades depending on their performance.
5. **Graphic rating scales:** This is one of the most common and oldest methods of evaluation. This strategy includes characteristics like work quantity and quality, job knowledge, cooperation, loyalty, attendance, honesty, and initiative. This method has the advantage of producing quantitative data and taking less time than other methods. The downside is that it does not analyse job behaviour in depth.
6. **Checklist:** A checklist is a series of objectives or descriptive statements concerning an employee's performance. The rater determines whether an employee's behaviour is positive or negative in relation to each statement. The number of positive checks is then used to rate an employee's performance.

7. **Weighted checklist:** Weights are applied to different statements in a weighed checklist to signify their relative importance. This method gives the evaluator statements on the employees' work-related behaviour. Every remark is given the same amount of weight. However, those that are critical to the organisation's functioning are given priority.
8. **Confidential report:** This is a descriptive report written by the employee's immediate superior at the conclusion of each year. In most government institutions, it is a traditional form of appraisal. This is a crucial factor in determining whether or not the subordinate will be promoted or transferred. The report outlines the subordinate's strengths and flaws. The problem of this method is that it is highly subjective, and no feedback is given; rather, the strategy focuses on evaluating rather than improving the employee.

3.3.2 Modern Methods of Performance Appraisal

Modern performance appraisal methods are an advancement over conventional approaches and an attempt to eliminate the flaws in traditional systems. Here are several examples:

a. **BARS (Behaviorally Anchored Rating Scales):** These scales integrate significant components of critical incident and graphic rating scale techniques. The evaluation assigns a numerical score to an employee based on items that are examples of actual behaviour on the job rather than abstract descriptions or attributes. This strategy has the benefit of focusing on particular and measurable job behaviours. The drawback is that it takes time to build and measure.
b. **360-degree feedback approach:** This is a form of systematic evaluation that employs questionnaire ratings as part of the process. The approach is a tool for getting ratings and comments on performance from subordinates, peers, customers, suppliers, supervisors, leaders, and management. It has gained popularity in businesses. The benefit is that it is more thorough, but the main downside is that it takes more time.
c. **Multi-person method:** The multi-person method compares employees to one another. The method's three most common variations are group-other ranking, individual ranking, and paired comparison. However, with a high number of staff, it becomes unmanageable.
d. **Management by objective (MBO) technique:** This method, also known as result-oriented evaluation, focuses on the outcomes rather than the means, allowing managers to choose the optimal path to reach their objectives. Employees are graded on how well they achieve a set of goals that are crucial to the job's performance.

It is time-consuming, but it encourages feedback because problems, methods, and resources are reviewed on a regular basis to improve resource utilisation. In addition, if an employee's performance falls short of expectations, the management has the option of reassigning the person to a position that better matches his or her talents or training the employee to execute the job more efficiently.

e. **Psychological appraisals:** Psychological assessments are used to evaluate an employee's talents, such as their intellectual capacity, emotional stability, sociability, and motivating reactions, among other things. In-depth interviews, psychological tests, and talks with supervisors are all part of the assessment process.

f. **Assessment centre method:** In this approach, personnel from diverse departments are brought together to work on an individual or group task for a couple of days. Evaluators use simulation techniques such as role playing and business games to monitor and rank the performance of all players, both individually and collectively. Assessments are performed to identify whether or not an individual has the potential to advance in their career. Some of the highlighted disadvantages of this strategy are its high cost, the promotion of unhealthy competitiveness, and staff demoralisation, among others.

3.3.3   Post-appraisal Evaluation Analysis

In the library and Information centre just like in every other organisation, performance appraisal system is used for the purpose of salary increase, determining training needs, and employee's motivation amongst others. Consequently, the performance appraisal system put in place must be effective. The ideal technique is one in which the evaluator is free of personal bias and preconceptions, because objectivity on his or her side will reduce the system's potential for malfunction. In order to be considered effective, an appraisal system must include the following characteristics:

a. The assessment system must offer the organisation with consistent, trustworthy, and valid information.

b. The appraisal program should be economical and less time consuming.

c. The outcome of any performance appraisal exercise must be communicated to the employees irrespective of the outcome of the exercise.

d. A post-appraisal interview should be arranged so that employees are given feedbacks and the organisation understands the difficulties under which employees work.

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e.   Suggestions for improvement must be tailored to the job's goals, and a long-term strategy must be devised in conjunction with subordinate consultation.
f.   Avoid undue and unnecessary criticism of individual employee.

3.3.4 Limitation of Performance Appraisal Evaluation Exercise

Many significant factors can serve as limitation to a planned and structured performance appraisal evaluation exercise. The limitations could range from personal bias, prejudice and idiosyncrasies of the evaluator(s). Other identified factors as outlined by Armstrong (2007); Mullins (2007); Pal (2021); Robbins and Coutler (2016); and Sims (2002) include:

1)   **Similarity error**: Similarity error occurs when the evaluators rate others the same way that they perceive themselves.
2)   **Opportunity bias**: Opportunity bias occurs when factors beyond the employees' control influence the amount of work output/performance. For example, if a set of employees is exposed to improved working conditions, supportive supervisors, and experienced coworkers, their work performance may be higher than those who are not.
3)   **Predictor bias knowledge:** A rater's past knowledge of an employee's performance can influence his assessment rating.
4)   **Group cohesion:** Cohesive organisations with high morale can outperform disjointed groups with poor morale.
5)   **Raters' biases:** Rating biases could arise from personal biases, prejudice and idiosyncrasies. Therefore, it is wrong to assume that all evaluators will be objective when rating their subordinates. Types of rater's biases include:
    •   **Halo effect:** The halo effect is the tendency to give an employee a high or low rating on all aspects based on the perception of a high or low rating on a few key factors. When the rater(s) allows one facet of a man's character/performance to impact his overall judgement, this type of inaccuracy happens. Being aware of the issue is a big step toward solving it. Supervisory training can help to mitigate the issue.
    •   **Leniency and strictness error:** The lenient rater's tendency to put the majority of the rating on the high side of the scale causes this type of inaccuracy. It is a common type of appraisal utilised by most government agencies. However, if various raters make different lenient error-making judgments, complications may occur.
    •   **Central tendency error:** The inability to discern between and among ratees is referred to as central tendency error.

Raters who consistently score all employees as average are vulnerable to this type of inaccuracy. This type of evaluation might be problematic, especially if the data is used to justify a pay raise or promotion.

- **Personal prejudice**: The objectivity of a performance appraisal review may be influenced by the rater's personal bias. As a result, if the rater dislikes an employee, he or she may give him a low score.

3.3.5 Ways of Improving on Performance Appraisals Evaluation Report

According to Armstrong (2007); Mullins (2007); Pal (2021); Robbins and Coulter (2016); and Sims (2002), performance appraisal evaluation outcome can be improved upon by the following:

a. **Choosing the appraisal methods:** An organisation should strive to examine the factors that can help prevent the implementation and the appropriateness of appraisal methods before selecting any based on the wide range of available methods.

b. **Multiple raters:** As the number of raters increases, so does the likelihood of receiving correct information.

c. **Behaviourally-based measures**: Behaviourally-based measures can be used for the rating of subjective traits of an employee. It is an objective measure that deals with specific examples of performance.

d. **Training appraisers**: Training of appraisers on a regular basis can make them more accurate raters in their assignments.

e. **On-going feedback**: Providing employees with regular opportunities to discuss the outcome of performance appraisal evaluation exercise before any reward or punishment is awarded will not leave them surprised at the eventual outcome of the exercise**.**

f. **Selective rating:** This refers to a situation whereby evaluators are made to conduct evaluation on areas of the job in which they have robust knowledge. This can improve inter-rater agreement and make the procedure more reliable.

g. **Peer evaluation**: This refers to coworkers' proclivity to provide constructive feedback and detailed recommendations on job performance.

h. **Post appraisal interviews**: Employees are desirous of knowing their performance; thus, managers need to communicate the outcome of such exercise the recipients immediately it is completed.

i.   **Reward to accurate appraisers**: The organisation should encourage and reward accurate appraisers. This goes a long way to reduce biasness and low differentiation in the overall outcome.

3.4   Employee Counselling

Employee counselling is a method of assisting employees in overcoming performance evaluation-related issues in the workplace. It tries to figure out why employees have lost their motivation or ability to work productively, as well as solutions to the problem (s) (Robbins, DeCenzo & Coulter (2011). Employee counselling is not meant to diminish the impact of a bad performance or to absolve the employee of responsibility for changing incorrect work behaviour. If an employee is unable or unwilling to accept assistance, disciplinary action must be taken to ensure healthy organisational development.

3.4.1 Advantages of Employee Counselling

Employee counselling has the following benefits:

- It tries to assist employees in receiving aid to fix whatever issue is hurting them.
- It is advantageous to both the employer and the employee.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

This unit has offered an overview of the several complex concerns that must be examined in regard to performance management and appraisal in terms of performance assessment, solution, and employee counselling, features, relevance, procedure, techniques, post-appraisal analysis, and constraints.

5.0   CONCLUSION

Performance appraisal is an important activity that aims to give a clear picture of an employee's performance. In libraries and information centres, it is seen as crucial to good human resource management.

7.0   TUTOR-MARKED ASSIGNMENT

1.   Define performance appraisal and explain why it is important
2.   Discuss the process of performance appraisal
3.   What are the uses of performance appraisal system appraisal in l ibraries and information centres?

4. Describe what employee counselling entails. (ii) Examine the constraints of performance evaluation.
5. Describe the modern methods that can be used for performance appraisal in libraries and information centres.
6. Discuss how the limitations of performance appraisals in libraries and information centres might be improved.

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UNIT 2   COMPENSATION ADMINISTRATION AND EMPLOYEE BENEFITS

CONTENTS

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1.0   INTRODUCTION

In this unit, you will learn about compensation administration and employee benefits, as well as the goals of employee benefits, the factors that influence employee pay and benefits, and the many types of employee benefits.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Comprehend the meaning of compensation administration;
- Explain employee benefits;
- State the objectives of employee benefits;
- Outline the factors that determines employee benefits; and
- Discuss the types of employee benefits.

3.0   MAIN CONTENT

3.1 Compensation Administration

Compensation is an HRM function that deals with all types of compensation that employees receive in exchange for completing organisational duties. Pay and benefits (wages and salaries) administration, job descriptions, executive compensation, incentive pay,

insurance, vacation or leave administration, retirement plans, profit sharing, and stock programmes are all included under compensation (Sims, 2000). Allocating rewards in organisations, the author added, is a complicated and specialised task.

Compensation administration is an important aspect of the HRM process because it can help an organisation attract and retain competent and talented people who can help it achieve its mission and goals, and have an impact on its strategic success. Thus, to keep staff motivated, library managers should establish a remuneration structure that reflects the changing nature of labour and the workplace. The process of determining a cost-effective pay structure that will attract and retain employees, offer an incentive for them to work hard, and guarantee that pay levels are regarded as fair by all employees is known as compensation administration (Termscompared, 2020). As a result, the higher the compensation, the higher the skills, knowledge, and abilities, as well as authority and responsibility.

Types of compensation are:
- **Direct compensation:** This refers to the pay and rewards received by employees in the form of wages and salaries, incentives, bonuses, and commissions.
- **Indirect compensation:** This comprises the many benefits supplied by employers in form of pension funds, health insurance, life insurance, annual leave and child care among others.
- **Non-financial compensation**: This includes employee recognition programs, rewarding jobs, and flexible work hours to accommodate personal needs.

In all, compensation systems need to be designed to mesh with the strategic objectives of the 162rganization because the aim of compensation practices is to help organisations establish and maintain a competent and loyal workforce at an affordable cost.

3.2 Employee Benefits

Employee benefits are non-monetary rewards designed to better the lives of employees. This includes social security, workers' compensation, paid time off, life and disability insurance, retirement plans, and health insurance (Robbins & Coutler, 2016). Employee benefits are supplemental kinds of recompense to the many forms of cash pay. It includes things that are not exactly payments, such as annual vacations (Armstrong, 2007).

3.2.1 Objectives of Employee Benefits in the Library and Information Centre

Employee benefits policies and practises in the library and information centre have the following objectives:

- Provide an attractive and competitive total remuneration package that both attracts and retains high-quality employees;
- Provide for employees' personal needs;
- Increase employees' commitment to the 163rganization; and
- Provide a tax-efficient method of remuneration for some people.

3.2.2 Factors that Determine Employees' Pay and Benefits

Employee remuneration is influenced by a number of internal and external factors. The following are some of the factors that influence an employee's wages and benefits as outlined by Armstrong (2007); Pal (2021); Robbins, DeCenzo & Coulter (2011); Sims (2002); and Stueart and Moran (2007):

a) **Work experience:** This refers to how long a person has been with the organisation. It makes a person excellent and enables them to do tasks without the need for additional instruction. In addition, the seniority of an employee affects payment compensation as compared to junior employees.

b) **Performance**: Performance refers to an employee's ability to perform well at work. It is almost usually rewarded with a raise in pay. Employees become more motivated and perform their jobs more efficiently as their performance improves, resulting in increased income.

c) **Job evaluation**: Job evaluation aids in the establishment of appropriate pay differentials for various jobs. An employee's performance appraisal can help them earn more money if they perform exceptionally well on the job.

d) **Potentials:** Employers pay their employees based on their potential, particularly young employees. Because potential is worthless if it goes unrecognised, employers pay higher salaries to people who have more potential than others.

e) **Employee productivity:** To receive the best results from employees and to boost productivity, compensation must be based on productivity.

f) **Ability to pay:** Wealthy and large organisations may afford to pay higher compensation than small businesses, whilst smaller businesses can keep their pay scale at or below that of competitors.

g) **Business strategy:** Employee benefits are influenced by the organisation's strategy and its success. If a company wants to hire skilled individuals in order to outperform the competitor, it will pay them more than other companies**.**

h) **Labor market:** Employee benefits are influenced by the demand for and supply of labour. When demand is low, a low wage is paid.

i) **Location:** The physical location of the organisation, and the cost of living, are important factors to consider when determining compensation, which is heavily influenced by location and housing costs. This explains, at least in part, why salaries in large cities are often greater than salaries in more rural places for similar occupations.

j) **Economic conditions:** Labor-intensive or capital-intensive organisations with cutting-edge technologies, superior productivity records, higher operational efficiency, and a pool of competent people can command higher compensation. As a result, pay is determined by the level of competition in a given industry.

k) **Wage level:** Most companies set their compensation in line with the industry's average for similar jobs and the type of work they do. They regularly perform wage surveys and strive to maintain the same wage level for various jobs.

l) **Industry**: The nature of the firm will dictate the pay paid to workers with similar or even identical job titles. Workers in the same industry can expect radically varied wages.

m) **Labor Unionization:** The collective bargaining power of labour unions has an impact on an organisation's remuneration plan. When employees' lives are at risk, Unions battle for their rights and demand better pay. In terms of determining the remuneration plan, non-unionized organisations have more flexibility. Workers' earnings are improved with the support of labour unions. Under the demand of the trade union, the company must pay higher compensation to its employees.

3.2.3 Types of Employee Benefits

Armstrong (2007); Ibrahim (n.d.); Robbins and Coulter (2016); and Sims (2002) stated that the types and nature of organisational benefits for employees vary. Some of the common types are as follows:

a. **Pension scheme:** Pension plans are widely recognised as the most valuable employee benefit.

b. **Fringe benefits:** Fringe benefits are extra benefits and services provided by an organisation to its employees in addition to their regular wage based on their performance.

c. **Personal security**: Personal security benefits are those that improve an individual's personal and family security in the event of illness, health, accident, or death.

d. **Financial aid:** This can include loans, a home-buying programme, relocation help, and discounts on company goods and services.

e. **Personal needs**: These are entitlements that recognise the interface between work and domestic demands or duties, such as vacations and other types of leave, child care, career breaks, retirement counselling, crisis counselling, fitness and leisure facilities.

f. **Sundry benefits**: Subsidised meals, clothing allowances, and phone bill reimbursement are examples of benefits that are intended to improve the standard of living of employees.

g. **Intangible benefits:** Intangible benefits are characteristics of an organisation that add to the quality of life at work and make it a desirable and rewarding place to work.

SELF-ASSESSMENT EXERCISE

4.0 SUMMARY

Allocating incentives is a difficult and specialised task. In this unit, you learned about compensation administration, employee benefits, and the elements that determine benefits in an organisation

5.0 CONCLUSION

Compensation is a tool utilised by management for a range of goals in order to ensure the organisation's continued survival. As a result,

managers should assess and interpret their employees' needs so that rewards can be tailored to meet those demands.

6.0   TUTOR MARKED ASSIGNMENT

1.   Define "employee benefit" and describe the many types of employee benefits.
2.   Describe the factors that affect employee benefits.
3.   Define the term "compensation administration."
4.   Discuss the factors that determine employees pay and benefits in organisations.

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UNIT 3   MOTIVATION and JOB SATISFACTION

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1.0   INTRODUCTION

Motivation is a powerful tool for motivating people to behave in a desirable manner by meeting their wants and desires in the workplace. This unit will concentrate on a variety of issues that should be considered in regard to motivation and job satisfaction.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Understand the meaning of motivation;
- Discuss theories of motivation;
- State the benefits of motivation to work situations;
- Explain types of motivation;
- Mention ways in which employees can be motivated;
- Comprehend the meaning of job satisfaction;
- Highlight the importance of job satisfaction; and
- State the factors influencing job satisfaction

3.0   MAIN CONTENT

3.1   Concept of Motivation

Motivation is a goal-directed behaviour that is a vital component of Personnel/HRM and an important aspect that encourages people to offer their best effort and contribute to the achievement of organisational goals. Motivation is the process of energising, directing, and maintaining one's efforts toward achieving a goal (Robbin & DeCenzo, 2011). Workplace motivation has been characterised as the totality of mechanisms that determine the arousal, direction, and maintenance of work-related behaviours (Stueart & Moran, 2007). As a result, motivation is an internal feeling as well as a constant process based on unending demands.

Motivation is defined as a course of action that is pursued with tenacity (Mullins, 2007). Armstrong (2007) defined motivation as "the variables that encourage people to behave in certain ways." Motivation, according to Stueart and Moran (2007), is a process that governs individuals' choices between different voluntary activities and their willingness to devote energy in order to accomplish a goal or reward. As a result, inspiring high levels of employee performance is a critical organisational concern, because well-motivated employees have clearly defined goals and execute actions that they expect to achieve those goals.

Motivation is a comprehensive personality trait that is linked to a wide range of impulses, wants, and desires. Motivation is a psychological phenomenon in which an organisation's needs and desires must be met through the establishment of a compensation plan (management study guide, 2021). Thus, motivation is concerned with why people pick one course of action over another and stick to it, often for a long time and in the face of hurdles and problems (Mullins, 2007).

Furthermore, motivation is the internal driving force that propels an individual to attain specific goals in order to meet defined requirements. As a result, every motivational system is dependent on managers; for example, how they apply their knowledge of employee needs and desires; the 168rganizational environment that releases the capacity for work; the quality of training received by capable employees; and the pride these employees have in the 168rganization (Stueart & Moran, 2007). Because it influences both employee performance and 168rganizational effectiveness and productivity, it is the manager's obligation to use sound judgement in order to make the system work.

3.1.1 Types of Motivation

According to Herzberg, there are two different types of motivation (Stueart & Moran, 2007).

A.   **Intrinsic motivation:** Intrinsic motivation is a type of motivation that originates from within a person. It is tied to psychological incentives, which are mostly established by the managers themselves. Autonomy (the ability to act), breadth of use, improving skills and abilities, intriguing and difficult profession with opportunities for advancement, earning appreciation or commendations, and recognition are just a few of the elements. Intrinsic motivation is concerned with the quality of one's work life, and because it is inherent in the individual rather than being imposed from without, it is more likely to have a longer-term influence.

B.   **Extrinsic motivation**: Extrinsic motivation refers to what is done to or for people to keep them motivated. It has to do with monetary incentives that are decided at the organisational level and are beyond the manager's control. Extrinsic motivation can produce a profound but short-lived sense of longing. This contains both rewards and penalties (pay raises, promotions, and fringe benefits) (disciplinary action, criticism, and withholding pay amongst others).

3.1.2   Benefits of Motivation in Libraries and Information Centres

Motivation is a complex and personal trait that is influenced by a variety of factors. Therefore, managers must choose from a variety of strategies to encourage employees to stay committed to their jobs. The following are some of the benefits of motivation in the library and information centre as outlined by Mullins (2007); Robbins (2015); and Sims (2002):

1.   **Improve level of employees' efficiency**: Because the level of an employee's performance at work is determined not only by qualifications and abilities, but also by motivation, which helps stimulate action that will increase productivity, reduce the cost of operations, and improve overall efficiency, motivation leads to an optimistic and challenging attitude among employees at work.

2.   **Leads to stability of the work force:** Because of their sense of involvement in management, a highly motivated employee will remain loyal to the company. This will result in workforce stability

and a positive public image, which will attract competent and qualified employees to the firm.

3. **Satisfaction:** Motivation is an important aspect that contributes to employee satisfaction, self-development, helps to create and promote pleasant relationships in the workplace, and increases a company's profit and success owing to the contributions of its employees.

4. **Attainment of goals:** Cooperation and the acquisition and achievement of organisational goals would result from well-coordinated, effective, and motivated staff.

5. **Resource utilisation:** Motivation will promote efficient use of people and material resources as well as a collaborative work environment.

6. **Performance:** It will help employees achieve their personal goals and enhance organisational performance.

7. **Work attitude**: Motivation will promote optimistic and challenging attitude at the work place.

3.2 Theories of Motivation

Individuals have pre-existing wants, according to motivation theories; nevertheless, these requirements are complicated, and organisations can encourage people by fulfilling them. To understand human motivation, several theories and models have been proposed. Accordingly Armstrong (2007); Robbins (2015); Stueart and Moran (2007); and Whetten and Cameron (2007) stated that these theories or models can be classified as follow:

3.2.1 The Classical Theories of Motivation

According to traditional motivation theories, the instruments that managers might use to inspire employees are their needs. This approach analyses the unique needs that contribute to motivation, as well as attempt to explain the nature of human wants, or what employees desire and require. The following are some examples of classical motivation theories:

A. **Maslow's Hierarchy of Needs**
   In the 1940s, a psychologist named Abraham Maslow proposed that everyone has needs, and that these needs can be categorised into one hierarchy. He posited that an individual must first satisfy

a lower-level desire before pursuing the fulfilment of a higher-level need. When wants are met, they lose their motivating powers until they are reawakened, and only unmet needs remain motivators. Maslow grouped needs into five categories:

- **Self-actualisation needs:** Self-actualization entails realising one's full potential in order to become everything one is capable of (growth and self fulfilment).
- **Esteem needs:** Esteem needs are represented as one of the key stages in achieving self-actualisation, feelings of power, self-confidence, achievement, recognition, attention, and prestige, confidence, strength, and self-belief.
- **Social needs:** Social needs refer to the need to form bonds with others in order to alleviate emotional issues such as despair and anxiety.
- **Safety and security needs:** These are human beings' most basic need. Personal and financial security, health and well-being, and the fear of being denied of fundamental physiological needs are only a few of them.
- **Physiological needs:** These are the most basic requirements needs for human survival. They are food, water, shelter, sleep, sex and other physical and bodily needs. If these needs are not satisfied to the degree necessary to sustain life, the other needs will provide little motivation.

Furthermore, according to Maslow, psychological and safety needs are lower-order needs that are mostly satisfied externally; higher-order needs such as social, esteem, and self-actualisation are satisfied inwardly. Hence, to motivate someone, you must first figure out where they fall on the hierarchy of needs, and then focus on meeting their needs at or above that level. When managers use Maslow's hierarchy of needs theory to motivate their employees, they normally try to meet their needs.

B.   Herzberg's Two-Factor Theory of Motivation or Motivation-hygiene Theory

Frederick Herzberg and his research collaborators developed on and refined Maslow's concepts in the late 1950s. Herzberg created a theory of motivation that focused on employee motivation in the workplace. People, according to the theory, have the ability to accurately report conditions that make them happy or unhappy at work. Extrinsic factors are associated with job dissatisfaction, whereas intrinsic aspects are associated with job satisfaction and motivation.

Certain factors were consistently linked to job satisfaction, whereas others were consistently linked to job dissatisfaction, according to Herzberg. Motivators are a range of factors that make employees feel good about their jobs and are useful in motivating people to achieve higher levels of performance. The work itself, such as aspects of the job that provide the worker with personal fulfilment; responsibility (being able to work without supervision and being responsible for one's own efforts); and advancement are all intimately tied to the actual content of the job. Another set of factors, labeled hygiene or maintenance factors by Herzberg, concerns the working conditions. Salary, job security, status, working conditions, supervision quality, corporate policy and administration, working circumstances, and interpersonal interactions are some of these factors. These factors do not lead to job satisfaction or act as motivators.

However, if these factors are insufficient, dissatisfaction results. These two sets of factors are relatively independent of one another, and each has a different effect on behaviour. When people are happy in their careers, it is because they enjoy what they do. They are frequently unsatisfied with the atmosphere in which they work when they are dissatisfied with their jobs. He believed that the factors that lead to job satisfaction and job dissatisfaction were different and distinct. As a result, managers who seek to eliminate factors that cause job dissatisfaction may be able to keep workers from being dissatisfied but may not be able to encourage them. Despite criticisms of his techniques and approach, Herzberg's idea was very popular from the mid-1960s through the early 1980s. Although some critics argued that his theory was oversimplified, it has influenced how organisations design jobs today.

C.   McGregor's Theory X and Theory Y

Douglas McGregor proposed Theory X and Theory Y in 1960, implying two characteristics of human behaviour at work: Theory X is a pessimistic (negative) view of people, whereas Theory Y is

a positive one. He posited that managers' perceptions of individual nature are based on a variety of assumptions.

Theory X's Assumptions
- An average employee intrinsically dislikes work, tries to avoid it whenever possible, resists change, wants to avoid responsibilities, and needs to be closely controlled to work effectively.
- Many employees prioritise job security over ambition or aspiration, resulting in little ambition or aspiration. Since the employee does not want to work, he has to be persuaded, compelled, or warned with punishment so as to achieve organisational goals. Thus, a close supervision is required on the part of managers.

Theory Y Assumptions
Employees like work, seek out, accept, and exercise self-direction. Thus:
- Employees may regard their work as uncomplicated and routine.
- They may not need only threats, external control, or compulsion to function, but they can employ self-direction and self-control if they are motivated and serious about achieving corporate objectives.
- Employees will be loyal and committed to the organisation if they have a rewarding and satisfying job.
- Employees possess talents and abilities. As a result, employees' logical ability, creativity, resourcefulness, and innovative potential can all be fully leveraged to address organisational issues.

According to McGregor, management practise should be guided by Theory Y assumptions. Employee motivation, he posits could be enhanced through participation in decision-making, responsibility and challenging employment, and good group interactions.

3.2.2. The Process Model or Modern Theories of Motivation

Modern motivation theories, often known as process models, are current theories and explanations of employee motivation. Internal cognitive states and situational circumstances interact in the motivating process, according to the hypothesis. The individual is a driving force, choosing behaviours based on his or her wants and expectations of which behaviours will result in the desired reward. The following are some of the most well-known motivation process models:

A.   Adams's Equity Theory

The Equity theory of job motivation was established by behavioural psychologist John Stacey Adams. This theory is about people's impressions of how they are treated in comparison to others. Equity is always a comparison process that includes feelings and perceptions. It has to do with the idea of fairness and equitable treatment when compared to others who behave similarly. There is plenty of evidence that employees compare themselves to others and that inequity affects how much effort they put in. There is no problem if an employee believes her ratio is equitable in contrast to those of relevant individuals. However, if the ratio is unbalanced, he or she perceives herself as being under- or over-rewarded. Employees try to correct disparities when they occur. Lower or higher productivity, improved or reduced production quality, increased absenteeism, or voluntary resignation could be the result.

Originally, the focus of Equity Theory was on **distributive justice**, or the perceived fairness of the amount and distribution of rewards among persons, but now it focuses on **procedural justice**, or the perceived fairness of the method used to establish the distribution of rewards. Employees who feel underpaid will usually try to make up the difference by working less, whilst those who feel overpaid would try to make up for it by working harder. Employees must believe that a reward system is fair, according to the Equity theory, good managers will strive to maintain a balanced reward system and ensure that workers are informed of how highly visible rewards, such as pay or promotions, are distributed.

B.)   Vroom's Expectancy Theory of Motivation

Expectancy Theory is the most comprehensive description of how employees are motivated. According to Vroom's theory, people will be motivated to perform to reach a goal if they believe in the goal's value and believe that what they do will help them achieve it. It is more difficult to comprehend this theory than the content theories. It emphasises how motivation is influenced by a person's needs and objectives. The theory focuses on a person's decision-making process and how they determine whether or not to make an attempt to achieve a given goal. The expectancy model is made up of the following four elements:

- **Force:** This refers to a person's desire to attain a specific goal.
- **Reward value or attractiveness:** This refers to how important a specific outcome or goal outcome or reward is to an individual.
- **Valence** recognises the individual's aspirations and needs.

- **Expectancy or effort performance linkage:** An individual's perception of the likelihood that exerting a specific amount of effort will result in a certain degree of performance (a particular outcome will lead to a desired result, a result that is called the first-level outcome).
- **Instrumentality or performance-reward linkage:** This is the degree to which a person feels that a first-level (specific) outcome is linked (instrumental to achieving) to a second-level (desired) outcome, which is described as a human need such as companionship, esteem, or accomplishment.

Vroom's model formula: Force = Valence × Expectancy × Instrumentality

Understanding an individual's objective and the relationship between effort and performance, performance and reward, and rewards and individual goal satisfaction is crucial to Expectancy Theory. Because there is no general concept for explaining what motivates people, the theory emphasises that managers must understand why employees find various outcomes appealing or unappealing. Expected behaviours are also emphasised in the theory. Thus, combining contemporary theories of motivation reveals that many of the ideas underpinning the theories are complementary; as a result, managers must consider how the theories fit together in order to better understand how to motivate people.

C   McClelland's Three -Needs Theory of Motivation

According to David McClelland's theory, there are three acquired (not natural) needs that are key motivators in the workplace. The three needs are:

- **Need for achievement**: This is the drive to succeed and excel in relation to a set of standards.
- **Need for power**: This is the need to make others behave in a way that they would not have behaved otherwise.
- **Need for affiliation**: This is the desire for friendly and close interpersonal relationships.

According to research, people with a high demand for achievement, aim for personal achievement rather than the trappings and rewards of success. They want to do things better or more efficiently than they have in the past, and they often prefer jobs that allow them to take personal responsibility for solving problems, receive immediate and unambiguous feedback on their performance to see if they are improving, and set moderately challenging goals. Higher achievers avoid assignments that they consider to be too simple or too demanding. According to

McClelland, employees can be trained to excite their success desire by putting them in circumstances where they have personal responsibility, feedback, and reasonable risks. Thus, the best managers have a strong need for power and a low need for affiliation.

D.   Goal-Setting Theory
Edwin Locke first proposed the goal-setting theory in the 1960s. This theory assumes that specific goals improve performance, and difficult goals, when accepted by employees, result in higher performance than easy ones. Thus, setting goals helps staff focus on what matters most to the company. However, setting challenging yet attainable goals (also known as stretch goals) helps employees understand what they should be aiming towards. There are several propositions in the theory:

- The desire to work hard and achieve specific goals is a potent motivator that, under the right circumstances, can lead to improved performance.
- It is necessary to have both goals and feedback in order to maximise performance.
- People must be convinced that a goal is significant and that it is reachable or somewhat reachable before they will commit to it.
- The greater an individual's self-confidence, the higher the objectives they are willing to set, the more devoted they are to tough goals, the more resilient and persistent they are in the face of failure, the better task strategies they are likely to create, and the better they will perform.
- Participation is more useful as a tool for exchanging information and establishing task solutions than it is for building commitment to goals.
- The higher the level of satisfaction, the more successful the performance in respect to the goals.

Finally, achieving a goal that has been set is very satisfying and fulfills both the need for self-esteem and achievement. It often stimulates an employee to try to do even more the next time. Goal setting that incorporates only a few of these elements will not be successful. This theory plays a key part in the performance management process

E.   Behaviour Modification Theory of Motivation
One of the most prominent proponents of the behavioural school of psychology, B.F. Skinner, offers managers yet another motivational process model. Unlike the other motivational theories

addressed, behaviour modification is based on observed behaviour rather than personal attitudes, wishes, or emotions. Skinner focuses on operant behaviour, or behaviour that has been moulded and modified, or controlled, by its outcomes. Individuals behave in certain ways as a result of reinforcing (a consequence that follows a reaction and increases the likelihood of a similar response in the future). It can be monetary (food or money) or intangible (praise or attention) rewards for similar behaviour in the past. Skinner proposes four approaches to changing behaviour

i.   **Positive reinforcement:** This refers to a reward provided after a behaviour that the motivator wants to see continue. Positive reinforcement reinforces the behaviour and increases the likelihood of it occurring again. It is the most long-lasting means of motivating others. Managers can employ positive stimuli like compensation increases, promotions, and recognition.

ii. **Negative reinforcement**: Negative reinforcement occurs when a behaviour is followed by the termination or withdrawal of something undesirable. For example, if a supervisor criticises a worker for arriving late to work, the worker's desire to avoid the criticism may motivate the person to arrive on time.

iii. **No reinforcement:** When a behaviour is not reinforced in any way, its frequency decreases and eventually ends. This results in a behaviour's extinction. If a boss does not reward or criticise a worker who speaks loudly to get the management's attention, the unpleasant behaviour is not reinforced, and it will soon stop.

iv. **Punishment**: Punishment is an unpleasant occurrence that occurs as a result of unacceptable behaviour, with the goal of reducing the recurrence of that behaviour. Managers can punish employees by demoting them or firing them.

Some have questioned Skinner's approach, claiming that it regards persons as inert objects and rejects the concept of individual free will. In practise, applying behaviour modification ideas in the workplace is more difficult than in the controlled environment of a laboratory. Although the workplace affords many opportunities for managers to exercise behaviour modification on employees, those who do so must do so in an atmosphere where uncontrollable variables are constantly present.

F   Job Design Theory of Motivation
Job design theory describes how tasks are integrated to form entire jobs, and the jobs that workers perform in an organisation should

not evolve by chance. Managers are encouraged to design tasks consciously and thoughtfully to reflect the demands of the changing environment, the organisation's technology, and employees' talents, abilities, and preferences, and when jobs are structured in this manner, employees are motivated to work hard. The five key job dimensions are as follows:

i.   **Skill variety:** Skill variety refers to the degree to which a job incorporates a variety of activities, allowing the worker to use a variety of skills and talents.
ii.   **Task identity:** The degree to which the job necessitates the completion of a complete and recognised piece of work.
iii. **Task significance**: The importance of the job is determined by how much it influences other people's lives and work.
iv. **Autonomy:** This refers to the degree to which the job allows the individual to schedule work and determine the procedures to be followed.
v.   **Feedback**: The extent to which doing the job's required work activities results in the employee receiving immediate and clear feedback on the effectiveness of his or her performance.

3.3   Ways of Motivating Employees in the Library and Information Centre

According to Armstrong (2007); Sims (2002); and Stueart and Moran (2007), managers can use any of the following approaches to urge employees to give their quota to the company's growth:

a.   **Time management**: Helping your employees to have effective time management will ensure that things are done the right way.
b.   **Stress management**: Managers can establish a conducive environment in which they can operate with their staff without interruption. They can arrange for employee stress management training courses.
c.   **Counselling:** Managers can utilise counselling techniques to create an environment, provide incentives, and provide support for employees to attain their goals.
d.   **Feedback:** Managers should endeavour to give regular and constructive feedback on happenings within the organisation. This will help in boosting workers' morale and motivation. As managers, try as much as possible not to give room for favoritism or comparison and do not base feedback on assumption but facts.
e.   **Acknowledgement**: As managers, learn to acknowledge the contributions of your staff towards the growth of your

organisation. Make it a point of duty to mention any outstanding achievement of your staff in the public space.

f. Be a part of new employees' induction programmes.

g. **Benefits:** Provide your staff certain work benefits like paid vacation, insurance benefits, bonuses.

h. **Familiarity:** Supervisors should be familiar with their subordinates. Job satisfaction is influenced by the relationship between superiors and subordinates.

i. **Evaluate yourself**: In order to inspire, control, and encourage your employees, you must first understand, encourage, and control your own behaviour as a manager.

j. **Respect:** Learn to respect the employees' right to share their views.

k. **Job enrichment:** Encourage job enrichment by allowing for a better quality of work life. Assist them in advancing their careers by providing possibilities for progress and promotions.

l. **Flexibility:** As managers, never be rigid on issues. Stimulate flexible attitudes in your workers.

m. **Creativity**: Promote and encourage creativity in solving organisational problems.

n. **Communication**: To motivate your staff, ensure effective communication through the adoption of questioning techniques as against the use of anger to express yourself on issues.

o. **Listen effectively:** Cultivate the habit of listening attentively to what your subordinates have to say. Such an act goes a long way to help motivate them and boost their morale.

p. **Smile:** Smiling may enhance employee morale and create a motivating work atmosphere.

q. **Role model:** Be a good role model to your staff by setting good examples.

r. **Opportunity:** Give them learning opportunities to acquire new skills on the job and develop their competencies

3.3.1 Current Issues in Employee Motivation in Organisations

Employee motivation has never been easy, given that they all have different needs, personalities, talents, abilities, interests, and aptitudes when they first join a company. Thus, in today's global corporate context, managers cannot assume that motivational programmes that work in one area will work in others. Consequently, current studies on employee motivation are influenced by some key workplace challenges, such as cross-cultural barriers, inspiring unique groups of workers, and designing appropriate reward programmes (Robbins, 2015). As a result, people's expectations and perceptions on what their employer is allowed to require of them differ.

Furthermore, managers can preserve or even raise employee motivation during times of economic and financial uncertainty by:

i.   Defining each person's role in the firm.
ii.   Demonstrate how their contributions are helping to improve the organisation's overall condition.
iii. To allay anxieties and concerns, keep lines of communication open and use two-way interactions between top-level management and staff.
iv.   Managers must continue to take steps to demonstrate to employees that the company cares about them.

Employees that are motivated to be there at a specific moment provide value to firms. Managers must provide employees with a cause to want to be there. As a result, managers must think in terms of flexibility in order to maximise motivation among today's workforce, and a diversified array of rewards is required to encourage employees with a wide range of needs. Employee incentive programmes are also effective in inspiring acceptable employee behaviour. The following are some of the more well-known reward programmes:

i.   **Open-book management:** This is a motivational method in which all employees have access to an organisation's financial accounts (books).
ii.   **Employee-recognition programmes:** These are programmes that include individual attention as well as demonstrations of interest, approbation, and gratitude for a job well done.
iii. **Pay-for-performance programmes:** These are variable compensation plans that pay employees based on a performance metric.

3.4   Concept of Job Satisfaction

Job satisfaction is a multidimensional term with many different aspects. It refers to a person's level of satisfaction with their work. A person's emotional reaction to his or her employment is known as job satisfaction (Mullins, 2007). Job satisfaction refers to a person's overall attitude about their work (Robbins & Coulter, 2016).

Job satisfaction is more of an attitude, an internal state of being that might be linked to a sense of personal achievement. It is influenced by a person's capacity to execute required duties, the organisation's level of communication, and management's treatment of employees. Thus, it is the

feeling and perception of a worker regarding his/her job and how s/he feels well in an organisation (iedunotes, 2021).

3.4.1 Importance of job satisfaction in the Library and Information Centre

The following are some of the reasons that job satisfaction is so important in the library and information centre.

a) Job satisfaction leads to higher productivity and better organisational performance.
b) It generates employees' lower turnover and help increase customer satisfaction.
c) Job satisfaction reduces employee absenteeism and accidents.
d) Helps to earn higher revenues for the organisation.
e) Satisfied employees are able to handle pressure.
f) It helps to create a better working environment.

3.4.2 Factors that Determines Job Satisfaction in the Library and Information Centre

Job satisfaction is a subjective concept that is difficult to scientifically measure because it is influenced by a number of factors as outlined by Juneja (2018) to, include:

i. **Organisational factors:** This revolves around policies, procedure, employee relations, nature, size and structure of the organisation, leadership style, working condition, nature of work and technology.
ii. **Social factors:** This includes relationships with co-workers; group working norms, informal structure, and the ability to interact socially. These are all examples of social elements.
iii. **Environmental factors**: These include economic, social, technological, and governmental influences.
iv. **Individual factors:** These include personality, educational qualifications, intellectual level, talents, age, marital situation, and work orientation
v. **Cultural factors:** These are attitudes, beliefs and values.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

You learned about motivation in libraries and information centres including its definition, benefits, types, theories, and methods of motivating personnel. The concept of job satisfaction, its importance, and the elements that can affect job satisfaction were also explored in this unit.

5.0   CONCLUSION

Motivation and job satisfaction are two psychological concepts that have to do with and influence how employees feel about their jobs. They are demanding activities that managers face in the workplace. As a result, in order for managers to persuade employees to put forth maximum effort, they must understand how and why they should be motivated, as the value in an organisation is derived from individuals who are driven to work and get maximum job satisfaction.

6.0   TUTOR MARKED ASSIGNMENT

1.   Define motivation and discuss the benefits of motivation in the library and Information Centre.
2.   Define job satisfaction. What are the factors that can affect job satisfaction of library personnel?
3.   What do you understand by the term process model? Discuss extensively the types of process models/modern theories of motivation?
4.   Discuss ways by which library personnel can be motivated.
5.   Discuss your understanding of the following theories of motivation:
    •   Maslow's Hierarchy of Needs Theory.
    •   Behaviour Modification Theory of Motivation.
    •   Vroom's Expectancy Theory of Motivation.
    •   Herzberg's Two-Factor Theory of Motivation.
    •   Goal-Setting Theory.

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UNIT 4   LEADERSHIP

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1.0   INTRODUCTION

In this unit, you will be exposed to the concept of leadership, its
importance, leadership styles and theories of leadership. The knowledge
will help you shape your understanding as a prospective Head of
Library/Director of an Information Centre.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Understand the meaning of leadership;
- State the importance of leadership;
- Discuss the types of leadership styles; and
- Explain the theories of leadership.

3.0   MAIN CONTENT

3.1   Concept of Leadership

The activities that take place in today's workplace are concentrated on
interpersonal relationships. As a result, a complicated social environment
characterised by confrontation, miscommunication, manipulation,
animosity, and conflict has emerged. Therefore, it is the responsibility of
management to coordinate people's activities and direct them toward the
organisation's goals and objectives. This act entails the leadership process
as well as the selection of an appropriate course of action and behaviour.

Leadership is a key component of organisational success; it is the process through which personnel are led, guided, and influenced toward achieving certain objectives in a given setting. Leadership is described as the practise of guiding and influencing a group to achieve its objectives (Robbins & DeCenzo, 2011). Leadership, according to Carpenter, Bauer, and Erdogan (2012), is the act of persuading others to cooperate toward a common objective. Hence, the overall goal of leadership is to do more than merely get things done. It entails doing it in a certain way, one that demonstrates true regard and concern for the well-being of everyone involved in the job or activity at hand (Plecas, Squires & Garis, 2018). As a result, leadership does not always act in accordance with the organisation's hierarchical structure.

Leadership is an essential management function that enables an organisation's resources to be directed for increased efficiency and goal achievement. According to Stueart and Moran (2007), leadership is the ability to inspire trust and support among followers, allowing a group to achieve its objectives. Thus, leadership makes organisational potential a reality. Mullins (2007) also described leadership as "getting others to follow" or "getting people to do things voluntarily," as well as "the use of authority in decision-making."

Leadership can be evaluated in terms of the function of the leaders as well as their capacity to get others to do well. Therefore, generalising about leadership is hard, but it is simply a relationship in which one person controls the behaviour or actions of others. Consequently, library managers must comprehend the nature of leadership, influence, elements that influence interpersonal relationships, and the effectiveness of leadership relationships in libraries and information centres.

3.1.1 Importance of Leadership in the Library and Information Centre

Leadership is a crucial management function that aids in the optimisation of available resources in order to achieve corporate objectives. Thus, instead of command and control, leadership is increasingly connected with the concepts of inspiration, getting along with others, and developing a vision that others can identify with. As a result, the following are some of the reasons leadership is important in the library and information centre as outlined by Armstrong (2007); Ibrahim (n.d.); Pal (2021); and Robbins (2015):

a)   **Motivation:** Leadership motivates and inspires individuals to put forth their talents for the fulfillment of organisational goals in alignment with strategic plans.

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b) **Communication:** Through effective communication, the mission and vision of an organisation is revealed by the leader to the subordinates which enhances effective and efficient coordination of work.

c) **Guidance:** A good leader provides guidance by instructing and training subordinates on how to work with the organisation's vision and goal in a productive and efficient manner.

d) **Delegation:** Effective delegation and empowerment are key components of good leadership. As a result, the leadership relationship is not restricted to leader behaviour leading to subordinate behaviour.

e) **Effectiveness:** Leadership is a two-way process that has an impact on both individual and organisational performance. As a result, the leader-follower connection is mutually beneficial and successful.

f) **Promotes interpersonal behaviour**: Leadership promotes interpersonal behaviour by balancing conflict of interest of all subordinates and stakeholders in the organisation.

g) **Promotes efficiency**: Leadership creates confidence and design effective organisation to enable followers to function efficiently and effectively.

h) **Creativity:** Leadership encourages creativity and boost the morale of subordinates to express themselves in order to encourage new ideas, and innovations

3.2   Types of Leadership Style

Leadership can be defined as a personality trait or a set of behaviours (Mullins, 2007). As a result, not all leaders work in the same way; their approach changes depending on the kind of individuals with whom they contact. A leader's typical behaviour and attitude when guiding, motivating, managing, directing people, and implementing goals in an organisation is referred to as their leadership style. The following are examples of leadership styles as outlined by Kolzow (2014); Oxford reference (2021); Plecas, Squires and Garis (2018); Robbins, DeCenzo and Coulter (2011); and Stueart & Moran (2007):

i. **Authoritarian or Autocratic leadership style**: This refers to a leadership style in which the leader has complete control over all decisions and receives little or no input from the rest of the organisation. An autocratic boss dictates policy, work techniques, processes, and procedures, and guides subordinates' work without their involvement. Benefits include the ability to make quick decisions, especially in stressful situations, and a well-defined clear chain of command. It does, however, inhibit group input and knowledge from subordinates; it also discourages innovation and out-of-the-box thinking while setting regulations.

ii.   **Democratic or participative leadership style:** This is a kind of leadership in which group members are involved in the decision-making process. Every member of the group is given the opportunity to speak, ideas are freely discussed, and debate is encouraged. This approach recognises that employees are stakeholders in the company and have the right to speak up. They give employees who will be most affected by specific decisions the ability to participate in and/or make decisions about those problems. This is one of the most effective leadership styles, as it leads to greater production and group morale. It encourages equality while the leader provides direction and authority. Encourage people to share their thoughts, be creative, and be rewarded. When position description is unclear, however, it can lead to communication breakdowns, as well as poorer satisfaction and morale.

iii.   **Bureaucratic or administrative leadership style**: Over time, bureaucratic leadership styles evolve. The organisation's regulations and policies are scrupulously followed by the leaders. They also ensure that staff follow the regulations and procedures to the letter. Employees are promoted based on their ability to follow organisational rules. As a result, this style is better suited to situations when quality and safety are necessary. It, on the other hand, hampers creativity and does not lead to employee self-satisfaction.

iv.   **Laissez-faire or delegative leadership style:** This is a form of leadership style in which leaders delegate responsibility for a group's affairs to its members. Because the leader abdicates responsibility and avoids making decisions, the group frequently lacks direction. In instances where group members are more knowledgeable than the group leader, this type of leadership style, which stimulates personal growth, innovation, and faster decision-making, is beneficial. It does, however, result in a poor level of productivity among group members.

v.   **Charismatic leadership style**: This is a sort of leadership defined by the leader's favourable personal attributes. Charismatic leaders are considered as having inspiring visions and being able to enthuse and persuade their followers to identify with the vision through their persuasion skills and ability to impact followers' emotions. In essence, charismatic leadership is based on heroism. The ability of the leader to explain a fascinating or compelling vision and to dissect inefficiency within an organisation are both advantages of this leadership style, which often result in the leader's ability to discover solutions to a number of challenges.

Such leaders, on the other hand, can increase organisational risk and endanger members' well-being.

vi. **Transformational leadership style:** This is a type of leadership style that motivates others to make positive changes. It entails the application of charisma. The leaders serve as role models, and they are usually vivacious, enthusiastic, and passionate. They are also concerned with empowering each member of the group and aligning the objectives and goals of individual followers, leaders, the group, and the wider organisation. The focus is on changing the organisation and the people who follow it. They inspire and educate by sharing a common vision of the future. Because they expect the best from everyone and hold themselves accountable, they communicate with and motivate their group. Integrity, self-awareness, honesty, and empathy are characteristics of transformational leaders. It does, however, necessitate frequent and consistent feedback, as well as the requirement that their followers agree with them.

vii. **Transactional/Managerial leadership style**: This is a type of leadership that emphasises supervision, organisation, and group performance. It centres around a series of activities that involve followers and leaders exchanging information. They are in charge of day-to-day operations. It entails primarily appealing to the self-interest of followers to motivate and direct them. This type of leader focuses on completing certain objectives and uses rewards and punishments to motivate their followers. This approach, however, is considered insufficient in terms of developing maximal leadership potential because it might result in the formation of an environment dominated by status, power, benefits, and politics.

viii. **Servant leadership style**: A servant-leader is someone who leads by satisfying the needs of the followers, regardless of their position in the organisational ladder. This sort of leadership fosters a caring environment in which employees feel valued and respected. The growth and well-being of people and the communities to which they belong are at the heart of servant leadership. They improve the lives of others by focusing on improved organisation and, as a result, a more caring and equitable world. Instead of focusing on amassing power, this leader shares power and assists others in performing at their best. This leadership style may not fit every organisation, and the team may lose sight of its objectives.

3.3   Theories of Leadership

Leadership theories are the explanations of how and why certain people become leaders (Western Governors University, 2020). Leadership theories are schools of thought that focus on the traits and behaviours that individuals might adopt to improve their leadership abilities. Because of its complex and varied character, there are many different techniques to analyse leadership. As a result, there are numerous theories of leadership, but only a handful are well-known; they are crucial to comprehend and can assist you in determining the type of leader you want to be. Consequently, Armstrong (2007); Fleenor (2006); Juneja (2018); Kolzow (2014); Oxford reference (2021); Pal (2021); Plecas, Squires, and Garis (2018); and Stueart and Moran (2007) outlined examples of leadership theories to include:

3.3.1 Great Man or Trait Theory of Leadership

The Great Man or Trait Theory of Leadership is one of the earliest theories of leadership. Leadership is determined by specific genetic features, such as personality traits, that distinguish leaders from followers. According to the theory, good leaders are born, not made. They possess natural characteristics and skills that distinguish them from others and cannot be taught. Hence, they are deserving of their current position. This theory which focuses on the physical and psychological characteristics, competences, and values of leaders (traits - intrinsic characteristics of a person) was the foundation for the majority of early leadership research. (Fleenor, 2006). The focus is on the person on the job rather than the job itself. It implies that the selection of leaders receives more emphasis than leadership training. This idea provides useful information about leadership (how people might act), but it doesn't explain why they might act that way. People at all levels and in all types of organisations can use the Great Man theory. Managers can use the theory's knowledge to evaluate their position, and determine how it might be strengthened within the organisation.

The Great Man or Trait Theory has a number of advantages. These include:
i.   It provides extensive information and comprehension of the leader in the leadership process.
ii.   A clear understanding of the theory would help managers to recognise their strengths and weaknesses, and how they might improve their leadership abilities.
iii.   It can be used to evaluate an individual's leadership qualities.
iv.   It is a valid theory since the foundation and base of the idea have been validated by several studies.

Disadvantages of The Great Man/Traits Theory
i.   There is bound to be some subjective judgement in determining who is viewed as a good or successful leader.
ii.   The theory is quite complex and ignores situational circumstances.
iii.   The lists of possible attributes are often very large, and there is not always consensus on which are the most crucial for a successful leader.

3.3.3 Behavioural Theory of Leadership

The Behavioural Leadership Theory focuses on how leaders behave and argues that these traits can be replicated by other leaders. The theory was premised on the basis that a leader's actions and actual behaviours define success. As such, successful leaders are not born, but may be developed via the application of teachable skills. This leadership style is defined by patterns of behaviour that are observed and classified as task-oriented leaders, people-oriented leaders, status quo leaders, and dictatorial leaders

Advantages of Behavioural Theory of Leadership
The behavioural theory has the following advantages:
i.   Leaders can learn and pick what actions they want to take to become the type of leader they want to be.
ii.   Allows leaders to be flexible and adjust to changing circumstances.
iii.   It implies that anyone can succeed as a leader.

Disadvantage of Behavioural Theory
   i.   While it allows for flexibility, it does not directly recommend how to respond in a given scenario.

3.3.3 Relationship Theory of Leadership

Relationship Theory of Leadership focuses on leaders who are primarily concerned with their interactions with others. These kinds of leaders strive to make work fun for as many people as possible while also fostering a positive work atmosphere. As a result, relationship-oriented managers are more likely to receive greater results from their workers.

Advantages of Relationship Theory of Leadership
i.   Mentorship provides fantastic possibilities for employees to improve and motivates them to stay in the business for a longer amount of time.
ii.   Employees feel confident in their leader and want to follow them.

Disadvantages of Relationship Theory of Leadership
i.   Relationship-driven executives may be hesitant to see personnel who are causing difficulties for what they are.
ii.   Relationships can get in the way of work, leading to a preference for people above results.

3.3.4 Power Theory of Leadership

This theory examines the effects of positional and personal power on leaders' decisions and outcomes. It is concerned with how leaders use their power and influence to accomplish goals. It can be evident in organisations where hierarchy and advancement are important for success, but this can lead to low morale, political divisions, and the establishment of cliques in the workplace. The advantage of this theory is that leaders with a lot of power may appear to be very efficient and get things done quickly. The disadvantage of the power theory of leadership is that most employees do not appreciate it. They prefer a leader that does not rule over them but instead collaborates and supports them.

3.3.5 Participative (Democratic)Theory of Leadership

Victor Vroom and Philip Yetton conceptualised this approach in 1973. The theory suggests that employees should be directly involved in organisational decision-making, and the leader should be able to adjust his or her style to varied conditions. The leader merely facilitates a discussion, considers all of the ideas, and determines the best course of action. They also asserted that, because task structures have variable demands for routine and non-routine operations, leader behaviour should be adjusted to reflect the task structure. As a result, everyone has a say in team and organisational choices.

The advantage of this theory is that when employees are actively involved in the organisation's decisions and outcomes, they feel more engaged and driven. Some of the identified disadvantages are as follows:

i.   This leadership style makes leaders appear weak.
ii.   It is too complicated for the average manager to use on a regular basis, despite providing some good, scientifically validated insights into crucial contingency variables associated to leadership performance.
iii.   Leaders do not get the best outcome because they are too engaged in what people want more than what the organisation needs.

3.3.6 Contingency or Situational Theory of Leadership

The contingency leadership theory, also known as situational theory, focuses on a leader's context. According to the theory, there is no one-size-fits-all approach to leadership that can be applied to all situations. These ideas examine the situational repercussions of a leader's success or failure. Thus, the situational context has a direct impact on a leader's efficacy. The theory takes a specific leadership style and proposes that good leaders can change their leadership style depending on the occasion.

The Hershey and Blanchard Situational Theory, the Evans and House Path-Goal Theory, and Fiedler's Contingency Theory are examples of Contingency theories. The advantage of the contingency theory is that leaders are able to be effective regardless of the situation. The disadvantage is that it emphasises the relevance of a circumstance, but it may overlook how leadership styles evolve through time.

3.3.7 Management or Transactional Leadership Theory

This theory focuses on group performance, supervision, and organisation. It is a system of incentives and punishments based on the assumption that people only do things for the sake of receiving a reward. It has the potential to be incredibly effective. Employees have been found to respond well to positive reinforcement, which encourages and motivates them to achieve.

<mark>SELF-ASSESSMENT EXERCISE</mark>

4.0   SUMMARY

Leadership is a crucial management function that aids in the optimisation of available resources to achieve corporate objectives. You learned about leadership, its definition, importance, types of leadership styles, and theories of leadership in this unit.

5.0   CONCLUSION

Leadership is about being able to influence others and bringing an idea to life. It is a method by which a manager can direct, guide, and influence employees' behaviour and performance in order to achieve certain goals in a given setting. As a result, leaders in libraries and information centres should develop goals, visions, and motivate members to attain the stated goals and visions for the greater good of all.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Define leadership theory. Describe the different types of leadership theories.
2.   Explain why leadership is so important in the library and information centre.
3.   Discuss the different types of leadership styles in an organisation

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UNIT 5   COMMUNICATION AND INTERPERSONAL SKILLS

CONTENTS

1.0   INTRODUCTION

You will learn about the concept of communication, its meaning, importance, methods, process, elements, factors that promote good communication, and hurdles in this unit. You will also learn about the various types of interpersonal skills that library and information centre managers should have. As a potential head of library or director of an information centre, you will benefit from having this knowledge.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

- Understand the meaning of communication;
- State the importance of communication;
- Identify methods of communication;
- Explain the communication process;
- Know factors that promotes communication
- State the effects of technology on communication
- Identify the barriers to the communication process; and
- Explain interpersonal skills.

3.0   MAIN CONTENT

3.1   Concept of Communication

Every organisation communicates on a daily basis in all sectors. It is a necessary component of effective leadership. Communication is sometimes referred to as the "glue" that binds a company together. Managers spend the majority of their time engaging in various types of communication; as a result, they must learn and understand how to communicate appropriately and effectively in order to be successful in performing other managerial functions such as planning, organising, staffing, leading, and controlling.

Communication is defined as the transfer of understanding and meaning from one person to another (Robbins, DeCenzo & Coulter, 2011). The communication method includes both top-down broadcasts of organisational plans and bottom-up questions from employees (STU Online, 2020). As a result, communication skills are crucial, and enhancing these skills in both managers and employees should be a top priority, as no organisation can function properly without them.
Organisational communication refers to the ways and means by which members of an organisation communicate with one another (Zink, n.d.). It is the process of producing and sharing messages within a network of interdependent links to cope with environmental instability (Stueart& Moran, 2007). As a result, all forms of organisational communication share some characteristics, such as occurring within a complex, open system that is influenced by and influences its environment; involving messages and their flow, purpose, direction, and media; and involving people and their attitudes, feelings, relationships, and skills.

3.2   Methods of Communication in the Library and Information Centre

The library and Information Centre rely on communication to survive. Personnel/employees of knowledge organisations are constantly involved in the absorption and distribution of information and ideas. Also, some information workers believe that there is so much communication available through so many channels that it causes information overload and disorientation. As a result, information managers require good communication skills, as bad communication skills can result in a never-ending stream of difficulties.

Communication occurs in a variety of ways in libraries and information centres today as many new communication options are available. This varies from:

- Personal communication.
- Face-to-face.
- Print documents.
- Broadcast messages.
- Online.
- E-mail conversation and communication.
- Personal Digital Assistant (PDA).
- Instant messaging (IM).
- Voice mail / voice note.
- Video communication
- Communication in business meetings.
- Through social media application. Team messaging application.
- Cell phones/smart devices.

In addition, other new modes of communication, like blogging, are becoming increasingly popular, and teleconferencing is providing organisations with new avenues of communication, both internally and externally. These technologies have helped to reduce the effects of time and distance, which previously slowed down communication.

3.3 Importance of Communication in the Library and Information Centre

Communication is not an afterthought in an organisation. It is, rather, the essence of organised activity and the fundamental process from which all other functions are formed. Consequently, everything a manager does from strategy and idea formulations, to decision-making, staffing and creative suggestion amongst others involves communicating. According to Armstrong (2007); Robbins and Coulter (2016); Stueart and Moran (2007); and Zink (n.d.), the importance of effective communication in the library and information centre cannot be overemphasized. They are as follows:

1. Communication boosts employee motivation by informing and clarifying the work at hand, the way in which it should be completed, and how to improve performance.

2. Organisational communication, which flows horizontally, vertically, and informally, plays a vital part in problem solving by jotting down issues, brainstorming possible replies, and proposing solutions to the problems that have been discovered.

3. It provides information to organisational members by assisting in the identification and evaluation of various courses of action as well as the decision-making process.

4.   The exchange of information between two or more parts is referred
      to as communication. Thus, organisations communicate
      information with internal and external parties through
      communication.

5.   It enhances the dynamism of organisational activities and aids in
      the achievement of objectives

6.   Management rationalises its actions through downward
      communication with employees (s). Similarly, workers use upward
      communication to bring issues to the attention of management in
      the form of feedback.

7.   A well-informed individual will have a better attitude than a less-
      informed individual, therefore it aids in changing individual
      employee attitudes and controlling organisational member
      behaviour in many ways.

8.   Communication helps in the management of conflict in the work
      place and gain the compliance of employees through feedbacks
      and for them to adhere fully to instructions.

3.4   The Communication Processes

The ability to communicate effectively within a company is a key
component of its success. The communication process allows for the
unification of organisational activities. As a result, it is important to
remember that a person's complete communicative effectiveness
comprises the ability to speak, read, listen, and reason. Attitudes also
influence behaviour, and these attitudes have an impact on the
communication process. Communication is a seven-step process that
involves the transfer of understanding and meaning from one person to
another. The communication processes as outlined by Robbins, DeCenzo
and Coulter (2011) are the following:

- **Source**: The communication source or sender.
- **Encoding:** This is the process of transforming a message into a
  symbolic form.
- **The message**: This is a communication goal that must be
  communicated.
- **The channel**: The medium through which a communication travel
- **Decoding:** This refers to the process of translating a message that
  has been received.
- **The receiver:** This refers to the recipient.

- **Feedback:** This involve checking to see if a message was successfully transferred.

Furthermore, communication activity is limited by the source's level of expertise in a given subject. The quantity of information a source has about his or her subject will have an impact on the message he or she wants to convey.

3.4.1 Elements in the Communication Process

The following are the components of the communication process as outlined by Robbin and Coutler (2016):

i.   **The message:** This is the actual physical result that directly from the source conveys some purpose (word, picture, writing, gestures/expressions).

ii. **The channel:** This is the medium through which the message passes. The source chooses it. Formal channels (created by organisations to communicate messages pertaining to job-related tasks) can be used. They generally follow the organisation's authority network. Other types of messages (personal/social) travel through the organisation's informal channels.

iii. **The receiver:** This is the individual to whom the message is addressed, and before the message can be received, the symbols in it must be translated into a form that the recipient can understand - the message's decoding.

iv. **Feedback:** The final link in the communication chain is the feedback loop. The quality of a message's delivery is determined by feedback. It assesses whether or not the student understands the topic. The importance of adequate feedback in establishing proper communication cannot be emphasised, especially given the cultural diversity in today's workforce. If a communication source decodes the message he encodes and puts it back into his system, you should get feedback.
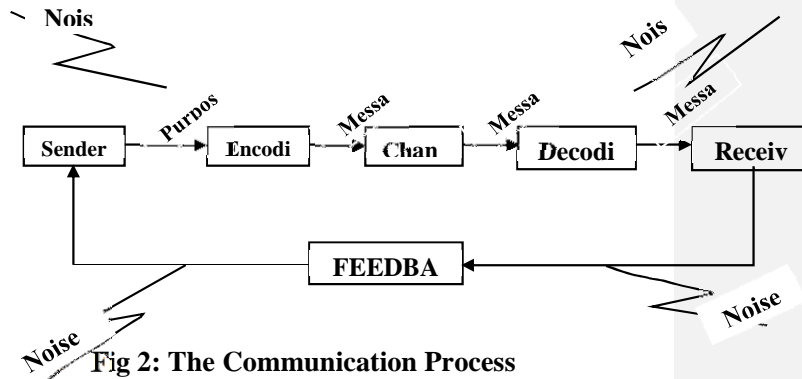
Fig 2: The Communication Process

3.4.3 Barriers to Effective Communication Process

To achieve established goals, communication takes different forms and occurs in all organisational settings. However, a variety of intra and interpersonal barriers have been identified as impeding successful communication of a message decoded by a recipient that differs from the message intended by the sender. According to Armstrong (2007); Robbin, DeCenzo and Coulter (2011); and Stueart and Moran (2007), some of the barriers to effective communication include:

a.   **Filtering:** This is the intentional alteration of information to make it appear more favourable to the recipient.
b.   **Selective perception:** This refers to how you perceive or receive a message based on your own needs, motives, experiences, or other personal qualities.
c.   **Informal overload:** When the amount of information one has to work with exceeds one's processing capabilities, this is known as information overload (e-mail, phone calls, faxes, meetings etc).
d.   **Emotions:** This has to do with the reaction of the receiver when a message is received.
e.   **Language (use of jargon):** Jargon is a specialised language formed by individuals in organisations, and each profession has its own jargon. Jargon has the ability to make a lot of noise. It should only be used if you are convinced that the recipient will understand it. The Library and Information Science profession is connected with acronyms and technical terminologies such as AACR2, AASL, ALCS, Abstracts, Accessions, and Authority control among others. Consequently, within the profession, not everyone understands all of this terminology, so it is not unexpected that when librarians engage with non-librarians, the non-librarians are frequently perplexed. As such, words have varied connotations for

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different people. Therefore, because of our diverse origins, receivers will apply their own definitions of terms that have been transmitted.

f.   **Gender:** This refers to how men and women react to communication. They each have a unique communication style, and their reactions may differ as well. To avoid gender disparities becoming a barrier, we must accept, comprehend, and commit.

g.   **National culture:** Communication disparities originate from the many languages that people use to communicate, as well as the national culture to which they belong. In the United States, for example, communication patterns are primarily focused on the individual. Managers in the United States rely significantly on memos, announcements, position papers, and other formal means of communication to express their positions on topics, whereas in Japan, consensus decision-making is valued and open communication is expected. As a result, before formally addressing an issue, managers engage in extensive verbal conversation with staff. Every communication practise is governed by cultural norms, and as our workplaces become more diverse, managers must be aware of the cultural variances that may impact communication flows.

h.   **Communication style:** Different ethnic groups communicate in different ways. Maintaining eye contact with someone while they are speaking, for example, is considered impolite in some cultures. Some cultures, on the other hand, welcome disruption. Given the variety in the workplace, managers must be aware of this.

3.4.3 Factors that Promote Effective Communication Process

Communication is important in organisations. Consequently, the process should not be clogged by undue bureaucracy. Factors that can help overcome barriers in the communication process and help managers to make their communication process effective as outlined by Robbin, DeCenzo and Coulter (2011) include:

- **Use of feedback:** Double-check what was said or what you believe you heard.
- **Simplify language**: Use words that the target audience is familiar with.
- **Listen actively:** Pay attention to the entire meaning of the communication rather than making a snap judgement or planning your reaction ahead of time.
- **Control emotions**: Recognise when your emotions are out of control and refrain from communicating until you have calmed down.

- **Non-verbal cues**: Keep in mind that your actions are more powerful than your words. As a result, stay on track.

3.5 Effect of Technology on Managerial Communications in the Library and Information Centre

Communication is the basis of organised activity and the foundational process from which all other activities are produced; it is not an add-on or derivative component of an organisation. Thus, the library staff can combine their activities thanks to the communication method. The way people in organisations communicate has changed dramatically as a result of information technology that has significantly:

i.   Improved a manager's ability to monitor individual and team performance;
ii.   Provided employees more complete information so they could make faster decisions;
iii. Offered employees more ways to collaborate and exchange information; and
iv.   Made people in organisations fully accessible at all times and from anywhere.

Through the usage of the following technologies, information technology has influenced managerial communication in the library and information centre in the following ways (Robbins, DeCenzo & Coulter, 2011):

A.   **Networked Computer Systems:** In a networked computer system, an organisation connects its computers using compatible hardware and software to form an integrated organisational network that allows members to communicate with one another and access information from anywhere in the world, across town, or down the hall. E-mail, instant messaging (IM), voice mail systems, fax machines, electronic data exchange (EDI), meetings, teleconferencing, video conferencing, organisational intranets and extranets; and Internet-based voice communications are just a few examples of applications.

B.   **Wireless capabilities system:** Employees no longer need to be at their workstations with their laptops plugged in and turned on to communicate with others in the business because millions of users across the world use wireless technology to transmit and receive information from anywhere. Smartphones, notebook computers, netbook PCs, and other pocket communication devices are examples of wireless communication technology that can help managers and people do their jobs better.

C.   **Knowledge management systems:** Knowledge management systems entail the development of a learning culture in which organisational members systematically gather knowledge and share it with others to improve performance. Creating learning skills throughout the business from the lowest to the highest levels in all departments is part of a manager's job in building a conducive atmosphere for learning and effective communication.

3.6   Interpersonal Skills

Managers are able to achieve their objectives through engaging the help of others. Interpersonal skills are one of the most important elements to consider when hiring senior-level executives. As a result, effective leadership communication and other interpersonal skills, sometimes known as social skills, are required for managerial success. These abilities pertain to the ability to work with, understand, guide, and motivate others. When interacting and dealing with people, both individually and in groups, managers use these abilities on a daily basis. Examples as highlighted by Robbins, DeCenzo and Coulter (2011) are as follows:

a.   **Active listening skills**: This includes maintaining eye contact, displaying affirmative notes and appropriate facial expressions, avoiding destructive actions, asking questions, paraphrasing, avoiding interrupting the speaker, not over talking, and the ability to transition smoothly between the roles of speaker and listener.

b.   **Feedback skills**: Focusing on specific behaviours, making input impersonal, goal-oriented, and well-timed, ensuring understanding, and directing negative feedback towards behaviour that the recipient can modify are all examples of feedback abilities.

c.   **Empowerment skills**: Delegation (assigning authority to another person to carry out certain tasks) can be achieved effectively by explaining the assignment, establishing the employee's range of discretion, allowing the employee to participate, telling others of the delegation, and putting the delegation into action.

d.   **Conflict management skills**: Conflict is defined as incompatible differences that might lead to interference or opposition. It doesn't matter if the disparities are real; what matters is that people believe they exist. Organisational conflicts include the following:
    i.   **Functional conflicts:** These are conflicts that are productive and help an organisation achieve its goals.
    ii.   **Dysfunctional conflicts**: These are damaging disagreements that keep an organisation from attaining its goals.

iii. **Task conflicts**: These are disagreements over the content and objectives of work.
iv. **Relationship conflicts:** This type of conflict focuses on interpersonal interactions.
v. **Process conflicts**: This refers to a disagreement about how a task should be completed.

Steps in analysing and resolving conflict
The following are the actions to take as a manager in assessing and resolving conflict situations:

i. Determine your fundamental conflict handling style.
ii. Pick only the disputes that are worthwhile and manageable.
iii. Assess the participants in the disagreement.
iv. Determine what is causing the conflict.
v. Pick the dispute resolution strategy that best fits your personality and the scenario.

e. **Negotiation skills**: Negotiation is a process in which two or more people with opposing viewpoints must come to an agreement and make a unified decision. This might be accomplished by employing a bargaining approach. Negotiation abilities include the following:
   i. Conducting background research on the person with whom you will be negotiating.
   ii. Introduce the piece with a positive overture.
   iii. Focus on problems rather than people.
   iv. Do not pay too much attention to first offers.
   v. Focus on win-win situations.
   vi. Establish an open and trusting environment.
   vii. Be willing to accept third-party aid if necessary.

f. **Emotional intelligence**: This refers to the ability to recognise, manage, and assess emotions.

g. **Problem solving and decision-making**: This entails collaborating with others to identify, define, and solve problems, as well as making decisions about the best course of action.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

This unit outlined the variety of issues that must be considered in relation to communication and interpersonal skills, including meaning, types,

importance, methods of communication, the communication process, elements in the communication process, barriers to communication, factors promoting effective communication, and the effects of technology on managerial communication.

5.0 CONCLUSION

Communication entails the exchange of ideas, emotions, and willingness to participate, as well as the transmission of information from one medium to another. Managers have a huge influence on their employees' growth and development. Thus, managers at all levels should be knowledgeable with the techniques of strong leadership through effective communication so that they can foster a climate where people can collaborate to achieve the organisation's objectives.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the barriers to effective communication in the library and Information Centre?
2. Discuss the effects of technology on managerial communication.
3. What are the elements involved in a communication process?
4. Discuss the factors that can promote effective communication in libraries and information centres.
5. The importance of interpersonal skills to a library manager/ Information Centre director is immeasurable. Discuss
6. State the importance of communication in the library and Information Centre.
7. Briefly explain the communication process and outline the methods of communications in the library and Information Centre.

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**UNIT 6   CONTEMPORARY   HRM   ISSUES   IN
            ORGANISATION**

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
        3.1   Contemporary HRM Issues in the Library and Information
                Centre
                3.1.1 Spiritual Organisation
4.0   Summary
5.0   Conclusion
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

This unit will introduce you to a variety of complex issues that must be
examined in relation to modern human resource/personnel management
in the library and Information Centre.

2.0   OBJECTIVES

By the end of this unit, you will be able to:

•   Understand   contemporary   human   resource   /   personnel
      management issues as they relate to libraries and information
      centres;
•   Enumerate   the   various   contemporary   issues   in   today's
      organisation;
•   Comprehend the meaning of spiritual organisation; and
•   Know the characteristics of spiritual organisation.

3.0   MAIN CONTENT

**3.1   Contemporary HRM Issues in the Library and
          Information Centre**

Managers and employees are both affected by current concerns in the
workplace. Organisations today, regardless of size or location, face a
number of contemporary HRM issues, which the library and information
centre, as part of the larger organisational family, are not immune to. As
a result, directors of libraries and information centres must be aware of all
of these contemporary HRM issues in order to act effectively. Some of

the issues as identified by Robbins, DeCenzo and Coulter (2011) are as follows:

3.1.1 Technology

Technology is defined as software and accompanying hardware that automates library operations and provides tools for providing effective library services. It shapes and limits how services are delivered, as well as human resource functions like recruitment and selection, employee payroll and compensation, talent acquisition and management, workforce analytics, performance management, and benefits administrations, organisational communication, how employees are contacted, file storage, efficiency, and employee productivity. As a result, the employees must be trained and retrained to keep up with worldwide best practises.

3.1.1 Downsizing

Downsizing refers to a company's deliberate elimination of positions. It usually implies a reduction in the number of personnel at the organisation. It is influenced by a number of issues, including the global economic down-turn, global health pandemics, shrinking market share, and aggressive growth. Consequently, disruptions in the office and in the personal life of employees should be expected as a result of the reduction. However, it may be surprising to find out that both the laid-off workers and job survivors experience stress, frustration, anxiety, and wrath. Therefore, managers are expected to use a variety of interpersonal skills, such as counselling, active listening to ease any stress that may arise as a result of downsizing and maintain the organisation stable.

Tips for managing downsizing
- **Communication:** Communicate clearly and honestly by alerting individuals being laid off as soon as feasible; tell surviving staff the new goals and expectations, and explain the consequences of layoffs.
- **Compensation:** Comply with any laws that govern severance compensation or benefits.
- **Responsibilities**: Reassign responsibilities based on individual abilities and histories, and provide support/counseling to surviving staff.
- **Motivation:** Focus on improving morale by providing personalised reassurance; continue to communicate, particularly one-on-one; and stay connected and available.

Downsizing Options in Organisations
Options of downsizing in organisations are:

S/N	Option	Description
1.	Firing	Involuntary termination of employment.
2.	Layoffs	Involuntary termination that might continue anywhere from a few days to years.
3.	Attrition	Vacancies left by voluntary resignations or natural retirements are not being filled.
4.	Transfers	Moving people laterally or downward does not always save money, but it can help to alleviate the intra-organisational supply-demand imbalance.
5.	Reduced work weeks/furloughs	Employees may be required to work fewer hours per week, split jobs, or work part-time.
6.	Early retirements	Offering early retirement incentives to older and more senior staff.
7.	Job sharing	Having two part-time employees share one full-time role.

3.1.2 Layoff-Survivor Syndrome

Layoff-Survivor Syndrome is a relatively new phenomenon in today's workplaces. It refers to the attitudes, ideas, and behaviours of workers who have been laid off involuntarily. Job insecurity, feelings of injustice, guilt, unhappiness, stress from an increasing workload, fear of change, a lack of commitment and dedication, reduced effort, and a refusal to go above and beyond the call of duty are all signs of layoff -survivor syndrome. To overcome these issues, managers should provide opportunities for survivors to communicate their feelings so as to preserve great morale and productivity, make every effort to ensure that employees who remain on the job recognise that they are valued and much-needed resources.

3.1.3 Workforce Diversity

Workforce diversity refers to how people in a workforce are similar and different in terms of gender, age, colour, sexual orientation, ethnicity, cultural background, physical ability, and limitations. It has an impact on basic human resource management concepts including recruitment, selection, and orientation. Managers can increase diversity by expanding the organisation's recruiting net by looking for people in places they haven't looked before. This allows an organisation to diversify its applicant pool, and once that pool has been extended, efforts must be

made to ensure that the selection process is not discriminatory. Managers must also be familiar with diversity legislation and ensure that the organisation has a structure in place to handle complaints properly, as well as a focus on harmonising diversity through training and seminars that encourage unity and accepting of differences.

3.1.4 Sexual harassment

Sexual harassment is defined as any unwanted sexual action or activity that has a direct impact on an individual's job, performance, or work environment. In both the public and private sectors, this is a severe problem. It makes employees unhappy at work and makes it difficult for them to do their duties. Sexual harassment can happen between people of different sexes, as well as employees and non-employees. Many of the issues surrounding sexual harassment revolve around determining what constitutes illegal behaviour, which includes:

i.   Creating an intimidating, offensive/hostile environment;
ii.   Interfering unreasonably with an individual's work; and
iii.   Negatively affecting an employee's employment opportunities.

Thus, managers must recognise that in cases of sexual harassment, the harasser may have a right as well. As such, no action against someone should be taken until a thorough inquiry has been carried out, the results of the investigation should be reviewed by an independent and objective individual, and the harasser should be given an opportunity to respond to the allegation; a disciplinary hearing should be held if desired, and there should be an appeals process.

3.1.5 Employee retention

This has always been a concern to HR managers because keeping talented employees require tenacity and going the extra mile to ensure that they are fully engaged, enthusiastic about their job and given recognition for their contribution towards the success of the organisation.

3.1.6 Workplace spirituality

Workplace spirituality is about acknowledging that employees have an inner existence that is nurtured by meaningful work done in the context of a team. It is not about theology or who one's spiritual leader is at work. Organisations that encourage a spiritual culture acknowledge that employees have both a mind and a spirit, and that they seek meaning and purpose in their job, as well as a desire to connect with coworkers and be a part of the community. The knowledge that studying emotion increases managers' comprehension of how and why people behave in organisations

allows them to see that workplace spirituality can aid in better understanding of employee work behaviour in the twenty-first century.

3.1.7 Spiritual organization

Spirituality is a notion that encompasses an organisation's principles, values, motivation, work-life balance, and leadership. Employee development and full potential are top priorities for spiritual organisations. They are also concerned with the issues that arise from work-life balance. As a result, bringing spirituality into the workplace is not a novel concept for HR. Work-life balance, good staff selection, performance goals, and rewarding people for their contributions are all aspects of making the company more spiritual.

Characteristic of a Spiritual Organisation
Characteristics of a spiritual organisation are as follows:

a. **Strong Sense of purpose:** A spiritual organisation has a strong sense of purpose, and its members understand why the organisation exists and what it values.
b. **Trust and openness:** Mutual trust, honesty, and openness describe organisational members' relationships.
c. **Development:** Employees are valuable and need to be nurtured to help them flourish; this trait also involves a sense of job security.
d. **Empowerment:** Employees are given the authority to make decisions that affect them at work, demonstrating a strong sense of delegation of authority.
e. **Freedom of expression:** The organisational culture encourages employees to be themselves and express their thoughts and sentiments without fear of retaliation.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

In this unit, you learned about contemporary HRM issues in the library and information centre. Also examined was the concept of spiritual organisation and its characteristics. Undoubtedly, contemporary business/organisational environment brings new challenges and as industries and technologies advance, new generations enter the workforce, globalisation increases competition, and organisations adjust to environmental influences, managers require the support and cooperation of employees to strengthen the organisation.

5.0 CONCLUSION

In any organisation, HRM is either the driving force behind getting things done or the means by which the organisation assists employees in understanding their roles and providing the necessary training to get things done. HRM is what will make the workplace a welcoming place to work, where communication is abundant and people are free to express themselves. Therefore, globalisation, workforce diversity and management, legal compliance, the global health crisis, the economic downturn, and social unrest are just a few of the concerns they must deal with. Thus, staying up-to-date on standard business procedures may not be sufficient, managers and employees must be trained and retrained on a regular basis to keep up with worldwide best practises.

6.0 TUTOR-MARKED ASSIGNMENT

1. Briefly discuss the concept of spiritual organisation.
2. Describe the characteristics of a spiritual organisation.
3. Describe the contemporary HRM issues facing managers in the library and information centre today.
4. Define downsizing and discuss the tips for downsizing in organisations.

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MODULE 5 CLASSIFICATION AND DUTIES OF LIBRARY PERSONNEL

This module introduces you to classification and duties of library personnel.

UNIT 1 CLASSIFICATION AND DUTIES OF THE LIBRARY AND INFORMATION CENTRE PERSONNEL

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main Content
    3.1 Classification of Library and Information Centre Personnel
        3.1.1 The Professional Library and Information Centre Personnel
        3.1.2 The Paraprofessional Library and Information Centre Personnel
        3.1.3 The Non-professional Library and Information Centre Personnel
    3.2. Basic Competencies/Skills of a Librarian
4.0 Summary
5.0 Conclusion
6.0 Tutor-Marked Assignment
7.0 References/Further Reading

1.0 INTRODUCTION

This unit discusses the classification of library and information centre personnel, and their competency skills.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- Differentiate between professional and paraprofessional in library and information centres;
- Explain the functions of library personnel; and
- Describe the key competencies of librarians.

3.0   MAIN CONTENT

3.1   Classification of the Library and Information Centre Personnel

Library and Information Centre are non-profit, time-consuming organisations that provide public services through diverse personnel with varied degrees of education and responsibilities. The library and Information Centre personnel are responsible for making information available to the relevant individual at the appropriate time and in the appropriate manner. Their main priority is to make their users happy. The following groups of people work in libraries and information centres:

3.1.1   The Professional   Library and I Information Centre Personnel

Librarians and other library specialists who have obtained the skills and training in librarianship and hold a first degree or its equivalent in library and information studies/science and work in the library system on the 'librarianship' career cadre are referred to as professionals. Librarians help people fing information and use it effectively for personal and professional purposes. These librarians make up the tiniest percentage of the entire library personnel. Professional librarians are in charge of the entire organisation, as well as individual divisions and sub-units. Professional librarians typically provide the skills required to meet the library's patrons' information demands. They perform tasks that are primarily intellectual and non-routine, requiring a unique background and education, such as identifying library needs, analysing problems, setting goals, formulating original and creative solutions, integrating theory into practise, and planning, organising, communicating, and administering successful programmes of service to library users. An individual must hold a master's degree in library and information science (MLIS) to be termed a professional librarian. These experts may also have a second master's degree and/or a PhD in their specialty.

3.1.2 The Para-professional Library and Information Centre Personnel

Paraprofessionals are qualified library workers with a librarianship certification or certificate who assist librarians with technical and service duties of the library. They are in charge of most of the library's normal operations. These employees have a wide range of educational backgrounds. Paraprofessionals typically make up the majority of full-time library staff and are crucial to the smooth management and delivery of library services. They are also known as support personnel, and they perform a wide range of important tasks, including entering, coding, and

validating bibliographic data; keeping track of book money; ordering; circulating items; claiming serials; filing; and copy cataloguing among others.

3.1.3 The Non-professional Library and Information Centre Personnel

Non-professional library personnel refer to those library staff that are attentive to all patrons and eager to help when needed. Cleaning and stacking books, routine shelf reading, and other chores as given by the librarian are among their responsibilities. Administrative, clerical, porter, security, accounting officer, and office personnel are included in the non-professional category. Furthermore, libraries typically employ a significant number of part-time staff, such as pages in public libraries and student assistants in academic libraries, who perform simple, repetitive activities like obtaining items from the stacks or storing returned volumes. Because these individuals are usually only on the job for a short time, they require a lot of training and supervision in relation to the number of hours they work.

3.2.   Basic Competencies/Skills of a Librarian

Information skills are so versatile that they may be used to nearly every type of job. As a result, for a library position, learning multiple abilities through class work is a prerequisite. Working with data is a frequent theme among Library and Information Science (LIS) graduates. However, the type of work you undertake will be determined by your interests and skills.

- If you have a passion for working with teenagers, you can begin your career as a teen librarian in a public library;

- If you have a passion for business research and have worked in competitive intelligence for a start-up, you can work as a business librarian in either a public or academic library.

- If you have a passion for research; you can begin your career as an academic librarian in an academic library.

Librarians with computer and information system skills can work as automated-systems librarians, planning and operating computer systems, and as information architects, designing information storage and retrieval systems and developing procedures for gathering, organising, interpreting, and classifying data.

The following are some of the basic skills of a librarian, but they are not exhaustive:

a. The ability to deploy technology to improve a library's overall effectiveness, as well as web-based strategies for enhancing information access.
b. Comprehensive knowledge of information archiving and filling, database maintenance, and reference information.
c. Ability to evaluate resources, find the best to address different issues raised by library patrons.
d. The ability to find information quickly and competently by searching databases, Internet resources, and catalogues.
e. Ability to interact effectively with library personnel, patrons, and visitors.
f. In-depth knowledge of a wide range of genres and types of books, in order to recommend appropriate books for readers' reading levels and interests.
g. The ability to instill a reading habit and culture among students.
h. The ability to communicate information in a clear and engaging manner.
i. Ability to adapt to new tools and systems due to the constantly evolving and shifting nature of technology. As a librarian, you must be able to evolve along with it.
j. Having organising skills that can be improved with consistent practise.
k. Ability to assist in the resolution of issues by focusing on solutions rather than problems.
l. A librarian is expected to be a team player.
m. Possession of strong level of customer service and public speaking skills.
n. Knowledge of current events can help with facilitating patron's needs.

SELF-ASSESSMENT EXERCISE

4.0   SUMMARY

We looked at the classification of library workers as well as the responsibilities they play in libraries and information centres in this unit. The basic skills of a librarian were also highlighted.

5.0   CONCLUSION

Librarians have a variety of duties, but no matter what they are doing, they have one goal in mind: to help others. As a result, librarianship is a

tremendously satisfying job, especially for those who enjoy knowledge, learning, and reading.

6.0   TUTOR-MARKED ASSIGNMENT

1.   What are the different types of library and information centre employees?
2.   What is a librarian's basic competency skills?

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