2009-01

SI 626 - Management of Libraries and Information Services, Winter 2009

Veinot, Tiffany

SI 626 – Management of Libraries and Information Services

Class Seven: Human Resources III – Staff Integration, Supervision and Performance; Team Work
Recap

• Class 5
  – Staffing framework.
  – Job analysis.
  – Job descriptions.
  – Job evaluation.

• Class 6:
  – Recruitment.
  – Selection.
  – Compensation.

• Class 7 - you are here
Overview

• Recap.
• Staff integration.
• Supervision.
• Performance management.
• Team Work.
• Conclusion.
• Second assignment.
• Mid-term course evaluation.
Staff integration

• Learning Objective

  – To develop an understanding of techniques of staff integration.

  – To promote reflexivity about the practice of staff integration.
Staff integration

- Exercise: Minute paper

  - Think about a job that you have held, and how your employer helped you to learn about your job when you first started.
    - What steps did your employer take to orient/train you?
    - What was helpful about your orientation/training?
    - Were there any gaps in your orientation/training?
Staff integration

• Administrative procedures. (banking, hire documents, taxation, contact information)
• Computer and e-mail accounts, keys.
• Prepare work area.
• Review working schedule and routines.
• Tour and introductions.
• Emergency and disaster procedures.
• Review key policies.
• Orientation and Training.
Staff integration

• Orientation.
  – Can improve employee retention and motivation. May cover:
    • Strategic Plan.
    • Culture and values of organization.
    • History of an organization.
    • Work environment.
    • Customer service principles.
    • Dress and decorum.
    • Organizational policies and procedures applicable to all employees.
Staff integration

• Training
  – Training in specific tasks of the job.
  – Supervisor should be responsible for training.
  – Possible areas for training:
    • Library catalogue
    • Specific databases or reference sources
    • Technological skills
    • Cataloguing standards
    • Record keeping procedures
    • Collection development policy and procedures

• Colleagues to aid in training.
Staff integration

• Ongoing training and professional development should be provided.
  – New procedures, emerging technologies, etc.
  – Should be included in organizational budget.
  – Opportunities for advancement should be provided.
  – Organizational learning.

• Mentorship programs.
Staff integration

• Summary – key components:
  – Administrative procedures.
  – Computer / work space set-up.
  – Tours and introductions.
  – Organizational policies; emergencies.
  – Orientation to organization.
  – Job-specific training.
  – Ongoing professional development and training.
  – Mentorship (in some settings).
Supervision

• Learning Objectives

  – To develop an understanding of principles and techniques of employee supervision.

  – To promote critical thinking and reflexivity about the practice of employee supervision.
Supervision

• The goal: helping the library/information service accomplish its goals through the work of others.

• “The supervisor’s job is to provide support and encouragement to employees, to help them build their skills and competencies, and to oversee their work”.

(Trotta, 2006, p.2, 11)
Supervision

- Communication and coordination
- Delegation
- Motivation (next class)
- Mentoring
Communication

- 90% of all organizational problems come from ineffective communication.
- Internal/external communication.
- A key supervisory responsibility: departmental/work unit communication.
- Supervisor as communication intermediary.

(Stueart & Moran, 2007; Trotta, 2006)
Communication

• Ongoing & occasional communications.
• Key questions re: ongoing communication:
  – Who needs your input to do their jobs?
  – Whose input do you need to do your job?
  – What communications are needed between departments/work units?
• Choose most effective vehicle for a particular message.

(Trotta, 2006)
Communication

- **Small group exercise**
  - Brainstorm a list of communications vehicles that a supervisor might use to communicate with library employees.
  - What are the strengths and weaknesses of each communication vehicle?
Communication

- Communication vehicles
  - Interpersonal
    - Walk around
    - Meetings and presentations
    - Word of mouth
    - Telephone (1:1)
    - E-mail (1:1)
    - Training
    - Job descriptions
    - Exit interviews

(Trotta, 2006)
Communication

• Communication vehicles
  – Mass communication
    • E-mail (1:many)
    • Intranet
    • Social networking Web site (Twitter, Ning
    • Display/bulletin board
    • Newsletters and Brochures
    • Handbooks; written policies
    • Surveys/focus groups
    • Written reports

(Trotta, 2006)
• Tips for effective meetings

  – Clear purpose for meeting.
  – Timing,
  – Ground rules.
  – Agenda – all items to be discussed (with verbs).
  – Circulation of agenda in advance; needs for preparation are clear.
  – Time limits on agenda items.
  – Minutes / notes.
  – Action items and responsibility.
  – Follow-up.
Coordination

- Horizontal communication in an organization – lateral/diagonal

- Task coordination, problem solving

- Allocation of human effort – scheduling, etc.

(Stueart & Moran, 2007)
Delegation

• Why delegation is important
  – Efficient/effective allocation of effort.
  – To empower employees.
  – To ensure that supervisor is working on the core tasks of a manager.

• Barriers to delegation?
Delegation

• Why delegation is important
  – Efficient/effective allocation of effort.
  – To empower employees.
  – To ensure that supervisor is working on the core tasks of a manager.

• Barriers to delegation?
  – Trust.
  – Control.
  – Sometimes, hesitance to give up previous job.
Delegation

• What not to delegate:

  – Politically sensitive information.
  – Tasks involving confidential information.
  – Tasks intimately tied to your own management responsibilities.

(Trotta, 2006)
Delegation

• Steps in Delegation:
  – Choose clearly defined task to delegate.
  – Select employee to delegate to.
  – Desired results of tasks: objectives, process steps.
    • Try to leave room for creativity ("how").
  – Establish realistic due dates.

(Heller, 1998; Roebuck, 1998; Trotta, 2006)
Delegation

• Steps in Delegation:
  – Provide directions.
    • In writing if needed.
  – Training.
    • Depends on novelty and task complexity.
  – Follow-up and debriefing.
    • Depends on task complexity.

(Heller, 1998; Roebuck, 1998; Trotta, 2006)
Delegation

• Common problems:
  – Choice of employee to complete task.
  – Provision of incomplete information.
  – Provision of insufficient authority.
  – Realism of expectations.
  – Incomplete delegation and micromanaging.
  – **Not** delegating may negatively affect morale.
Mentoring

• Developmental relationship between more and less experienced person.

• Sharing of knowledge and provision of support.

• Informal communication.

• Usually long-term.
Performance management

• Learning Objectives

  – To develop an understanding of theories, principles and techniques of employee performance management.

  – To develop skills in employee performance management.

  – To promote critical thinking and reflexivity about performance management.
Performance management

- Feedback
- Coaching
- Performance appraisal
- Discipline
Feedback

• Tells a person what one observes, and what they can do to make it better.

• Goal: to help a person see things that s/he is not seeing.

• Based in listening and observation.

• Informal and formal; ongoing and iterative.
Feedback

• **Exercise:**
  - Write about a time when someone gave you feedback that made a difference to you and/or that helped you get better in your work.

  - Reflect upon the following questions:
    • What were your thoughts at the time?
    • How did the feedback giver relate to you?
    • How did you feel about him or her?
    • What did you hear?
    • What did you do afterwards?

  *(Lubans, 2006, p.86)*
Feedback

• Giving feedback is more successful when:
  – The person giving feedback is seen as credible, trustworthy and as trying to help.
  – Timing and circumstances are “conducive to learning”.
  – Feedback is given privately, face-to-face.
  – The message is clear and detailed.
  – It helps people to see something they aren’t (or can’t) see.
  – It is ongoing and supportive over time.

(Lubans, 2006, p. 87)
Feedback

• Timing:

  – Feedback in the moment can help people learn better, **but:**

  – Depends on issue – more serious problems may require more planning and careful timing.

  – Avoid giving feedback when emotions are high.
Feedback

• Why seek feedback?

• Strategies for seeking feedback:
  – Self-assessment
  – External feedback
    • Peers
    • Supervisor
  – Absorb feedback
  – Take action

(Jackman & Strober, 2003)
Coaching

• “...an interactive process by which a library manager helps colleagues get better in their work.” (Lubans, 2006, p.88)

• Helps to ensure success as well as addressing problems.

• **Not** about building a case for prosecution.

• Need for mutual investment of people involved.

(Lubans, 2006; Waldrook & Butler, 1996)
Coaching

• Giving feedback is an important part of coaching.

• Based in observation:
  – Keep track of effective and ineffective behaviors over time.
  – Look for patterns and frequency.
  – Evaluate the effect of the problem behavior on the rest of the organization.
  – Assess likelihood of change, but assume change is possible.

(Lubans, 2006; Waldrook & Butler, 1996)
Coaching

• Separate from formal performance appraisals.

• In-depth coaching:
  – Hold face-to-face meetings.
  – Be clear about standards and steps to take to reach them.
  – Give positive messages as well.
  – Incentives for change - carrot/stick.
  – Behaviorally based goals.

(Waldrook & Butler, 1996)
Coaching

• In-depth coaching:

  – Needs to take place over time.

  – May include strategies such as:
    • Building on successes.
    • Action/reflection discussion.
    • Microgoal setting – small goals to build on.
    • Script writing or role-playing.
    • Positive feedback and reinforcement.

(Waldrook & Butler, 1996)
Performance appraisal

• “...a systematic evaluation of an individual’s job-related strengths and weaknesses”.

(Stueart & Moran, p. 241)
Performance appraisal

• Why conduct performance appraisals?
Performance appraisal

• Why conduct performance appraisals?
  – To measure/judge performance.
  – To link individual performance to organizational goals.
  – To help an employee to understand how well sh/e is doing.
  – To motivate and foster improvement.
  – To enhance communication.
  – To serve as a basis for decisions re: compensation/promotion.

(Prentice, 2005; Stueart & Moran, 2007)
Performance appraisal

• When to appraise performance?

  – Formal appraisals during probationary period, then at least annually.

  – Just one part of a comprehensive performance management approach.

  – There should be no surprises.
Performance appraisal

• Who should conduct an performance appraisal?
  – Immediate supervisor (most common).
  – Appraisal of superiors.
  – Peer appraisal.
  – Self-appraisal.
  – 360 degree appraisal:
    • Multirater feedback from direct reports, managers, peers, internal/external stakeholders and oneself.
  – Team appraisal.

(Prentice, 2005; Stueart & Moran, 2007)
Performance appraisal

• **Small group discussion:**

  – What are the advantages and disadvantages of:

    • Appraisal by one’s direct supervisor?

    • Peer appraisal?

    • 360 degree appraisals?
Performance appraisal

• Types of standards:
  – Quality/quantity.
  – Desired effects in organization.
  – Manner of performance.

• Methods:
  – Essay.
  – Ranking or forced distribution.
  – Graphic rating scales (most common).
  – Behaviorally anchored scales.

(Prentice, 2005; Stueart & Moran, 2007)
Performance appraisal

• **Small group activity:**

  – Review sample performance appraisal forms and reflect upon these questions.

  • What performance standards are being used?
    – Quality/quantity; desired effects; manner of performance.
  • What performance appraisal method is being used?
    – Essay; ranking/forced distribution; graphic rating scale; behaviorally anchored scale.
Performance appraisal

• Small group discussion:

  – Performance appraisal interviews can be threatening to both employer and employee. What steps can be taken to ensure that these interviews proceed as smoothly as possible?

  (Stueart & Moran, 2007)
Performance appraisal

• The process:
  – Set in advance: job description, performance plan, etc.
  – Documentation.
  – Gathering feedback.
  – Completion of forms.
  – Meeting:
    • Questions, discussion, planning.
  – Follow-up documentation.
  – Develop future work plans, training plans, etc.
  – Documentation in personnel file.
Discipline

• For problem behaviors/performance gaps which have not responded to coaching.

• Should be complemented by a strategy for rewarding good performance.

• Should start before a decision to terminate.

• Termination as failure of discipline.

(Grote, 2001)
Discipline

• “Progressive discipline”
  – Series of steps before dismissal.
  – Oral warning.
  – Oral warning noted in personnel record.
  – Written warning.
  – Suspension without pay.
  – Termination.

• Often part of labour contracts.

(Grote, 2001; Stueart & Moran, 2007)
Discipline

• Discipline without punishment”
• Steps in latter process:
  – Reminder 1: discuss problem, reminder of responsibility re: standards, employee agreement to meet performance standards.
  – Reminder 2: Reminder 1 + written memo.
  – One-day, paid decision-making leave.
  – Then, if necessary, termination.

(Grote, 2001)
Conclusion

• Supervision is about achieving organizational goals through people.
• Effective supervision involves communication/coordination, delegation, motivating and mentoring.
• Performance management includes provision of ongoing feedback, coaching, performance management.
• Discipline should promote responsibility and improvement.