Charles University in Prague
Institute of Information Studies and Librarianship

Modul No. 8

Introduction to management for information specialists

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CONTENT

1   FOREWORD

The aim of this instructional text is to introduce the issue of libraries' and other information institutions' management. It does not aim to cover issues of management in all its breadth. For a more detailed study of this phenomena further recommended sources at the end of each chapter are provided. I am aware of that the basis of managerial work is the personal development of every manager, therefore exercises for personal development of managers are added to each chapter.

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2 INTRODUCTION

The management of information institutions applies the same processes as the management of companies or enterprises. The text analyzes the processes of planning, organizing, staffing, personal leadership and control principles. The five cited activities always appear in a various extent in management handbooks and are understood as the most important. Their definition is so broad that the all management issues can be reliably hidden within them. The same approach has been chosen by Leo Vodáček [2006, p. 69]. He understands the cited management operations as so called sequential functions, which are complemented with the parallel functions: analysis, decision making and implementation. We will meet these sequential functions in our text too.

2.1 Structure of chapters

The chapters and subsections are hierarchically numbered. Each chapter is completed by a list of recommended literature that is quoted according to ISO 690 and ISO 690-2 standards. The subchapter with exercises for managerial development is placed before the list of the recommended literature. The subchapter contains texts from the book of Friedrich Assländer and Anselm Grün "Management as a spiritual task." Authors at the very beginning of their book write: "To lead a man does not mean to wring everything out of him only for a permanent growing achievement. Unfortunately, the world of business and economics often understands it in this way. Only one who knows how to keep himself well, who is at peace with himself and who is willing to meet towards his colleagues, is able to manage the other. Who wants to lead the other should be able to empathize with them and think about how to encourage everybody's life which is hidden in him. " For these reasons these exercises are included in our textbook.

2.2 Definitions of management

The definition of the term management comprises all the activities that lead to the fulfilment of objectives of the organization, setting trends in the organization, personal management, to the evaluation of achievement of the whole system, to the evaluation of results and to adapting of directions of the organization according to these results.
According to Vodáček and Vodáčková [2006, p. 11], the definitions of management usually emphasize to varying degrees following points:

- leadership;
- specific functions performed by managers;
- purpose and used tools.

It is possible to find many definitions and each author emphasizes a different aspect. Vodáček and Vodáčková [2006, p. 13] claim: "understanding and scope of the concept of management is now usually specified in the following ways:
• **the peformers of management are people**, i.e. managers;
• **management is a very general discipline with a wide-ranging application**; it can be applied to very diverse types of organizations and their subunits;
• **management can be applied at various organizational levels**; i.e. different levels of the hierarchy of an organization;
• **the general mission of managerial activities is to achieve success (prosperity) for a considered organizational unit or a process.**

Information institutions are often a part of larger organizations or enterprises. We mean business information centers and firms, university libraries, specialized information centers, research institutes, but also city or county libraries, which are directly subordinate to their municipal (regional) councils. Their management is closely linked with the leadership of parent organizations, especially with their strategies, concepts, etc. Information services institutions are largly influenced by the development of information technologies and relatively rapid development and changes of information needs of users. A manager of an information institution should therefore know at least the basic principles of management, he/she should be able to communicate well with the leadership of the parent institution and his/her staff and understand information services discipline. The lifelong learning is supposed too.

3 THE PLANNING PROCESS

The basic management process is the **planning process**. It includes the determination of the direction of the institution, setting goals and mission of the institution and the planning of particular steps that lead to the fulfilment of their goals. The planning process is the initial process and the reflection for all other managerial activities at once. The planning responses to the results of activities of the institution, either by a confirmation of the setting objectives and by planned actions to achieve them, or it tries to change the path to desirable results, eventually it tries to change in a longer term the objectives. The planning is the heart of all managerial activities, nevertheless it is one of the most neglected activities among them. Information institutions do not often define any goals or strategic plans, they only respond to the needs of the parent institution and let it manage. Alternatively, managers rely on the current intuition and experience, but it can not be in a long term effective. This can lead to a failure of information institutions, or to a devaluation of its role in the parent organization. It should be noted that planning is a very difficult, long-term activity, also often frustrating. The environment surrounding the information institution is in fact very quickly changing. Management must response to changes and risks and incorporate them into their plans.

An information institution can be understood as an information system in a broader sense. Thanks to the system theory it is possible to make models of an information system as a system of interrelated elements that are influenced by their surroundings. A manager manages and controls the various elements of the system, processes that cut across elements and also the system as a whole.
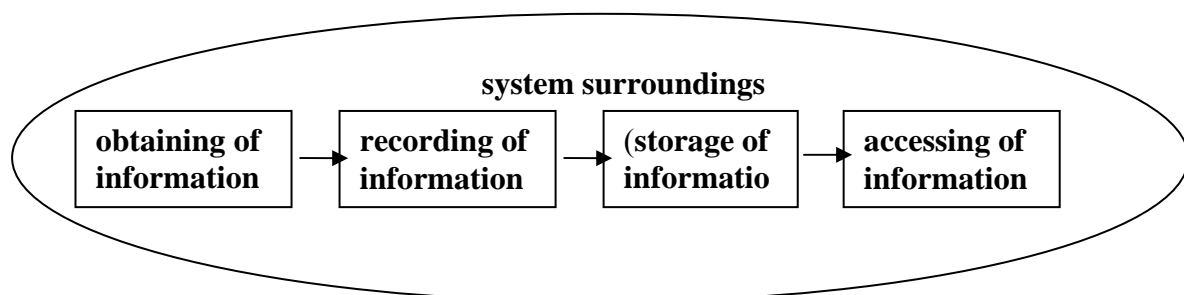
Image 1 – System surroundings

We plan not only the long-term conception of an institution, but also individual steps which lead to the fulfilment of individual goals.
Usually there are two kinds of planning – long-term, which is called rather **strategic** and a short-term, sometimes called **operational**. We can meet also three level classification: **strategic**, **tactical** and **operational** planning.
Strategic planning is in the management central. It usually refers to a five or maximum ten year vision of the development of an institution. It combines particular plans of individual departments with the main plan of an institution as a whole.

On the other hand, an operational plan tries to map the institution's shorter activities, it focuses on individual tasks. It includes a short-term framework to address challenges, generally up to one year. It may be determined by a calendar year and is more detailed in description of the steps needed to address the institutional mission. Unlike strategic plans, operational plans do not include the "uncertainty", the risks.

3.1 Strategic planning

According to Stueart and Moran [1993, p. 33-69] Peter Drucker claims that strategic planning is a continuous process of making decisions on business opportunities systematically and with the best knowledge of future consequences, and measure of results of those decisions through organized systematic feedback. Drucker points out that business is not determined by the creator (services producer), but by the customer. The world is a market, services must be developed to respond customer needs and they must be promoted to be attractive to customers. Therefore, the strategic planning has to start by a user. This is true even in libraries and information institutions, which are largely allowance or non-profit organizations. We should keep in view by planning in information institutions and libraries that even these institutions are part of the information market, that they must fight for their users and know their needs. Although often being sponsored by parent organizations, information institutions must develop their own information activities that lead to the use of their services. Therefore, by information institutions we can also talk about entrepreneurship. To complement the picture with the business community, Vodáček and Vodáčková [2006, p. 171] mention the new effects of the market environment in the last decade. These include:
"the transformation of the supplier market to the customer market."
The trend towards the mouth between the larger and faster growing offer and a smaller and slower growing effective demand is typical. The logical consequence of the "mouth" is the growth of entitlement to the basic value matric of sold products and services, i.e. the level of innovation, quality, price, delivery speed, customer service ".

According to Stueart and Moran [1993, p. 32-35] the strategic planning is automatically associated with the growth and management of new resources, but it is equally important to ensure the sustainability of spending and saving. Strategic planning, along with other forms of planning, requires the formulation of the organization's mission, setting of realistic objectives and achievable objectives and development of activities that lead to their fulfilment. This approach is applied more and more in organizations that understand the need to work with the factor of a change and still to go through transformations, which makes it easier to adapt to requirements of surroundings (user needs). The planned change is the only way that can effectively implement new services and maintain existing ones. However the planned change requires such an organizational arrangement which enables the change within a realistic time frame.
Most experts agree that strategic planning should be about designing the next five years and should be part of a continuous process, which actually never ends. It must respond to environmental influences, whether social, cultural or technological. The longer plans are developed, the more they contain an uncertainty, risks which we must be aware of, and which we must be able to formulate.
The strategic planning can be considered as a self-analysis of the organization. The strengths and weaknesses of the institution are identified, as well as priorities, which are to achieved, are defined.

3.1.1 Mission statements

The strategic planning is closely linked with the mission of the organization. The mission of the organization should reflect the reasons for the existence of the organization - what, who, how and why. The mission can be anchored in the status statement of the organization. The mission is a covering concept (a fundamental), which determines the organization's purpose and goals. Definition of the mission is an important step which results into the strategic planning. As we have mentioned above, however the factor of a change accompanies the organization permanently. Even the mission statement of the organization is not eternal, but it

must adapt to changing conditions and be continuously revised. It is not correct to revise the definition of the mission each year, but with changing strategic plans it is necessary to confront the mission statement too.

Example – Library Mission Statement – James Earl Carter Library

The James Earl Carter Library is committed to supporting the University's mission as a caring community of learning by providing convenient and effective access to high quality library services, collections in a variety of formats, and information resources designed to meet the curriculum, research, professional, intellectual, creative and personal needs of the GSW community. In keeping with this mission, the Library seeks to:

- provide a pleasant, user-oriented learning environment for on-site users and the technical infrastructure and online environment, resources and services for both distance learning and campus communities;
- initiate, enhance, and improve new and traditional user services;
- offer a multifaceted instructional program to provide GSW students and other Library users with life-long learning, informational skills and competencies to assist them in their pursuit of successful careers, productive citizenship, and a satisfying quality of life;
- support the instructional, information, research, and curriculum needs of the University through an effective, collaborative collection development and management program;
- promote communication and collaboration both within the University and externally through participation in cooperative efforts, projects, proposal, and agreements;
- provide a competent, skilled staff dedicated to meeting user needs by encouraging and providing opportunities for professional training and development.

3.1.2 Objectives

The mission is an overall concept that enables to define goals and objectives for an organization. Objectives are the results, which the institution wants to achieve in a particular period. Objectives can be divided into two groups: basic and tactical objectives. Main objectives (also called strategic) are priorities which the institution should head to with help of a strategic plan. Tactical objectives are defined for a shorter period (for one year, or weeks) and short-term plans are to be formulated to achieve them. The three stage structuring may also consider strategic, tactical and operational objectives.
Compare also [Vlasak, Bulíčková, 2003].

3.1.3 Vision of an organization

Some authors of management handbooks define a vision of an organization. According to Vostrovský and Štůska [2008, p. 44] "the vision of an organization can be defined as a mental model of the future state of an organization, which is in so far motivating and understandable to all members of the organization that it gives the long-term direction for future planning, goal setting and the uniqueness of the organization. An important attribute of the vision is the encouragement of employees to an active and not only to a passive participation."

3.1.4 Information gathering

The planning is a process built on a well-acquired data. Gathering and analysis of data is a crucial part of the planning process. In our discipline we can speak about a thorough

information preparation of the planning process. We collect data concerning the organization, staff, information processes, and data about our environment, technological development, emerging competition in our field, the social stratification of the population, etc.

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                        │    ENVIRONMENTAL SCANNING        │
                        └─────────────────────────────────┘

   ┌─────────────────────────┐           ┌─────────────────────────┐
   │  EXTERNAL ANALYSIS       │           │  INTERNAL ANALYSIS       │
   │  "looking around"        │           │  "self-study process"    │
   └─────────────────────────┘           └─────────────────────────┘

   ┌─────────────────────────┐           ┌─────────────────────────┐
   │  FACTORS                 │           │  FACTORS                 │
   │  evaluation of external  │           │  evaluation of internal  │
   │  environment:            │           │  environment:            │
   │     • social             │           │     • staffs             │
   │     • economic           │           │     • services           │
   │     • technological      │           │     • systems            │
   │     • cultural           │           │     • resources          │
   │     • demographic        │           │     • current strategies │
   │     • political          │           │                          │
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                    ┌─────────────────────────────┐
                    │  IDENTIFY                    │
                    │     • user needs             │
                    │     • non-user sentiments    │
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                    ┌─────────────────────────────┐
                    │  IDENTIFY                    │
                    │     • mission                │
                    │     • goals                  │
                    │     • objectives             │
                    │     • strategies             │
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Image 2 – Considering factors in initial strategic planning steps [Stueart, Moran, 1993, p. 39]

3.2 Particular steps in a strategic plan

We will try to demonstrate individual steps of a formulation of a strategic plan with help of a business plan. As a basis for us the business plan from the Southmoravian Inovation Centre has been chosen, which is freely available on the Internet: http://documents.jic.cz/business-plan_jic.pdf. We have adapted it to the field of information institutions.

3.2.1 Introduction

In the introduction we briefly describe the key points of our plan.
A brief summary should include:
- the mission,
- the objectives of our information institution,
- the uniqueness of our services,
- other institutions with similar objectives in our region,
- intended users, the size of user segments,
- a working team,
- estimated financial costs or increasing profits.

3.2.2 Internal analysis

3.2.2.1 Our services

We characterize the services that our institution provides. We describe their advantages and explain if our services match user needs. We outline the possibilities for development of new services and capabilities to maintain existing services.

3.2.2.2 Working team

We evaluate the team, qualifications of members, their previous successes. Is it a balanced team? Are enough skilled workers for a disposal? We consider training opportunities or a recruitment of new workers.

3.2.2.3 Systems and information technologies

We describe the used information technologies and analyze the information flow in the institution. We take into account procedural changes which may help to a development of new services or upgrade existing services. We analyze the state of information technologies and their compatibility with the external environment and their potential in the horizon of about five years.

3.2.2.4 The process analysis

We describe the processes, which in our institution result into services and evaluate weaknesses. We consider the possible procedural changes - such as enhancing of the customer service team, weakening of the team in the department of information processing.
For details see also [Řepa, 2007].

3.2.2.5 Financial stability

We analyze the financial stability of our institution in the last five years. We consider projects (grants) the institution has taken part on. If the information institution is a part of a larger parent organization, we take into account the background and the potential of the parent organization.
It is necessary to consider following points in the calculation:
- purchased information resources,
- costs of information technology,
- costs of supplies,
- wages costs,
- costs for energies,
- an eventual profit from the offered services,

- participation on grants,
- travel costs,
- advertisement costs,
- telecommunications (postage, telephone charges), etc.

3.2.3 Objectives

The objectives, which are intended to achieve, are defined. We define the time horizon within the objectives are to be achieved. We identify changes, breaking points and describe the institution in the light we would like to see it in five years.

3.2.4 External analysis

3.2.4.1 Users

We characterize our target user groups. We evaluate the existing user basis and guess the user segments, which we would like to address in the future.
We describe the segments also in terms of a region (where users are coming from), and from the demographic point of view (age groups).

3.2.4.2 Competition

The non-profit or allowance organizations usually do not speak about the competition. We consider institutions with similar services as cooperating or "friendly" institutions. If our institution is located in such region where several institutions like ours operate, we must think about their services too. In the future it may happen that due to saving money, institutions will be merged, if necessary, they will be evaluated according to their usefulness. We must therefore strive to be the best even among friendly institutions. A good "sound" in the field is also a good sign for our parent organization.

3.2.4.3 Information technologies

As a part of the internal analysis is the evaluation of the used information technologies, especially software. Within the external analysis we should explore another appropriate technologies available on the market, their development and influence on the information market and the offered services.

I would like to show the development of information technologies in the 90th of the 20th century and early 21st century as an example, their influence on the development of automated information systems (AIS only) in libraries. Even if this development may seem to be quite steep and fast, it should be noted that the technology will continue to develop at least in the same pace.

The development of AIS in the 90th of the 20th century

The 90th of the 20th century were marked by building own solutions of so called Automated Information Systems (AIS). AIS market was starting in the Czech Republic. According to [Voříšek, 2005] information technologies had a strategic importance. Supposing, the mere implementation of these technologies is sufficient for a development or an enforcement of institutions. This was true even in the sphere of public librarian service. The first in particular, non-modular (non-integrated) IS rather slowed down the development of an institution and burdened it by excessive demands on staff and costs. These situation resulted into the idea that the AIS must be connected with the processes within the institution, it must reduce costs

to a certain extent, increase quality and/or provide new products and services to users [Voříšek, 2005].
This situation is very well shown in the Table II.4-2 [Basl, 2008, p. 59], which can be converted to a library situation of AIS:

Tab 1 – Development of AIS

Change of orientation	After 1990	After 1995	After 2000
Type of AIS	Implementation of AIS in various rather big libraries. AIS were integrated as well as non-integrated, domestic and also abroad products, often "made-to-measure".	Implementation of integrated AISs, orientation to well-known companies; automation in smaller institutions too.	The AIS market decreased; libraries have chosen their AIS according to recommendations and functionalities of AIS, according to professional support etc.The emphasis is put on a support of communication standards for better integration within surroundings.
Functionality of SW tools	Bibliographic and subject cataloging, catalogue building, printed outputs.	Situation is different in smaller and bigger institutions. Bigger institutions prefer the managing of the whole information flow including acquisition and an online catalogue through a information system.	The whole automated and integrated process of the information flow is apparent. The focus is put on the communication with users and the enhancing of services offers.
Integration of SW tools	Beginning of integration processes.	Integration of particular modules of AIS; use of "one database" by all modules.	Efforts on the integration with surroundings of the system – integration with other AIS even with abroad systems, integration with various cooperative networks, integration with non-librarian AIS etc.

The main impulses in the development of AIS
We can take a quit simplified process model as the basis for our commentary (without a feedback etc.) that shows the system of information flow:
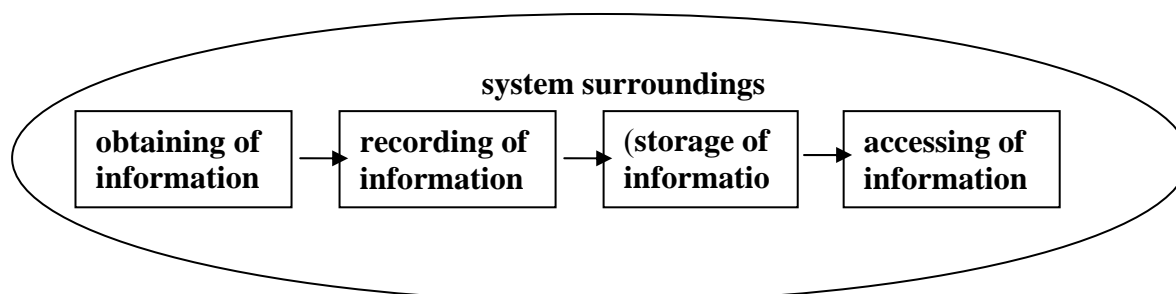
Image 3 – System surroundings

Surroundings of the system

The biggest impulses for a change in the AIS system come from the surroundings. In the 90th the biggest impuls was undoubtedly the start of the Internet. Overall, since the 90th the development of AIS has been affected by the rapid development of information and communication technologies. Today the users determine the system, their rapidly changing user behavior and requirements. We must consider the financial background of the institution (e.g. university development budgeting) and the legislative framework (e.g. questionable interpretation of copyright law). Due to this aspects the surroundings of an information system with these changes are very difficult to predict. This situation is for a long-term planning actually unfavourable.

Particular processes, functions and data – changes and trends

Obtaining of information (acquisition processes)
- start of the Internet: acquistion through online book stores and publishing houses; remote access to electronic information resources

Recording of information (cataloging processes)
- cooperative cataloging, shared cataloging (a higher level of cooperation)
- administration of licensed electronic information resources (original or copy cataloging falls off; machine generated metadata; metadata from information producers, brokers)

Storage of information (organization of information)
- open collections
- fulltexts online (digitisation, original digital objects etc.)

Access to information (services)
Due to the rapid shift in focus from classical cataloging (technical) services to information services this area has been changing quickly. Users are in the center of interest of all institutions and the services have been adapted to their behavior and needs. We should not statistically find out "how many times the library is used", rather we should ask why somebody uses a library in this time. We should not consider the user as a subject and his role in the library, rather we should define the role of libraries in the user's life and direct the services according to it. The library is a service is, and must defend its position on the information market as any other (non)commercial institution.

3.2.4.4 Political situation, cultural environment

To predict the development of the political situation in next five years is not too easy. The speed of changes of governments, their budgetary strategy is high, and thus very difficult to predict. It is difficult to predict the situation with finances in the world of science, research and innovations. Despite all these aspects we must try to describe the environment and outline the factors affecting the operation of our institution in the strategic plan.

3.2.5 SWOT analysis

SWOT analysis comprises the plan according the **inner factors** as:
- strengths
- weaknesses

and according to **external factors** as:
- opportunities
- threats

In the SWOT analysis we describe the strong sides of our services and our institution. We do not avoid the weaknesses in our plan which we can improve. Opportunities are understood as impulses from the external environment of our organization, allowing us to extend the range of services, even if they are not covered up in our plan. Opportunities are moments in the development of the institution that can provide additional benefits. Information institutions usually offer an amount of services to users, which are relatively stable. They provide access to information resources, fulltext and bibliographic information, preserve information sources, etc. A quite new type of a service can be an opportunity although the institution has not carried it out, but which may contribute to the originality of services (such as scientometric activities, publishing activities). Threats are painful, but it is necessary to be aware of them. The more the threats are included in our plan, the better we are prepared for any changes.

3.2.6 Analysis of risks and changes

The factor of a change is crucial in the planning process. It may be understood as an inscrutable phenomenon, too risky, or it can be seen as a challenge, a phenomenon that opens up new opportunities. Inner risks identified in the SWOT analysis as weaknesses can be influenced. It is not possible to influence external risks but it is suitable to be aware of them (e.g. legal environment, state budget).

3.3 Planning methods

According to Stueart and Moran [1993, p. 40-42] the most common planning method is the prognosis (prediction). It is possible to use more techniques next to the prognosis. Public opinions surveys, various informal information gathering, qualitative approaches etc. Information institutions use relativelly often inquiries, surveys or examinations. The most important type of the technological planning is the **Delphi method**. It is useful especially in the moment when it is necessary to decide within various possible ways (directions).

The steps in the Delphi method:
1) An expert panel is selected for a particular problem, such as funding of information institutions.
2) Independently working selected members of the panel predict the development in a specific time period. Intentionally no group interaction is available.
3) The list of projections serves to a creation of a report that is sent to each expert for a review. This process is repeated and predictions are refined, further elaborated, until other refinement is needed.
It is therefore a technique based on an expert opinion.

Other useful technique is called the **trends projection**. It is a formal graphical technique based on an analysis of hard data and experience from previous years. In libraries, for

example, a graph of reserved documents and their circulation within the semester can reveal important trends in the future.

3.4 Exercises for personal development of a manager

If we want to know how to set goals or plans in our information institution, we need to know how to plan in our own lives. If we learn to set small (daily) or larger (annual) goals and formulate a plan to achieve them, it will be easier for us to plan well in our institution in a broader degree.

Exercises according to Assländer and Grün, p. 52:
Set the goals
- Set the goals – in a computer application or in a planning calendar – which you personally consider to be important.
- Every day take a read through and think about your goals at least a few minutes.
- Every day determine what special you intend to accomplish to realize your goals. Take small steps during the way - even a very long way consists of a series of small steps.
- Maintain a realistic view and be humble.
- From time to time update your list of goals.
- Accept an uncertainty and a fear that you feel as a result of any change.
- Observe your reactions and feelings that accompany success and failure.

It is inevitable that you find yourself in a lesser or a greater crisis during the way to particular goals. Any crisis, however, is a crucial warning on change processes, and therefore on every opportunity too. The Chinese expression for crisis uses a composite sign: danger + opportunity.

Other exercises you can find in the book, p. 53-58.

3.5 Used information resources

ASSLÄNDER, Friedrich; GRÜN, Anselm. 2008. *Řízení jako duchovní úkol*. Kostelní Vydří : Karmelitánské nakladatelství, 2008. ISBN 978-80-7195-149-0.

BASL, Josef; BLAŽÍČEK, Roman. 2008. *Podnikové informační systémy : podnik v informační společnosti*. 2. výrazně přeprac. a rozš. vyd. Praha : Grada, 2008. ISBN 978-80-247-2279-5.

Česko. Ministerstvo školství, mládeže a tělovýchovy. 2009. *Statut Národní technické knihovny* [online]. Příloha č.2 k opatření MŠMT č.12 785/2009. Účinnost od 8. června 2009 [cit. 2010-01-19]. Dostupné na www: < http://www.techlib.cz/files/download/id/393/>.

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STUEART, Robert D.; MORAN, Barbara B. 1993. *Library and information center management*. 4th ed. Englewood, Col. : Libraries Unlimited, 1993. Library science text series. ISBN 1-56308-135-0.

VLASÁK, Rudolf; BULÍČKOVÁ, Soňa. 2003. *Základy projektování informačních systémů*. Praha : Karolinum, 2003. ISBN 80-246-0727-1.

VODÁČEK, Leo; VODÁČKOVÁ, Oľga. 2006. *Moderní management v teorii a praxi*. Praha : Management Press, 2006. 295 s. ISBN 80-7261-143-7.

VOŘÍŠEK, Jiří. 2005. *Trendy IS/ICT, na které musí uživatelé a dodavatelé reagovat* [online]. Praha : Vysoká škola ekonomická, Katedra informačních technologií, 2005 [cit. 2010-01-19]. Dostupné na www: < http://nb.vse.cz/~vorisek/texty.htm>.

VOSTROVSKÝ, Václav; ŠTŮSEK, Jaromír. *Strategické plánování neziskových organizací v podmínkách znalostní společnosti*. Praha : Agnes, 2008. 141 s. ISBN 978-80-903696-5-8.

3.5.1 Other recommended resources

DAVIS, Gordon B.; OLSON, Margrethe H. *Management information systems*. 2nd ed. New York : McGraw-Hill, c1984. 693 s. McGraw-Hill series in management information systems. ISBN 0-07-015828-2.

EVANS, G. Edward ; WARD, Patricia Layzell. *Management Basics for Information Professionals*. 2nd ed. New York : Neal-Schuman Publishers, 2007. 567 s. ISBN: 978-1-55570-586-2.

VODÁČEK, Leo; ROSICKÝ, Antonín. *Informační management: pojetí, poslání a aplikace*. Praha : Management Press, 1997. ISBN 80-85943-35-2.

4 ORGANIZING

Next significant managerial activity, which is closely related to planning, is organizing (it should be noted that all management activities are closely related; if we are talking about one of them, at one time others are affected too). According Stueart and Moran [1993, p. 71] the organizing process identifies specific activities, which are needed for achievement of intended goals, these activities are gatherd in a logical framework or a structure, are assigned to workers, eventually to work positions and the effort of individuals and groups is coordinated. One ot the most important aspects of the organizing is creation of a form of an institution, a company.

The development of organization is due to the limits of a human in any complex culture inevitable. If one man can not do all needed work, there is no other option than to organize more people for this purpose.

"The purpose of an organization is to enable common people to do uncommon things " [Peter Drucker referred in Sueart and Moran, 1993, p. 73].
Organizations are thus groups of individuals who are joined together to accomplish some objective. Organizations are designed to overcome individual limitations.

Stueart and Moran further state, organizations are not, of course, *just* a group of individuals. They have their own characteristics, different structures, their rules and standards that have evolved over time, have their life cycles, which do not coincide with human life, have their own objectives, policies, procedures, practices.

4.1 Corporate culture

Each organization tends to develop its own culture, which is then manifested in the behavior of employees. The term corporate culture is usually understood as uniforms, or promotional colors used on newsletters, buildings, clothes, webpages etc. However, a corporate culture can be analyzed more in detail.
It comprises the following elements [Odehnalova, 2007]
- artifacts;
- written or unwritten rules of social relations;
- basic assumptions.

Artifacts of a tengible nature include the mentioned uniforms, architecture, buildings. Under the **artifacts of an intangible nature** we can imagine "Corporate Heros", myths, language used in the company.

"Further, far less obvious level of the corporate culture are written or unwritten rules of social intercourse, the generally recognized value preferences, principles and rules of morale, loyalty to the firm, the relationship to business partners, customers and shareholders. Values and norms of a company are not recognizable at a "first visit", it takes time to identify them. Many employers do not work with the corporate culture. Values their employees in the company appreciate they do not perceive at all.

The **basic assumptions** are the last level of the corporate culture. The source of their origin is the repeated experience, or rather the functionality of a particular problem solving method. This course of action is usually taken by new employees and then transmitted to new arrivers. Change of this level of the corporate culture, especially in the group is very problematic. The

change is causing an anxiety in humans and it can destabilize the system [Odehnalova, 2007]."

4.2 Formal versus informal organization

According to Stueart and Moran [1993, p. 74-76] it is possible to divide the organization into formal and informal groups. A formal organization is legally established, based on direct assignment, functions and power relations. A formal organization is actually a set of official, standardized labor relations. Informal organizations, on the other hand, is less organized and is flexible. They are often formed spontaneously. Informal organizations exist independently on the formal organization; e.g. as a group of people who enjoy going to the theater, creates such an informal organization. However, most of the informal organizations can be found within the formal organization. They arise naturally due to ties in the formal organization.

It is interesting that the organizational structure plan never shows informal organizations within the institution. Nevertheless the informal organizations have quite a significant influence on the formal organization. A capable manager can use these informal organizations for improvement of the benefit of the entire organization and its efficient performance.

4.2.1 Libraries and information institutions as organizations

Libraries and other information institutions also within larger companies, firms are mostly formal organizations with a greater or lesser degree of hierarchy:
- they are service-oriented organizations;
- the products are therefore more of an intangible nature;
- information workers provide professional services with constant personal contact with customers;
- they are often characterized by rigid structures that are resistant to changes;
- due to their focus on both librarian collections (information resources) and also the customers some conflicts within the organization can occur;
- they are often dependent on a larger parent organization;
- they are under pressure of social influences, the parent organization and customers,
- a relatively high education of all employees is requested
[Stueart, Moran, 1993, p. 75-76].

4.3 Organizational structure

An organization is a group of individuals who join with each other in order to achieve some objective. Organizational structure arises from the organizing and it is a system of relations that lead activities of mutual dependent people to achieve goals.
The organizational structure should never be regarded as unchangable. Many managers are not willing to change organizational structure. They may be afraid of changes, "they do not know how to do it." An old organizational structure, however, can never achieve newly defined goals. The old organizational structure can only achieve goals and objectives that are not needed more.
As we have mentioned in the third chapter "Planning", the current institutional management requires skills of responses to a change, to be able to take into account risks, be able to recognize the influences of the external environment and respond appropriately to them in the way that our services become competitive. As J. Stýblo writes [2008, p. 75], usually a formal structure with a strictly linear divisions of very special departments is not able to reach these tasks. On the contrary. In the traditional organizational hierarchies managers rather defend their own departments and their existence and do not see a reason to implement any new

practice. Functional departments carry out only the minimum of possible changes if they are forced to. They defend the "best" work practices, procedures and domains. They are looking for ways how to evade the new arrangements related to a change. Managers are restrained to changes and to adoption of relevant new measures. Therefore, an enterprise should be managed by processes, not on the basis of individual departments, so called functional management. The functional management is based on a hierarchical pyramidal structure and is focused on individual organizational units. Each department works more or less autonomously. Not the process but the function (department) is followed. Translated into library processes the achievement of an acquisition department is observed or achievement of a cataloging department. It is not traced if the document obtained and processed also arrives in time to its user and whether or not is used. The process as a complex is not evaluated. In practice it may happen that the library has great and effective acquirers who obtain information resources that nobody needs, great and effective catalogers who are working with outdated methods and users do not use their records. However in terms of functional management operations of the departments are excellent. From the viewpoint of the process management we follow not only information processing but also the use of information resources, their usefulness. According to effectiveness of processes we should be able to implement appropriate changes.

4.3.1 Differences between the functional and the process management

The table below illustrates the differences between the functional and the process management. The approaches are introduced in contrast on purpose. We are able to imagine the basic principles of these management methods better. In practice the approaches overlap.

Tab. 2. – Functional versus process management

Criterion	Functional management	Process management
Basic principle	Division of labor	Integration of activities
Basic unit	Particular operation	Process
Interest on	Activity	Result
Character of production	Collective	Variability
Basic asset	Funds	Knowledge
Presumption of success	Volume, speed	Flexibility
Enterprise as a system	Coordination of separate units	Synergetic effect
Indicators of success	Economic indicators	Added value for a customer
Organizational structure	Steep pyramide	Horizontal, flat
Management	Hierarchical	Through departments
Relation to subordinates	Control, commands, hard methods	Coaching, soft methods
Enterprise indicators	Economic analysis	Analysis of processes
Orientation	Consequences	Causations
Main functions of an enterprise	Production	Marketing
Surroundings	Economics oriented on the extent	Knowledge economics
Management leads	Individuals	Teams
Management	Operational	Process
In-house environment	Competition among functions	Cooperation
Character of work	Specialization	Integration
Qualification	Unexacting	Demanding
Motivation	Objectives and indicators	Value metric oriented on

	related to activities	processes
Communication	Linearly vertical	Horizontal
People	Industrial human	Knowledge human
Thinking	Deductive	Inductive

Source: Hromková, L: *Teorie průmyslových podnikatelských systémů I,* from Kello, 2007.

4.3.1.1 Basic principle: division of labor x integration of activities

The process management emphasizes the cooperation of activities that lead through the whole process to a desired result. The process is evaluated which runs through the enterprise, institution. Employees are supposed to understand other activities in the process next to their specialization, they may be able to replace or integrate other operations regardless to their position in the institution.

4.3.1.2 Basic unit: particular operations x process

Manager considers the process in its complexity. The process is the basic building unit of the production of his institution. Within information institutions different processes leading to partial services (our products) are assumed. The building unit is not a single operation within a particular process.

4.3.1.3 Interest on: activity x result

The functional (essentially classical) management focuses on individual activities. I.e. on the acquisition and within the acquisition department the functions are divided into more detail on the acquisition according to type of documents, to ways of obtaining documents etc. The process management focuses rather on the results. I.e. does the acquisition meet the needs of users?

4.3.1.4 Character of production: collective x variability

The process management was introduced in enterprises and institutions especially for the ability to respond more quickly to users needs and to provide services / products which adapt continuously to their needs. The hierarchical management is more suitable for mass (relatively unchanging) production.

4.3.1.5 Basic asset: funds x knowledge

As we have written above, the process management strong emphasizes personnel skills and their adaptability. This can be achieved only if workers are adequately equipped with knowledge and the organization has a well operating knowledge management. We speak in this context about the human capital. The operational management emphasizes more the financial capital.

4.3.1.6 Presumption of success: volume, speed x flexibility

A characteristic feature of the process management is the variability, adaptability, and thus also the flexibility in production and services. In the contrast the volume prevails by the functional management. A big amount of products means success. The target group is a large group of population.

4.3.1.7 Enterprise as a system: coordination of separate units x synergetic effect

The integration of activities plays an important role in the process management. We are looking for synergies among activities to get needed results. We must coordinate actually separated units (often uncooperative) in a purely hierarchical organization.

4.3.1.8 Organizational structure and management

From the viewpoint of the organizational structure it is evident that the hierarchical structure is pyramidical shaped and therefore requires a hierarchical management. The process management touches departments across, it is in shaped horizontaly flat.

4.3.1.9 Relation to subordinates: control, commands, hard methods x coaching, soft methods

New forms of organizational structures are connected with new forms of work with the staff. Today so called soft elements should prevail in the personal management and more coaching (i.e., incitement and motivation to work) than the hard methods. According to J. Stýblo [2008, p. 134] trends of management in previous years prefered rationality. Rational site is known as a rather hard form of management in opposition to the emotional intelligence which is regarded as a soft factor, and includes the manager's ability to empathize with the feelings and thoughts of his colleagues, his ability to motivate and lead, his ability to cope with stressful situations, etc. We will talk more about this phenomenon in the chapter considering the personal management.

4.3.1.10 Enterprise indicators: economic analysis x analysis of processes

For evaluating of a performance of institutions different indicators are used. In the process management the performance of processes in their complexity is evaluated. In the hierarchical structure the performance of individual departments is analysed.

4.3.1.11 Orientation: consequences x causations

In the modern way of management we try to look for causations of failure, i.e. the sources of failure and try to correct them. Only corrections of consequences do not usually lead to good results.

4.3.1.12 Main functions of the enterprise: production x marketing

These two functions are not in a such sharp opposition to each other in practice. However today it is very important to intensify the promotion factor for services in an information institution. It is not self-evident that a good service is found by users from their own initiative. We must address users with our services.

4.3.1.13 Surroundings: economics oriented on the extent x knowledge economics

As we have seen, the trend was previously the mass production. The process management has shifted the focus on products made according to customers´ needs. Therefore flexible staff equiped with knowledge is prefered in these companies. The situation in information institutions today is very similar. The lifelong learning is emphasized, the flexibility in the job description and openess to new procedures.

4.3.1.14 Management leads: individuals x teams

In the process managament the team work has its place. The team is focused not on individuals. Teams are built flexibly according to the needs of departments across the institution's processes. Individuals cooperate and the work is presented as common.

4.3.1.15 Management: operational x process

In a classic hierarchical structure (functional management) management controls individual operations within departments. In the process management the processes are managed, if it is possible.

4.3.1.16 Character of work: specialization x integration, Qualification: unexacting x demanding

A team work requires the ability to integrate individual contributions together. A member of a team certainly has his specialization, but his knowledge has to get over his specialization to be able to work in a team. It demands better skills and a lifelong learning. In information institutions, especially in conventional libraries we can meet today workers that are not willing and able to work for any other department than they are accustomed. They are quite specialized in their activity, however it is very narrowly defined and they are not able to think in a whole complex. E.g. catalogers know cataloging rules very good and they are good at exchange formats, but they are not able to think of the form of an online library catalog to users, therefore also not of the outcome of their activities and adapt their work to the needs of users.

4.3.1.17 In-house environment: competition among functions x cooperation and objectives and indicators related to activities x value metric oriented on processes

It could formerly happen that departments were fighting among themselves to have better results. The process management should eliminate it, because it is not certainly healthy for the institution that departments fight among themselves. Management should rather motivate the team to work across departments and should evaluate the process and outcomes of the process as a whole.

4.3.1.18 Communication: linearly vertical x horizontal

In a purely hierarchical organization the management communicates with employees only vertical. The process management is more likely to communicate in a horizontal line.

4.3.1.19 People: industrial x knowledge human

In large factories the labor is relatively detailed divided. Workers perform narrowly defined work activities. The process-managed enterprise worker should be able to stand for more diverse activities, with emphasis on knowledge.

4.3.1.20 Thinking: deductive x inductive

The process management requires such a way of thinking which allows workers to derive the affect on the whole process from their activities, that is more inductive thinking. Deductive thinking in opposite derives from a general a unique.

4.3.2 Functional and process management in practice

In the previous section we have introduced the differences between the functional and process approach. The differences were defined deliberately sharply so that they were clear. There is usually a combination of these methods in practice. At the web inovace.cz we can read [Pospíšilík, 2008-01-15]:
"The discussion about the department and process management is similar to the recent debate about the reform of public education. Traditional cramming still remains a solid basis for learning as well as the department management for an enterprise. But it does not mean professionalism. The excellent level we get when we learn to work with information and respond quickly to changes. This is enabled by the process management. The process management requires a completely different approach, and activation of all workers. The implementation of this innovation must be preceded by acquaintance of staff with the principles of process management and by a corresponding change in the corporate culture. In practice the net form of the process management is not used. Always a combination of both is

prefered. The processes are described, but are realize through the functional departments. Of course the department structure must support the process management."

Modern institutional management requires the largest implementation of process elements. Information institutions and libraries should be concerned too. Big libraries and other information centers, as well as other enterprises must be hierarchized to some extent . But more and more we see the trend towards a decentralization of decision making. In classic bureaucratic structures the decision making is still very centralized, communication is more or less vertically. It is important to start formation of groups on the horizontal level, which can communicate across departments. It is important to remember that the organizational structure should always be as easy as possible. In the structures that are too complex or rather complicated, the priorities are often blured and the organization may lose conscious of its main tasks [Stueart and Moran, 1993, p. 114-115].

4.3.3 Organizational structure in knowledge organizations

In this paragraph we use the server "vedeme.cz" which is created by the author Martin Hájek. He introduces very many interesting and quite new essays and studies about management styles. In the article "Actual trends in the changes of organizational structures" he is working with the study of the consulting company "McKinsey" and its proposals to new organizational structures of enterprises. Considering libraries and information institutions and comparing them with commercial companies we can find out that theses institutions belong to so called knowledge organizations. Libraries and other information institutions are employing nowadays an amount of people with a university degree. Next to "common" services they innovate their offer continously, they are taking part on national and international projects, they create "ad hoc" teams which innovate and bring new ideas. According to McKinsey "whatever organizational structure, hierarchical, ad hoc, which is proposed "from above" interferes with the productivity of knowledge workers. Companies need not abolish their organizational structure absolutely, but they should at least:

- abolish structural barriers which disable interaction between knowledge workers;
- support knowledge workers to create their own structures which they need;
- convince them to cooperate".

McKinsey consultans have studied informal social networks and found out how little information and knowledge flows through formal (hierarchical and matrix) structures in comparison with those informal. Of course social networks can help to what organization needs as well as they may interfere with them. Traditional managerial methods are not able to manage them.
McKinsey consultants suggest that the organization has both a standard structure as a kind of a skeleton, and moreover an informal network. These informal networks should have in their nodal points managers, who do not manage what should happen (functions, processes, structures), but help to what is born of itself. They should lead more than manage. "

It is possible to use these findings in library and information institutions management too, because we consider them as the knowledge institutions. They provide information services, they innovate their services continuously. Their processes are dependend on new information and knowledge and their employees must learn lifelong. More see [Hájek, c2005-2010].

4.4   Exercises for personal development of a manager

In this chapter on organizing we have touched the soft forms of leadership, the art of empathizing with people. More about this issue we will speak in the chapter on the personal management. It is possible to learn skills how to influence (lead) people in many various training courses. But we can use own experiences, as Grün and Assländer advices on p. 17 of their book and look at how we were and are driven by parents, teachers, heads of various hobby groups, colleagues or life partners. How have these people influenced us? What have we perceived in a positive way, what in a negative one? What have these people concrete done, what could we describe from our view point as management of human resources?

Exercises according to Assländer and Grün, p. 18

How have I been managed?
1. Write names of three to five persons who have managed me.
2. Notice the concrete way of communication and active steps of people, which you have perceived as managerial personalities.
3. Evaluate their behaviour:
++   it has helped me very much and supported me very good
+   it has helped me
-       it has not helped me too much
--   it has caused problems to me
+/-   it has been helpful and problematic together

4. What virtues, principles and articles of faith have been conveyed to me?
5. Write which experiences you consider as very useful in your own managerial career, which you would like to improve or which you would like to leave.

4.5   Used information resources

ASSLÄNDER, Friedrich; GRÜN, Anselm. 2008. *Řízení jako duchovní úkol*. Kostelní Vydří : Karmelitánské nakladatelství, 2008. ISBN 978-80-7195-149-0.
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POSPÍŠILÍK, Karel. 2008. Procesní řízení. In *Inovace.cz* [online]. 2008-01-15 [cit. 2010-01-26]. Dostupné na www: <http://www.inovace.cz/for-business/manazerske-dovednosti/clanek/procesni-rizeni/>
ŘEPA, Václav. 2007. *Podnikové procesy : procesní řízení a modelování*. 2. aktualiz. a rozš. vyd. Praha : Grada, 2007. Management v informační společnosti. ISBN 978-80-247- 2252-8.

STUEART, Robert D.; MORAN, Barbara B. 1993. *Library and information center management*. 4th ed. Englewood, Col. : Libraries Unlimited, 1993. Library science text series. ISBN 1-56308-135-0.

STÝBLO, Jiří. 2008. *Management současný a budoucí*. Praha : Professional Publishing, 2008. ISBN 978-80-86946-67-2.

4.5.1 Other recommended information resources

EVANS, G. Edward ; WARD, Patricia Layzell. 2007. *Management Basics for Information Professionals*. 2nd ed. New York : Neal-Schuman Publishers, 2007. 567 s. ISBN: 978-1-55570-586-2.

HÁJEK, Martin. *vedeme.cz* [online]. Vedeme.cz, c2005-2010 [cit. 2010-02-18]. Dostupné na www: <http://www.vedeme.cz/index.php>…

VODÁČEK, Leo; VODÁČKOVÁ, Oľga. 2006. *Moderní management v teorii a praxi*. Praha : Management Press, 2006. 295 s. ISBN 80-7261-143-7.

5 PERSONAL MANAGEMENT

A managerial work by nature touches very closely individual employees of institutions. Therefore a crucial part of the management includes the human resources management, or the personal management. Theoretical it is possible to divide the human resource management into two major groups (in practice these units melt): "a selection and allocation of staff (staffing)" and "leadership" (directing). In our text these units are analyzed separately to emphasize particular details. In practice, as we have noted earlier, the managerial activities largely overlap, interact, it is not possible to do one without the other.

In the context of leadership the term "**human resources**" (HR) is often used. People and their knowledge and skills are the funds of any company or institution. They are the main key to the functioning of enterprises. The situation in libraries and information institutions is similar. According to Stueart and Moran [1993] the work in these types of institutions is entirely based on human resources, it is usual that these institutions are spending up to 60% of their financial resources on salaries. In the chapter on organization we have talked about libraries as knowledge organizations. The funds of these institutions are people, the more educated and more open to a teamwork, the better. Even from my own experience I can confirm that the manager spend most of the work time by addressing personal issues, whether at the level of task assignment and control, communication with employees, team building or at the very solution of personal problems of individuals. It is important to realize that a good manager must communicate with his/her employees every day and, if necessary, even to be interested in their private lives (of course with all respect to personal freedom and privacy). The man/woman who in his/her personal life feels very bad, do not work well, the performance is substantially affected. Therefore, the performance of workers which is the first and the most important for a manager may be increased by the fact that the manager tries to solve problems in personal life, if he/she is allowed by the worker and if he/she wakes up a proper trust in the worker. We will discuss all these problems in more detail in subsequent chapters.

6 SELECTION AND ALLOCATION OF STAFF – STAFFING

In the planning process next to organization's objectives and ways how to achieve them, we define also requirements for job positions. We plan a number of working hours needed for particular activities, qualification requirements for individual job positions. The analysis of current practice shows how many workers (working hours) and how qualified workers we have for a disposal. The results of our analysis and plan show the needed number of working hours, staff number, a sufficiency of their skills or a necessity of a retraining.

There are terms understood to be synonyms, e.g. a job position or an occupation. Let us define them more in detail:

a work load – a full time work load means in different countries a different number of working hours. In the Czech republic there is the forty hour week (France 35 hours, Denmark 37 hours, Belgium 38 hours, Japan 44 hours [Gola, 2009]);

a job position – a summary of all professional tasks and activities of one man (a job position is counted according to the number of employed people);

an occupation – a group of job positions which includes generally similar tasks, responsibilities, knowledge (e.g. a cataloger);

a profession – a general name for a class of various occupations in various organizations (e.g. a librarian) [see more Stueart and Moran, 1993, chap. 4].

6.1 Qualification presumptions of staff in libraries and information institutions

Qualification requirements for staff in libraries and information institutions are not defined in the Czech Republic. The government has issued a statute establishing a catalog of jobs in public services and administration. It is applicable therefore to libraries under the public administration. Universities and other institutions usually define their own internal salary regulations, which also define roughly the content of individual jobs. Libraries and information institutions, as knowledge institutions, require a greater percentage of people with a university degree who are open to a lifelong learning. They create together the "learning organization". The following survey of the catalog of jobs and wage regulations shows the trend.

6.1.1 The catalog of jobs in public services and administration (an excerpt from the Government statute 137/2009)

This catalog defines 14 salary classes. Librarians are included into the 6th-14th class:

6th salary class
1. The basic librarian tasks, e.g. circulation services according to exact directions.

7th salary class
1. Care of a library with a universal collection and a local influence.
2. Organizing of a library collection in a library with a local influence.
3. Building of catalogs according to standards and methods in libraries with a local influence.

4. Revision of library collections and cataloging due to a circulation process in libraries with a local influence.

8th salary class
1. Care of a library with a universal collection and a regional influence (regional library).
2. Librarian and bibliographic, reference and information services in libraries with a local influence.
3. Interlibrary loan in the Czech republic within libraries with a local influence.
4. Organizing of a library collection with a regional influence.
5. Stand-alone cataloging according to standards and methods in libraries with a local influence.
6. Revision of a library collection in libraries with regional or county influence.

9th salary class
1. Care of a library with a specialized collection.
2. Acquisition policy in libraries with a local influence.
3. Librarian and bibliographic, reference and information services in libraries with a regional influence.
4. Interlibrary loan in the Czech republic within libraries with a regional influence.
5. Preservation and revision of a library collection in libraries with a regional influence.
6. Maintenance of library collections in libraries with a regional influence.
7. Stand-alone cataloging according to methods and standards in libraries with a regional influence.
8. Organizing of a library collection in libraries with a county influence.

10th salary class
1. Acquisition policy and directing of specialized acquisition tasks on a regional level.
2. Librarian and bibliographic, reference and information services in specialized libraries with a regional influence.
3. Maintenance and organization of specialized study rooms in libraries with a regional influence.
4. Interlibrary loan in libraries with a national influence.
5. Coordination of preservation and revision of a library collection, administration of library collections in libraries with a national influence.
6. Upgrade of library collections from according to the content and type of documents in libraries with a national influence.
7. Stand-alone cataloging according to standards and methods which crosses over a regional influence.
8. Interlibrary loan in libraries with a county influence.

11th salary class
1. A complex acquisition policy on a national level.
2. Creation of specialized bibliographic and factographic databases, indexing of documents.
3. Creation of theasauri or national authority files.
4. Cataloging of historical collections including an analytical description.
5. International interlibrary loan in libraries with a national influence.
6. Complex librarian and bibliographic, reference and information services to users in libraries with a national influence.
7. Administration and organization of specialized stand-alone study rooms in libraries with a national influence.

8. Evaluation of large and specialized collections (their revision).
9. Coordination of cataloging processes on a regional or national level including creation of cataloging methodical instructions with relations to national and international standards.
10. Methodical, consulting and counseling activities in a library with a county influence (methodical work).

12th salary class
1. Concepts of specialized library systems (system librarian).
2. Specilized information searching in specialized databases and domestic and abroad information resources.
3. Creation of unique, extremely exacting specialized union catalogs of manuscripts, rare old printed books, specialized documents.
4. Concepts of development of acquisition policy of libraries on the national level.
5. A complex solution operation of international registration systems in the Czech republic including cooperation with legal persons of publication sphere.
6. Methodical, consulting and counceling activities in libraries with a national influence (methodical work).

13th salary class
1. Creation of national and international standards for librarianship and information services.
2. Information analysis on national or scientific level, exacting specialized information studies and analysis.
3. Concepts and coordination of international librarian and information systems.
4. National concepts, plans and programs of librarian and information resources, their cataloging and access, e.g. a concept of the national cataloging policy.

14th salary class
1. National concept of development of librarianship.

6.1.2 Excerpt from the inner salary instruction of the Charles University in Prague

Librarians on Charles University belong to the group of administrative and organizing staff of the university. Their positions are covered by the salary classes 6th-8th, there are maximum 10 classes defined.

6th salary class
1. Specialized librarian and information activities which are determined by the cooperation with information brokers, other libraries and information institutions. User services – librarian.

Examples of activities:
a) incremental processing of information resources;
b) registration of serials;
c) circulation services;
d) users registration, requests and reminder letters
e) interlibrary loan;
f) administrative activities for a library;
g) preservation of a library collection; revision.

7th salary class

1. Directing of specialized information, librarian and bibliographic activities which are determined by the knowledge of foreign languages and are related with automated systems. Users services on the level of reference services – librarian bibliographer.

Examples of activities:
a)   acquisition of all information resources, analysis of domestic and abroad resources;
b)   change of information resources;
c)   specialized catalogs and databases, their creation;
d)   maintenance and redaction of catalogs, authority files;
e)   administration and preservation of library collections, upgrade and revision of library collections;
f)   cataloging of information resources (Czech and abroad cataloging of all document types)
g)   directiong of circulation services;
h)   international interlibrary loan;
i)   electronic online services (e.g. electronic document delivery)
j)   bibliographic and reference services;
k)   organization and directing of particular libraries (departmental libraries).

8th salary class
1. A complex ensuring of specialized librarian and information activities, management of libraries. Specialized activities which demand a knowledge of information technologies. Concepts and plans of the development of library collections, their profile and coordination. Cooperation on the national and also international level. Taking part on resort, national and international programs for development of libraries – **library director**.

Examples of activities:

1.   maintenance of subject headings/thesauri/classification tools;
2.   acquisition policy of specialized collections;
3.   content analysis of documents, Czech and foreign subject classification of various document types;
4.   exacting bibliographic – information, consulting and counseling activities;
5.   electronic resources administration;
6.   complex information retrieval services;
7.   processing of electronic information services;
8.   processing of own databases;
9.   acqusition policy of electronic information resources worldwide;
10.   creation of documents of various forms of presentation in electronic form;
  - information literacy courses, specialized education;
  - a complex administration of a union catalog;
  - directing of a library;
  - conceptual system activities;
  - national and international cooperation.

Qualificaton premises
Salary class	Education / degree
6th	secondary education
7th	bachalor degree
8th	university degree (Mgr.)

6.1.3 Human resources in libraries and information institutions according to a statement of policy of the Americal Library Association

According to the 1st paragraph:

"The purpose of the policy statement is to recommend categories of library personnel, and levels of training and education appropriate to the preparation of personnel for these categories, which will support the highest standards of library service for all kinds of libraries and the most effective use of the variety of skills and qualifications needed to provide it."

The policy statement defines in detail a broad spectrum of librian staff categories, demands on their qualification. Librarian staff is devided into two groups:
professionals and supportive staff.

Categories of library personnel - professional

Library-related Qualifications	Non-library related qualifications	Basic Requirements	Nature of responsibilities
Senior librarian	Senior Specialist	In addition to the requirements for Librarian/Specialist — relevant experience and continued professional development	Top-level responsibilities including but not limited to administration; superior knowledge of some aspect of librarianship; or of other subject fields of value to the library.
Librarian	Specialist	For Librarian: Master's degree For Specialist: Appropriate professional degree for the specialty.	Professional responsibilities which may include those of management and supervision requiring independent judgment; interpretation of rules and procedures; analysis of library problems; and formulation of original and creative solutions for them. (Normally utilizing knowledge of the subject field represented by the academic degree.)

Categories of library personnel - supportive

Librarian related qualifications	Non-library related qualifications	Basic requirements	Nature of responsibilities
LIS Associate	Associate Specialist	Bachelors degree (with preferred coursework in library and/or information	Manager is hired or promoted into the job based on previous library work

		science); OR bachelors degree, plus additional applicable academic work.	experience; the library specialist has extensive experience, perhaps supplemented by job-sponsored training in a specialized area— e.g. Interlibrary borrowing/lending; preservation; book searching and replacement; second-tier reference; copy cataloging; etc.
LIS Assistant	Assistant Specialist	At least two years of collegelevel study; or AA degree, (with or without library technical assistant training) preferred; OR post-secondary school training and relevant skills; OR certificate program.	Tasks performed as supportive staff following established policies and procedures and may include supervision of such tasks.
Clerk (Exact titles vary depending on type of library circumstance.)	Clerk (Exact titles vary depending on type of library circumstance.)	High school diploma or equivalent.	Assignments as required by the individual library.

In the above tables we see a fairly detailed division of library personnel according to education and responsibilities and job position. A significant emphasis is placed on the educational degree and type of a high school passed. In the Czech Republic, perhaps for a lack of professionals, such explicit requirements are not available.

6.2 Recruitment of staff

As we have stated in the previous chapter, in the Czech Republic there is no explicit statement about the qualification of professional staff in libraries and information institutions. It is therefore absolutely necessary that we are able to describe the requirements for individual job positions. We can make a fair selection procedure only according exact requirements for education degree and skills. A description of requirements for job position we can do only if we are able to plan a good strategy for our institution, if we have defined processes and services that we would like to provide. We must know how many workloads and what qualification requirements are needed to meet our goals.
(We see that the planning process is a basis for all management activities.)

6.2.1 Inner and external conditions for recruitment of staff

According to J. Koubek [2000, chap. 4, p. 100-129] we can obtain new staff from inner and external resources of our institution.

Inner resources are presented by employees of our institutions that have achieved higher levels of qualification or training, and can therefore carry out other activities or employees who worked in a department, which ceased to exist and so on. External sources are presented by people which are unemployed, registered at a registry office, workers who would like to change their job, fresh graduates, etc.

J. Koubek [2000, p. 104] introduces advantages and disadvantages of staff recruitment from inner and external resources. Because his survey is exhaustive we refer to it:

"**A. Staff recruitment from inner resources:**

1. Advantages:
a) Organization knows good and bad person characteristics of the applicant.
b) Applicant knows the organization.
c) Morals and motivations of employees improve (hope for a better job position).
d) A better investment return, that the organization put into the employee, a better use of knowledge and experience, which the employee has obtained in the organization.

2. Disadvantages:
a) Workers may improve in their positions till they reach a position where they are not able to perform tasks.
b) Competition for position improvement can negatively influence moral and interpersonal relations.
c) It can make barriers to coming of new ideas and approaches from outside.

B. A staff recruitment from external resources:
1. Advantages:
a) A range, a variety of skills and talents outside the firm is much broader than within the company.
b) New views, opinions, knowledge and experience can be brought from outside.
c) It is generally cheaper and easier (and faster) to obtain desired high-skilled workers, technicians and managers from the outside than to educate them in our enterprise.

2. Disadvantages
a) Attracting, contacting and evaluating of potential employees is more difficult and expensive (expensive advertising).
b) Adaptation and orientation of workers is longer.
c) Can create trouble with the historical organization of workers who feel qualified or entitled to acquire the vacant place."

As J. Koubek writes and from my experience too, recruitment of internal resources is usually more rewarding. It is cheaper, we do not need to spend money on expensive advertising. We know our employees much better. As managers we must place emphasis on good "atmosphere" in our institution, build a friendly team. If we have a worker who is friendly, and popular, it is definitely the best "choice" than to bring people from outside and to adapt them to the new environment. Only if we do not have the internal resources, it is certainly important to be able to select workers from the external environment. In order to have enough

people in the future from its own ranks for new positions, we strive to provide continuous lifelong learning for our employees, retraining or gaining of higher degrees. More on this topic we are going to discuss in relation to the management of people and their motivation.

6.2.1.1 External resources of staff recruitment

J. Koubek [2000, p. 108-112] introduces several methods of a staff recruitment from external resources:

a) Applicants offer themselves

In the time of economic crisis and the resulting increasing unemployment, managers are faced with a greater interest for a job positions without a previous selection procedure. It has its advantages and disadvantages too. The advantage is certainly the motivation for getting a job and hence good performance of these candidates. The disadvantage can be vague idea about the content of applied job position, vague ideas about their own qualifications and work performance. Today it is already a good tradition larger institutions promote free job posititions on their web pages, which are regularly maintained and may facilitate the disicions to the applicants whether to apply or not.

b) A recommendation of an employer

J. Koubek lists the advantages such as lower costs of recruiting and the fact that existing staff would not afford to recommend someone unskilled or of an immature personality, because he does not want to spoil his reputation with a recommendation of an unsuitable person. I would argue with this view. In libraries and information institutions managers are often confronted with the recommendations of appropriate workers from their employees. Own staff recommends their friends mostly with good intentions. They want to help them in their unemployment or in everyday life they are good friends and expect them to become suitable colleagues in the team. However, they often overlook their job incompetence, because in working life they have never met with each other. Therefore, managers must be more careful in choosing people or verify more their work history and references on the basis of their qualifications. If we rely only on the recommendations of our staff, eventually colleagues or superiors, then the scope for selection of suitable candidates is unnecessarily narrow.

c) Cooperation with educational institutions

This possibility is quite profitable and fruitable for libraries and information institutions. Educational institutions are able to address a broad spectrum of suitable candidates with a good qualification. The cooperation may offer students as part-time workers which may stay in the institution and after finishing their study they may become proper employees of the institution. A high-quality practice is offered to students and institutions can bring up workers for themselves which are able to join the workers team quite easy.

d) Other methods

Other methods include a cooperation with trade unions, professional associations, with registry offices and use of personnal agencies. It also includes advertisements in the media (newspapers, Web sites that offer jobs).
These methods require a higher formalization of the recruitment process. Inquired jobs must be described exactly: a job scope, a required qualification, institutional benefits, salary requirements, etc. to avoid a big amount of unsuitable candidates. It would burden the management. We suggest to choose a realistic way of presenting a job position in an advertising. It is better for the candidates who are able to consider the suitability of the job position. Candidates which have the opportunity to think out the offered position and are admitted are usually satisfied because the position meets their expectations. If we choose the so-called traditional way of presenting the work place and try to create too high expectations

of the candidates, they can get disappointed because the position does not meet their expectations. It results into a lower stability of employees. They leave often and look for a new job or have negative attitudes toward their work. More on this subject see [Koubek, 2000, Figure 4.2, p. 121].

6.2.2 Methods of staff recruitment

J. Koubek [2000, p. 137-146] introduces following selecting methods:

a) questionnaire
Larger institutions with more job-candidates may choose this method. It is relatively quick. It is ideal for a pre-selection of suitable candidates (narrowing of the number of candidates) or to cover less skilled jobs.

b) curriculum vitae
Providing of a structured CV is now a standard part of applying for a job. Educational and professional experience is summarized in a structured form. The CV is often enclosed with a letter of motivation that may explain the interest for the position of the applicant. The employer may also require contacts to previous employers to obtain references to the worker.

c) employment tests
Employment test should be understood as supplementary methods. They include:
- IQ tests, which are intended to assess the ability to think and perform specific mental requirements,
- skills tests which are used to assess existing and latent skills and conditions of their progress,
- educationability tests used to assess the candidates ability to cope with new working practices and new knowledge, ability to adapt to changes,
- knowledge tests to examine the depth of knowledge and control of professional habits,
- personality tests – i.e. essentially psychological tests, which should show different aspects of the applicant's personality, traits of his character, etc.

d) an interview
In libraries and information institutions an interview is perhaps the most widely used method of the selection of workers. The interview may be lead by one or more assessors. We distinguish between a structured and an unstructured interview.
"An **unstructured** interview is relatively little reliable and valid, it enables a considerably subjective approach to the job applicant, does not guarantee a comparability of candidates, it does not offer them the same chance and it is also legally unsafe. It enables to slide to issues that are often personal, privacy-intrusive and are not immediately related to requirements of the job position. It is very sensitive to the so-called halo effect (the first impression, that the candidate invokes, influences the whole process of the interview and the assessment of the candidate too of course) and allows looking for qualities by the candidate, which the assessor prefers, and deciding on the basis of these qualities.

A **structured** (standardized) interview is considered to be more efficient, reliable and accurate because it reduces the probability of missing of some information necessary for the assessment of the candidate and also reduces the differences in the evaluation of candidates from various assessors, increases the probability that the same suitable applicants will be assessed in the same way no matter when and who assesses them. Therefore it reduces the possibility of a subjective approach to candidates, it offers them the same opportunities and enables their comparability. Structured interviews must be fully documented and documents

archived. It makes possible not only to deal with any complaints, but to examine the effectivity of our personnel selection and thus to improve the selection process. "[Koubek, 2000, p. 142-143].

As mentioned above, an unstructured interview, an interview without any documentation and pre-prepared questiones which we want to ask candidates, can be misleading. It is unprofessional and it may lead to a discrimination based on family background of the candidate (single mother with children) or on the basis of race or ethnicity. An unprepared interview does not give us adequate answers to the professional standing of candidates because we forget to mention important areas. An unstructured interview is definitely difficult to judge. The assessor must think too long about proper questions and it makes the situation during such an interview quite difficult. The assessor would rather have the opportunity for the evaluation of candidate responses and for own response to them. By the prepared interview it is not necessary to remember everything, responses can be documented, a better survey of candidate skills and knowledge are available. If everything is structured and written, the interview can be archived.

6.2.3 Volunteers in libraries and information institutions

Volunteering is not in the Czech libraries and information institutions too usual. According to the §2, art. 1b) Act about volunteering Nr. 198/2000 the volunteer service is such an activity by which i.a. the preservation of the cultural heritage is provided. In the Czech republic we distinguish between a "**volunteer activity**" and a "**volunteer service**". The volunteer activity is rather a part-time activity. The volunteer service is defined according to the Czech law as an full-time activity.

Advantages of the longterm volunteer service are listed in the law in the following way (edited according to [Marciszová, 2008]):
- the longterm volunteer service enables to the volunteers to ask for a tangible protection in the unemployment (financial support in the unemployment). The condition is the evidence by the registry office and longterm volunteer service, which exceed twenty hours a week;
- the longterm volunteer service exceeding twenty hours a week is included into a relevant time for the purposes of the retirement insurance;
- the health insurance is covered by the state to the volunteer whose service exceeds twenty hours a week and who conforms to given conditions defined by the law;
- a contract with an accredited organization ensures a status in the organization for the volunteer;
- the volunteer has an insurance due to possible damages to property and persons caused unintentionally by himself or to himself;
- the volunteer service is nearly out of expenses for the volunteer – the sending organization may cover costs of diet, accomodation, travels or pocket money;
- the volunteer has the right to get a quality training for the service and means for work and protective tools.

A volunteer is a person who is engaged in an activity without any financial compensation. A volunteer can also carry out such voluntary activities, which are not defined by the Act No. 198/2002 Coll. But he can not ask for advantages defined by the law. Library and information institutions, which manage the cultural heritage (especially rare books collections), could profit from the volunteer activities namely at a time when institutions have limited budgets. Despite of the potential profit volunteers are perceived embarrassingly. According to

researches we know that professional librarians are often afraid of volunteers. They assume that volunteers´ work is unprofessional or degrades the library profession. In the U.S. volunteering is perceived very positive in opposite. According to Evans and Ward [2007, p. 398] the volunteering is the main source of supporting activities of all types of organizations. They claim that in 1999 volunteers worked off about 19.9 billion hours of service and since the time the number has been constantly growing. According to Tošner [2009] not only nonprofit organizations but any high schools and municipal councils start systematically to be interested in volunteering. Potential volunteer services in libraries and information institutions are currently underestimated. Especially in the field of preservation, which includes the digitization of funds, volunteers could do a good service. It should also be taken in mind that institutions may gradually bring up loyal employees from volunteers who will be open to further training and qualifications in this field.

6.2.4 Multiculturalism and cultural and social diversity in libraries and information institutions

Evans and Ward [2007, chapt. 4] devote a special chapter to the management of diversity. A diversity includes a complex problem considering people of various nations, race, gender, generations, social origin, sexual orientation. In libraries and information institutions like in other type of organizations managers meet a diversity every day. It is very necessary to be prepared for it therefore. Managing of people of various nationalities involves special managerial procedures. As well as managing of people of various generations and gender demands specific communication skills. During the staff recruitment process, managing and communication we have to avoid the discrimination.

In libraries and other information institution services are provided to all people without a difference. UNESCO in the cooperation with the International Federation of Library Associations and Institutions endorsed the **Multicultural Library Manifesto – the Gateway to a cultural diverse society in dialogue**. It defines issues of multicultural librarian services, principles of a support of a cultural and language diversity [UNESCO, IFLA, 2009]. The manifesto is devoted especially to the services for multicultural society. It claims that every library should define its conception and its strategic plan which includes its mission, goals, priorities and services in relation to the cultural diversity.

As key issues Evans and Ward [2007, p. 76] list following points:
- Cultural diversity touches on many of the manager´s responsibilities.
- Cultural diversity affects everyone who interacts with the information service.
- We each have a lens through which we view diversity.
- There are laws and regulations to be observed.
- Everyone has the responsibility to value and recognize differences in society.
- We need to understand culture shock.
- An acknowledgment of cultural diversity must be embedded in planning.
- Staffing and supervising a diverse staff presents challenges.
- Cultural diversity affects service to users.

Urban [2003, p. 62] adds that "for the performance of the organization a certain degree of similarity but also a certain degree of diversity of its staff is favorable. Personal diversity is sometimes even regarded as one of the objectives of human resources management, above all one of the objectives of the personnel selection, for its positive impact on corporate culture (in terms of a greater respect to individuals) and business relationship with customers. A diverse

staff gives us the opportunity to benefit from different knowledge, skills and attitudes that employees bring into the organization. Managers who are aware of this fact can contribute to the flexibility and creative forces of the organization without undermining its stability. "

6.3 Exercises for personal development of a manager

Selection from [Assländer and Grün, p. 40-43]

In the chapter "Selection and allocation of staff" we have discussed the recruitment interview which is a key situation for looking for a new staff. We should be able to lead an unstructured or a structured interview very good. We should get under control following three points: an address, an eye contact and a moment for a breath .
To be **addressed** with his/her name is very important for everbody. In the interview you express: you are important for me, I appreciate you.
With the **eye contact** you can make a control of the interviewed and you can follow him/her. You can recognize the momental psychic state of the man/woman and his/her feelings.
Before you start the interview, give a **moment for a breath**. You make a space for mutual perception and relax your mind. The interview can be lead in a more relaxed way.

Train these basic aspects during every interview you make. At the same time do not forget to train the "active listening to". You can repeat in your mind what the opposite said. You can say it aloud too. The sentence can begin e.g.:
"You suppose that…" or: „If I understood well then …". Concentrate yourself on what the other is saying, what he is thinking about it etc.

"The training brings you to a deeper experience, you can learn how to control and hold your ideas and impulses of own reactions, you may become "a listening ear" during the interview. It can result into following practical consequences for yourself: based on experience gained from this exercise, divide your messages into small parts to enable to your counterpart to accept and process your ideas. Most people are unable to receive information for more than ten minutes - and if there are criticisms, then just three minutes. Then they need time to think of what they heard."

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6.4.1 Other recommended resources

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7   MANAGING OR LEADERSHIP OF PEOPLE?

We are beginning the chapter deliberately with a question, what shell we apply in libraries or other information institutions – managing or leadership? And is there any difference? Some authors of management handbooks understand the leadership to be subordinated to the managing. Some authors understand both spheres next to each other, some authors understand them as opposite spheres. Some authors do not use in the context of human resources the term managing any more and use only the term "leadership". Approaches are different. In the modern management the leadership is pushed over the managing and some detailed theories of leadership have already come into being.

Managing is understood today as an autocrative, directive style, which does not give freedom for decisions of individuals, which does not make space for own innovations of the staff and does not enable a creation of informal network structures which are for institutions quite important.

The leadership is today preferred in the personal management and is defined as a soft style. It enables use of individual knowledge and ideas and creation of informal structures. This chapter opens a large issue of the personality of a manager. What characteristics of a manager are welcome? What skills and knowledge should he/she manage? And what about communication abilities, organizational skills etc. The leadership includes psychological and social skills. The manager leads people whose behaviour is often inscrutable. There are no exact guidelines how to lead people. Therefore personal psychology, social psychology, psychology of work and psychology of organization should be part of a managerial education.

For an inspiration we can introduce ideas of Bennis and Goldsmith [2003, p. 8-9] according to Evans and Ward [2007, p. 331] which try to show the difference between management and leadership:

*   The manager administers; the leader innovates.
*   The manager is a copy; the leader is an original.
*   The manager maintains; the leader develops.
*   The manager accepts reality; the leader investigates it.
*   The manager focuses on systems and structures; the leader focuses on people.
*   The manager relies on control; the leader inspires trust.
*   The manager has a short-range view; the leader has a long-range perspective.
*   The manager askis how and when; the leader asks what and why.
*   The manager has her eye on the bottom line; the leader has eyes on the horizon.
*   The manager imitates; the leader originates.
*   The manager accepts the status quo; the leader challenges it.
*   The manager is the classic good soldier; the leader is her own person.
*   The manager does things right; the leader does the right thing.

7.1   Personality of a manager

Let us begin this chapter with an interpretation of requirements on the personality of the manager. We must be aware of that many failures in the performance of institutions are not the result of a poor staff work, but rather of a poor management of people. Managers must be conscious of the demands put on them and be willing to keep on improving their skills. Particularly communication skills are most important, we will mention them in this chapter many times. According to Vodáček and Vodáčková [2006, p. 159] Mintzberg found out that 40% of a working time of a manager takes the communication (with employees, colleagues,

superiors, surroundings). It is a really important part of the time, therefore no manager should not underestimate it.

7.1.1 The concept of managerial roles

The concept of managerial roles according to H. Mintzberg seems to be very interesting for our purpose. Managerial literature put often the concept of managerial roles and of traditional managerial functions in opposite to each other, as two opposing theories. We would like to use the concept of managerial roles to a better demonstration of manager´s skills and requirements (including libraries and information centers) they have to manage and to the demonstration of main characteristics of a good manager.

According to Vodáček a Vodáčková [2006, p. 158-161] H. Mintzberg summarizes activities of managers into ten roles. These roles are divide into three groups:
- **groups of interpersonal roles;**
- **groups of information roles;**
- **groups of decision making roles**.

7.1.1.1 Interpersonal roles

A manager communicates every day with people. They can belong to his/her institution or be from outside. He communicates with suppliers, customers, cooperating institutions, with institutions of the public administration, financial offices etc. Within the institution he leads and cooperates with his/her employers or superiors.
H. Mintzberg according to Vodáček a Vodáčková [2006, p. 159] therefore identifies three particular roles narrower which belong to the interpersonal roles:

a) **a representative of an organization** – a manager is the main representative of an institution he/she leads and has the main responsibility for it;
b) **a leader of an organization** – a manager is the main leader, he/she manages it;
c) "**a contact point**" - a manager is the contact person (contact point) for his/her own institution and superior institutions or other cooperating institutions etc.

7.1.1.2 Information role

The very integral task of a managerial function is to "inform". A manager has to be able to inform his/her employers, superiors and every managers does it every day. To information roles the problem of knowledge management belongs – i.e. managing of information and knowledge within an institution (a firm).

According to Vodáček a Vodáčková [2006, p. 159] it is possible to divide the information roles into following three types:
- **a monitoring information recipient** – a manager in the planning process relies on data he/she summarized from his/her institution and its surroundings; this role is obvious especially by information gathering from surroundings.;
- **a disseminator of information** – the task of a manager is to inform his/her employers well to have the newest information about the development of their institution and its direction;
- **a speaker of his/her organization** – a manager provides important information to surroundings; he/she makes the image of the institution.

7.1.1.3 The decision making role

We have not yet mentioned a very important task of a manager in our text. It is the decision making. A manager is the person who must always decide and has the competence to decide how to solve a problem.

The decision making roles are narrower specified as:
a) **a enterpreneur** – a manager decides the business opportunities which will be further developed or gained;
b) **a problem solver** – a manager always says the last decision about a problem, even he/she prefers the team work;
c) **a sources allocator** – a manager decides about the allocation of financial sources and he/she is responsible for a thrifty expenditure;
d) **a negotiator** – in this role a manager solves mostly problems in interpersonal relations within one or more workplaces.

More see Vodáček and Vodáčková, 2006, chapt. 7, p. 158-161.

The above mentioned management roles show how the communication plays an important role within managerial tasks. Training in communication is an important lifelong task for every manager. An adequate and sufficient communication (with its surroundings, supervisors, employees, colleagues) often solves many problems by itself. A manager is due to a sufficient communication trustworthy for his/her employees. They feel to be drawn into the affairs of the institution. A sufficient communication opens up the possibilities of a development of an institution and the institution is opened to its surroundings.

7.1.2 Communication

Communication processes are in detail explained in the textbook "**Communication of information**" from Petra Sluková. We mention only for our purposes that the communication is a phenomenon which goes through all managerial activities. It concerns to written communication, verbal and not at least the non-verbal one too which forms a big part of the communication. The communication process is set up by a sender and a receiver of a massage. It may be conveyed through time and space.

During a communication process a manager must be aware of communication barriers. These barriers are caused by a time-space distance of a receiver and a sender, by cultural and language differences, by an own preunderstanding of a situation and by other factors. The more mediating elements we use in our communication (phone, email) the more the non-verbal expressions are hidden and therefore it is more complicated to explain meanings of messages. In the interpersonal relation of a manager and an employee it is better to use the direct communication without mediating tools. During an interview it is necessary to control if we understand each other, follow the eye contact and all non-verbal expressions (see the task for a personal development of a manager – chapter 5.3). Due to the information role of a manager, he/she is the person whose duty is to make inform. Employees have the right to know and understand their institution and they want to feel to be drawn into all processes.

Conroy and Jones (1986) according to Evans and Ward [2007, p. 268] summarize the main features of the managerial communication which are suitable for memorizing:
- "To inform: convey both information and understanding.
- To gather information: collect input from others to help make decisions and solve problems.

- To motivate: change or reinforce behavior, prompt specific action.
- To instruct and/or train: enable another to carry out instructions, tasks, or procedures appropriately.
- To coach and/or discipline: encourage faster growth, prevent disciplinary action, help another learn how to do a specific task better, improve attitudes or behavior.
- To counsel: help someone with a personal problem that affects work productivity or morale.
- To mentor: help another succeed, usually by imparting better undestanding of organizational policies, practices, or politics.
- To develop staff: guide staff progress and growth with performance appraisals and goal-setting sessions.
- To build teams: help work groups establish interpersonal rapport, build esprit de corps, and develop cohesion."

In addition, to establish "official" communication, all organizations most deal with formal and informal communication tools. Stevens (1983) according to Evans and Ward [2007, p. 269] introduces following **formal communication channels**:

- "institutional publications (print and electronic);
- mission statements;
- goals and objectives;
- policies and procedures;
- personnel files;
- annual reports;
- memos and other written materials;
- staff newsletters;
- schedules and hours.

Informal communication:

- staff meetings;
- one-on-one meetings;
- training sessions;
- staff association activities;
- grapevine."

7.2 Styles of leadership

J. Stýblo [2008, p. 150-151] lists six styles of leadership:
- *directive style* – this style belongs to the managing more than leadership; it does not enable a creativity; it gives orders (instructions) and requires their accurate fulfilment;
- *visionary style* – builds on a clear vision, or strategy of the leader; for employees it means a quite clear idea about directions of their institution and enables coordination of their visions and attitudes;
- *social style* – emphasizes employees and their emotional needs more than the work; it tries to avoid a conflict; it is usefull to apply this style by employees who are in a personal crisis or in a high-stress situation; this style is most effective in the combination with the visionary style, with the participative style or with the couching; it does not have any effect by itself;

- *participative style* – is based on the possibilities for employees to take part on the decision making and direction of the institution; it is a quite democratic principle, it supports a mutual trust;
- *performance style* – managers try to motivate their employees with their own very hard work and high performance; they are oriented on results, therefore they tend to do all work by themselves; from a long-term view this style is not suitable – it does not motivate employees to their own activity, in the team work they would make up more results;
- *couching* – couching is today a quite popular and requested approach; the couch (manager) leads people and tries to convince them to a longterm development of their personality, to a continual education and improvement of own skills; couching does not force violently; it should be a common supportive style.

Who is a leader and how to lead people? No handbook gives any answer. Every leader is different and uses other methods. Recent approaches agree on soft factors in the leadership. These factors presume so called emotional intelligence, emphasize a human relation, leadership directing to a personal development and improvement via couching, mentoring, supervising methods and many others. A good leader communicates with his/her employees, he/she tries to understand the diversity and use it for the favor of the firm. In the case of a false performance he/she tries to solve the problem direct with the employer and with a good leading he/she tries to bring the employer back to a better performance. A good leader motivates, supports creativity, personality and innovation.

7.2.1 Emotional intelligence

Daniel Goleman formulated the concept of the emotional intelligence in 1995 for the first time. He applied it to the world of business in 1998 with an article in the journal Harvard Business Review. In his research of 200 global firms he found out that the traditional features associated with the leadership as intelligence, toughness, decisiveness and vision are not enough for a good leadership. Really good leaders are characterized by a high emotional intelligence too which include self-awareness, self-regulation, motivation, empathy and social skill.

Self-awareness - ability to recognize and understand your moods, emotions, and drives, as well as their effect on others. The hallmarks: self-confidence, realistic self-assessment, self-deprecating sense of humor.

Self-regulation - ability to control or redirect disruptive impulses and moods comfort; the propensity to suspend judgment-to think before acting. The hallmarks: trustworthiness and integrity, comfort with ambiguity, openness to change.

Motivation – a passion to work for reasons that go beyond money or status; a propensity to pursue goals with energy and persistence. The hallmarks: strong drive to achieve, optimism, even in the face of failure, organizational commitment.

Empathy - the ability to understand the emotional makeup of other people; skill in treating people according to their emotional reactions. The hallmarks: expertise in building and retaining talent, cross-cultural sensitivity, service to clients and customers.

Social skill - proficiency in managing relationships and building networks; an ability to find common ground and build rapport. The hallmarks: effectiveness in leading change, persuasiveness, expertise in building and leading teams.

7.3 Motivation

We have spoken about managerial skills, how to influence the performance of workers. Now we would like to discuss the problem which concerns our employees and colleagues. It is an issue of motivation to work and the role of a manager as a supporter of motivation to work.

In many psychological and managerial handbooks we can read how to motivate people. But even here any exact or easy guidelines do not exist. Managers can influence the motivation in many ways but I claim that a big part of a motivation to work a man/woman has brought from his/her childhood and adolescency. A diligence or laziness constitute a big part of motivation too, the approach to work (negative/positive) which was seen by parents, an interest for the discipline, a personal life and other factors. An approach of a manager must be very individual therefore and a manager must be able to evaluate more factors influencing the performance of a worker.
It has been known for very long that the financial compensation is not the one motivator to work. Many people are motivated by non-financial matters: friendliness of the team, a good atmosphere in work, interesting branch, sense of their work, career development, a work release program, work from at home etc. It is necessary therefore to know well own employees and try to look for motivations "made-to-measure". The financial conditions and compensations are often not too ideal in libraries. A manager must be able therefore look for other motivations than only financial.

7.3.1 Motivation theories

Vodáček and Vodáčková [2006, p. 124-137] introduce theories focusing on motivation causes. We have selected two theories: **Maslow´s theory of hierarchy of needs** and **Herzberg´s theory of two factors**.
The university professor and psychologist **Abraham Maslow** (1908-1970) is probably the most cited author in this field. His basic thesis were published in the book "**Motivation and personality**" from 1954. Moving powers of motivational behaviour according to Maslow are human needs which he divided into five hierarchical groups:
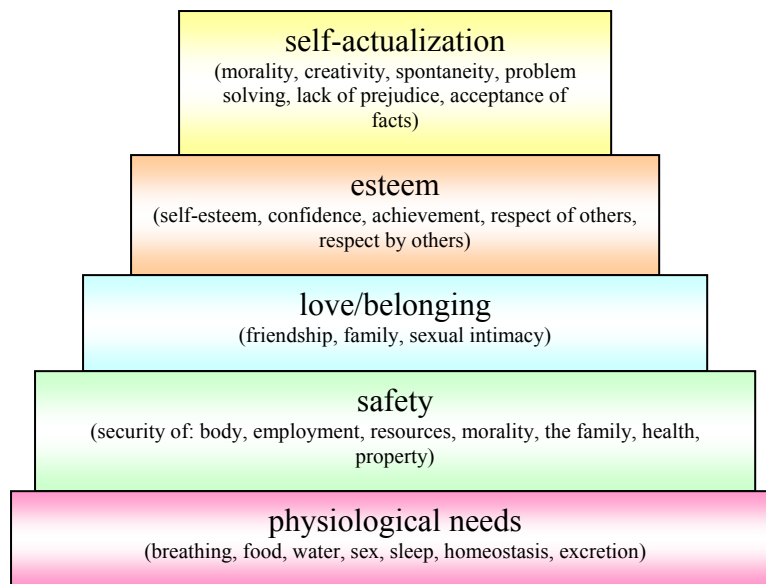
Image Nr. 3 – Hierarchy of needs according to A. Maslow (Wikipedia, 2010, article Abraham Maslow)

- **physilogical needs** – enough food, satisfaction of hunger feelings (=> sufficient salary), reproductional functions (need of a family and its ensuring), good working conditions;

- **safety** – guaranteed job position (work contract), health and retirement insurance, acceptable safety of work;

- **social needs, love/belonging** – a good work team, acceptable interpersonal relations at the workplace, membership in a trade union; family and love;

- **esteem** – prestige and acceptable status at the workplace, appreciation of the personal qualities/features, social status;

- **self-actualization** - identification of the work with own personal development and social application, and the fulfilment of a sense of life mission.

Maslow claimed that on the first place the basic (physiological) needs on lower levels must be satisfied to be able to satisfy the needs on higher levels. After satisfaction of needs on lower levels the needs do not disappear. They are only not too hot.

From the Maslow´s theory the **Herzberg´s theory of two factors** origins. Frederick Herzberg showed his theory in publications "**The motivation to work**" from 1959 and "**Work and the nature of man**" from 1966 and in other too.

Herzberg differentiates two factors which influence the behaviour of people:
- **motivators;**
- **hygienic influences**.

According to Vodáček and Vodáčková [2006, p. 128-129], "**factors belonging to motivators satisfy human needs and in the same time the interest and effort of workers is activated**

during their application. I.e. a motivation to a better performance, better quality of work, creativity, inner enterpreunership.

While **a motivation is a reflection of needs, motivators are tools to a satisfaction of needs.**
A satisfaction is the achieved aim of the motivation, i.e. satisfaction of thought need."

Motivators are e.g.:
enjoy from work, appreciation of performance, own self-realization/actualization. Motivators correspond partially to Maslow´s fourth and fifth level of needs.

"**Factors or conditions of work influencing job satisfaction belong to hygienic influences**. If they are acceptable, the workers do not follow them too, they do not notice them. These hygienic influences are **reflected in the motivation** to work only a little. But if a **threshold level** of these hygienic influences **is not satisfied,** workers are very uncomfortable with it and a possible conflict with employers can come up (e.g. a strike)."

Conditions of work (including noise, safety, equipment, a team), management of an institution and also probably surprisingly **wages** or **salary** belong to hygienic factors. It is interesting that people do not perceive these factors, they consider them to be common. But if the threshold level of these factors is not satisfied, it can lead to big conflicts. It means that an employee expects their fulfilment without doubts. In no case he/she accepts their deterioration. If on the other side these factors (e.g. salary increase) improve, they are motivational but only **for a short time**. Then they become to be hygienic and employees cease to notice them.

7.3.2 Ways of motivation

The previous chapters have shown several consequences for a managerial work. Salary or wages will always remain an essential motive to work. People work to earn money for their needs. In libraries and information institutions where the financial compensation is not too high, among other things, managers have to look for other financial sources through grants, development of other activities that may also offer higher wages to employees. The non-financial motivation is very important too: interesting projects, other forms of self-education etc.

An important motivation today may be an offer of a work release program. A pair Alvin and Heidi Toffler in their latest book "**Revolutionary Wealth**" from 2006 claim that approximately 33 million U.S. residents are freelance workers. They are not employed. It's twice as much as people which are employed in factories and as much as twice the size of members of the labor unions. This trend has been increasing year by year. The concept of a work and wages in the 21 century is relatively rapidly changing. People want to be more independent, they would like to work on projects rather than "from-to", work from at home to have time to bring up children and also to be able to retain knowledge and financial condition. In libraries and information institutions, there is a lot of tasks that can be addressed in the way of project. These institution may offer projects for parents who need to earn money for living and in the same time to keep up with knowledge in their discipline.

We can enumerate other very important factors which libraries can offer. The librarian profession is mostly an intellectual activity, it presumes the lifelong learning and enables the holistic development of a personality. In our institutions there are good friendly teams. Libraries try to struggle for their image. They are very good technically equiped and can offer a nice and comfortable working environment for employees and users too.

7.3.2.1 What is not motivational

J. Stýblo writes [2008, p. 96], there are situations that prevent or weaken the motivation. Following issues belong to them:

- **an unfair evaluation and focus mainly on criticism** - people are very sensitive to an injustice, especially when they know that their colleagues are evaluated differently; managers often choose the method of evaluation as a criticism of what a person performs, and there is no positive assessment, although the employee tries to;

- **tolerating of a low performance** - employees do pay attention to the work done to each other, and they bear very hard if someone is tolerated even in a case of a poor performance without any further sanctions;

- **underestimation of capabilities** – a long-term allocation of a work, which is below the limit of their possibilities does not satisfy people; as well as a long-term monotonous work becomes a strong demotivational factor.

7.4 Exercises for personal development of a manager

According to Assländer and Grün, p. 99-100

To feel safe employers need information about impression of their performance. This need for security and approval is placed in Maslow's pyramid on the second level. A qualified feedback provides a feeling of safety to employees and meets their needs.

Exercise
How is my response (reaction) to a praise?

- Think about a specific situation where you have been praised (for a good result in the school, a sports performance or by your manager for a success at work ...).
- Close your eyes and try to remember the situation. Notice the body, muscle tension, feelings and mood.
- Remain a few minutes in your thoughts and ideas about this event.
- Open your eyes and compare the mood and feelings, they now perceive with your mood before the exercise.
- Repeat the whole exercise with two other successful experiences.

One usually feels after such an exercise more comfortable, relaxed and in a better mood. Exercise can be used as a tool to help us to get out of a bad mood and to get rid of the fear of some performance.
If one is able consciously to accept the recognition and praise, and perceive, what feelings it evoked in him/her, this technique provides good results in life for him/her.

And let us add, if we are able to receive praise, then we are able to praise other people knowing that we do something very good for the person.

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8   CONTROL AND FEEDBACK

The last big chapter of our textbook we devote to the problem of a control and a feedback. From previous chapters it is obvious that managers control the institution continously. The control is an integral ubiquitous element of managerial activities. It is not possible to make plans without a control, to organize or lead people. The control is important for managers and for employees too. According to Vodáček a Vodáčková [2006, p. 140] the mission of the control is: "**an early and thrifty finding, analysis and results of variations which in the directed process characterize the difference between the plan and its realization.** Therefore the control is called the "Siamese twin" of the planning process too.
The control is not only important for the manager in order to be better informed about performances of the employees. We must control the performance, quality and efectivity especially due to institutions which financially support our library and due to our users who use our services and our aim is to keep them and to gain new users.

8.1   Reasons for the measurement of a library performance

One of the control methods is the measurement and analysis of an institution performance. In libraries and other information institutions the measurement concerns especially services which are the main product of librarian processes. Evans and Ward [2007, p. 223-226] suggest following reasons for the measurements of an institution performance:

- *user expectations*
One of the highest interests of librarian institutions should be the satisfaction of information needs of users. Generally people evaluate services according to four criteria: they expect that they get **what they want, just in the time they want, when they want it and for an acceptable price**; the service should be provided **in the way** they expect.

- *staff expectations*
Employees wish to work in institutions their services are excellent and are well appreciated by the founder. If the employees feel that they work well, it improves their performance and job satisfaction. The better employees serve to users the rather users come back and on the contrary.

- *accountability to a founder*
Librarian institutions are accountable for their performance to founders. They are responsible for a thrifty finance expenditure. A founder is interested in an institution performance due to continuing financial support.

- *competition*
Services and their contribution to users must be measured and analyzed also because library and information institutions face with competition from other online services. An important competitor is the time. People in addition to their work and study requirements do not have time to visit libraries personally, more and more they incline to use online services.

- *planning*
Outputs and services and their measurements are an indispensable basis for further planning processes in institutions. As we have written, we need for planning relevant data and facts, and those can be only gained through a responsible analysis.

- continuous improvement

Measurements of service qualities should lead to a continuous improvement of an institutional performance. Institutions should not stagnate. The aim of the control process includes the fact that the institution would become a "learning organization", which is able to analyze its performance (services) and on the basis of such an analysis to improve.

8.2 Measurement of a quality and performance of libraries and other information institutions

Is it possible to measure a performance or a quality of services in libraries and information institutions? Is it possible to measure the influence of services on an education and a personal development of individuals? Is it fair to evaluate a library according to "actual turn of mind" of users? In addition some measurements need not be relevant. Let us think of e.g. statistical data: a number of borrowed documents – the bigger the collection is the more people borrow books that they do not need, they only see them. But they do not use them. A similar example is the use of electronic information resources if we rely only on statistical quantitative data. There are only inputs into databases measured. But nobody can measure if the resource was used and therefore useful. In opposite, resources which are entered a little only by several specialists, may have a bigger influence and profit on the development of scholarship and education. It is necessary to use a variety of tools for quality measurements and not to rely only on one method.

8.2.1 Staff control

A relative common method of a control is the evaluation of individual employees. In libraries and information institutions we can use either individual control through interviews with staff and regular monitoring of their activities or even statistical methods - such as a control of a number of bibliographic records processed. It should be noted that work in these institutions can be to a certain extent quantified - for example, we can say: process at least 20 publications a day. But primarily we are concerned about quality, and we must take into account the performance of individuals also individually assess the difficulty of the particualar task. In smaller institutions, we can rely on personal control and monitoring of the work of individuals, but it must be repeated frequently, according to a prepared plan of controls. A control brings a mutual effect. First, the manager has a clear image of a performance of individuals and individual employees can receive an immediate feedback from their superiors. This feedback is necessary to feel safe at work and the feeling of self worth, which an individual brings into an institution. Through individual controls and interviews also superiors receive a feedback and they can gather facts for future planning of the direction of the institution. It is a process of a mutual communication and a mutual creation of confidence. It is also the moment that managers should use to motivate their employees, as we have described in the previous chapter. A manager does not evaluate negatively, unless absolutely necessary, the manager leads and motivates.

8.2.2 Measurements of a service quality

In addition to the monitoring of activities of individual employees we can evaluate also services that institutions provide. In the Czech Republic statistical reports are used very often as assessment tools. Librarian institutions must produce them annually. These reports show mostly survey information about a size, a type of institution and provide rough quantitative data such as: a number of loans, a number of reservations, a number of electronic databases, a number of ILL requests, etc. These data reveal quite a little about the quality of institutions

and their services. But in libraries and information institutions there it is possible to use other methods of quality measurements too that we know more from the commercial sector.

8.2.2.1 ISO 9000:2001

The quality management system is quite well developed in an industry where production outputs are products. The system is governed mainly by ISO 9000:2001 and other standards. "In practice, it is evident that about 80 percent of the resulting quality was decided already in the preproduction stages and that the final quality, and thus the prosperity mostly managers and technicians have in their hands, not production workers or technical inspectors! It is therefore extremely important to focus on the quality management just in those stages in business processes which forerun the production or providing of services "[Systém managementu jakosti, 2004]. It is therefore clear that the quality of the product is influenced by the whole production process. If we transfer this fact to the area of services, it is evident, that the quality of services is the result of the whole process and is affected not only by workers who provide direct services to customers. The character of a service, however, unlike a concrete product is intangible. Its quality is often determined by the people in moments of a direct contact with customers. The role of a human factor is growing here rapidly.

The ISO 9000:2001 standard and its implementation into the library environment describe Pauziaah Mohamad and Sossamma George [2006]. As a result of their study they indicate the fact that the implementation of quality standards necessiatated the reorganization of services. The feedback from users has become the center of attention for services planning. A user satisfaction has been increased.

8.2.2.2 Total Quality Management

According to Veber [2007] "in addition to quality approaches resulting from ISO 9000, approaches commonly referred to as TQM (Total Quality Management) are used very often. Although there are many ideological currents, and "schools of TQM", common features can be deduced from the title:
- **Total** – the approach presumes the full involvement of all employees of an organization, both in terms of covering of all activities from marketing to service and the involvement of all staff including administration, security, etc.
 - **Quality** - the concept of quality includes a satisfaction of customer expectations, as well as a multidimensional concept encompassing both a product or a service and a process or an activity.
 - **Management** - management is understood in terms of a strategic, tactical and operational management, and from the perspective of management activities - planning, motivation, leadership, control, etc. "

TQM approaches involve quite radical changes in the relation to customers, the participation of all staff, the implementation of soft factors into managing. A monitoring of a service quality as a management tool the library of the University of Tartu, Estonia [Einasto, 2009] has implemented. "Zones of tolerance" were chosen as the main measurement method but with a slight variation compared with more commonly used tool described below LibQual + ™. The research has focused on a quality in four areas: quality of environment, information resources, access (electronic resources and printed resources) and staff.

8.2.2.3 LibQual+ ™

A statistical librarian tool LibQual+ was developed from methods of TQM. According to Evans and Ward [2007, p. 241] it is a tool that measures user perceptions and expectations of library and information services at three levels:
- influence of a service;
- information control;
- a library as a place.

Users are asked about three stages of assessment for each question:
- *a required level* of a service they would like to receive;
- *a minimum* they are willing to accept;
- *a current level of a service* they have received.

It is possible to use this statistical tool on the web pages of the Association of Research Libraries [LibQual+, 2009].

8.2.2.4 Benchmarking

The librarianship institute of the National Library of the Czech Republic has been leading since 2005 a benchmarking project for libraries, on which all public libraries operated by municipalities, cities or counties can participate.
 "Benchmarking is a modern management tool which through a measuring of performances and processes of an organization and their systematic comparison with others is looking for the best solution. It provides a better understanding of the inner processes in an organization to managers and identifies opportunities for an improvement. It allows an efficient sharing of experiences and best practices, supportes a cooperation and is an important tool for any "learning" organization [Richter, 2010]. " "There are total of 29 indicators compared which are divided into three basic groups:

- Conditions for library activities - 12 indicators, such as:
    - a percentage of library funding from the budget of the municipality;
    - a percentage of a book recovery fund;
    - volume growths to 1,000 people;
    - an area of library intended for users in m2 per 1,000 inhabitants;
    - a number of employees (FTE) per 1000 visitors.
- Customers services - 8 indicators, such as:
    - registered users -% of population served;
    - registered readers under 15 years -% of young population served;
    - a number of visits per capita;
    - a circulation of the library collection;
    - cultural events per 1000 inhabitants.
- Financing, costs, efficiency - 9 indicators, such as:
    - total operating costs per capita;
    - the cost of the acquisition per capita;
    -% of personnel costs in total operating costs;
    -% of received allocations, grants, own revenue to total library budget from total operating revenues "[Richter, 2008].

8.2.3 Questionnaires and interviews with users

User surveys can be carried out mostly with quantitative or qualitative methods. One of the most common methods of collecting information on the quality of services are questionnaires,

which belong to quantitative methods. They focus on a larger circle of users, questions in questionnaires are often closed and the total number of questions is not very high. Questionnaires "do not go into depth". They fit whenever we need a more superficial overview of the use of our services. A controlled interview (a qualitative method) with users is usually conducted with a smaller range of users. The interview is conducted on the basis of a coherent structure. According to the respondents' reactions, however, it allows an adaptation to the current situation and user opinions. It is preferable if we try to find out the real feelings and needs of users and their opinions on the quality of our services.

8.3 Users and a quality

All customers always demand a quality. Few of them, however, can openly complain. Most of them usually hope for an improvement of the service or look out any other service and do not come back to us. The importance of a service quality keeps growing. Founders of institutions in the public sector track the performance of individual institutions and seek more sophisticated tools, which would be able to measure the quality from the outside (wide range of statistical reports, quality standards, etc.). It is better to avoid unpleasant results and implement any of the measuring methods directly within our institution. These methods are generally more reliable, more respecting the institution. Their using can be very positive for the institution and its services.

8.4 Exercises for personal development of a manager

According to Assländer and Grün, p. 178:

To get a feedback is very important not only for employees but for managers too. But in practice it is not too usual. Employees do not allow to say their meaning about managerial approaches to a manager. A manager should be able to look at his/her activities from a distance which provides a particular feedback to him/her (a way of self-evaluation).

A following exercise can help for a self-evaluation, it shows three premises:
- a gratitude;
- a humility;
- a discipline.

During the whole day we should **thank** for everything what we have – food, clothes, health, beauty of nature etc. We are then aware of richness of our life and of lives of other people (e.g. employees).
But we should thank for inconveniences, for failures, for everything what makes us upset too. We can learn from these situations how to work with own feelings of anger. Troubles and problems help to realize what is easy and pleasant and appreciate it.

The **humility** helps us to stay "small" in various situations in relations with other people. In a humble dialogue with other people we can receive a very important feedback and evaluation of our activities.

The **discipline** helps us to get over a laziness and leads us to be stable in all situations independent on our moods.

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