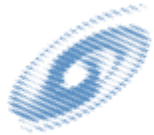


Unless otherwise noted, the content of this course material is licensed under a Creative Commons CC:BY-NC-SA 3.0 License.
<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2009, Tiffany Veinot.

You assume all responsibility for use and potential liability associated with any use of the material. Material contains copyrighted content, used in accordance with U.S. law. Copyright holders of content included in this material should contact open.michigan@umich.edu with any questions, corrections, or clarifications regarding the use of content. The Regents of the University of Michigan do not license the use of third party content posted to this site unless such a license is specifically granted in connection with particular content. Users of content are responsible for their compliance with applicable law. Mention of specific products in this material solely represents the opinion of the speaker and does not represent an endorsement by the University of Michigan. For more information about how to cite these materials visit <http://michigan.educommons.net/about/terms-of-use>.

Any medical information in this material is intended to inform and educate and is not a tool for self-diagnosis or a replacement for medical evaluation, advice, diagnosis or treatment by a healthcare professional. You should speak to your physician or make an appointment to be seen if you have questions or concerns about this information or your medical condition. Viewer discretion is advised: Material may contain medical images that may be disturbing to some viewers.



SCHOOL OF INFORMATION
UNIVERSITY OF MICHIGAN

SI 626 – Management of Libraries and Information Services

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



Recap

- Class 5
 - Staffing framework.
 - Job analysis.
 - Job descriptions.
 - Job evaluation.
- Class 6:
 - Recruitment.
 - Selection.
 - Compensation.
- Class 7 - you are here



Overview

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



Staff integration

- Learning Objective
 - To develop an understanding of techniques of staff integration.
 - To promote reflexivity about the practice of staff integration.



Staff integration

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



Staff integration

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



Staff integration

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



Staff integration

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



Staff integration

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



Staff integration

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



Supervision

- Learning Objectives
 - To develop an understanding of principles and techniques of employee supervision.
 - To promote critical thinking and reflexivity about the practice of employee supervision.



Supervision

- The goal: helping the library/information service accomplish its goals through the work of others.
- “The supervisor’s job is to provide support and encouragement to employees, to help them build their skills and competencies, and to oversee their work”.

(Trotta, 2006, p.2, 11)



Supervision

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



Communication

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

(Stueart & Moran, 2007; Trotta, 2006)



Communication

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

(Trotta, 2006)



Communication

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



Communication

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

(Trotta, 2006)



Communication

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

(Trotta, 2006)



Communication

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



Coordination

- Horizontal communication in an organization – lateral/diagonal
- Task coordination, problem solving
- Allocation of human effort – scheduling, etc.

(Stueart & Moran, 2007)



Delegation

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



Delegation

- Why delegation is important
 - Efficient/effective allocation of effort.
 - To empower employees.
 - To ensure that supervisor is working on the core tasks of a manager.
- Barriers to delegation?
 - Trust.
 - Control.
 - Sometimes, hesitance to give up previous job.



Delegation

- What not to delegate:
 - Politically sensitive information.
 - Tasks involving confidential information.
 - Tasks intimately tied to your own management responsibilities.

(Trotta, 2006)



Delegation

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

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



Delegation

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

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



Delegation

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



Mentoring

- Developmental relationship between more and less experienced person.
- Sharing of knowledge and provision of support.
- Informal communication.
- Usually long-term.



Performance management

- Learning Objectives
 - To develop an understanding of theories, principles and techniques of employee performance management.
 - To develop skills in employee performance management.
 - To promote critical thinking and reflexivity about performance management.



Performance management

- Feedback
- Coaching
- Performance appraisal
- Discipline



Feedback

- Tells a person what one observes, and what they can do to make it better.
- Goal: to help a person see things that s/he is not seeing.
- Based in listening and observation.
- Informal and formal; ongoing and iterative.



Feedback

- Exercise:

- Write about a time when someone gave you feedback that made a difference to you and/or that helped you get better in your work.
- Reflect upon the following questions:
 - What were your thoughts at the time?
 - How did the feedback giver relate to you?
 - How did you feel about him or her?
 - What did you hear?
 - What did you do afterwards?

(Lubans, 2006, p.86)



Feedback

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

(Lubans, 2006, p. 87)



Feedback

- Timing:
 - Feedback in the moment can help people learn better, **but**:
 - Depends on issue – more serious problems may require more planning and careful timing.
 - Avoid giving feedback when emotions are high.



Feedback

- Why seek feedback?
- Strategies for seeking feedback:
 - Self-assessment
 - External feedback
 - Peers
 - Supervisor
 - Absorb feedback
 - Take action

(Jackman & Strober, 2003)



Coaching

- “...an interactive process by which a library manager helps colleagues get better in their work.” *(Lubans, 2006, p.88)*
- Helps to ensure success as well as addressing problems.
- **Not** about building a case for prosecution.
- Need for mutual investment of people involved.

(Lubans, 2006; Waldrook & Butler, 1996)



Coaching

- Giving feedback is an important part of coaching.
- Based in observation:
 - Keep track of effective and ineffective behaviors over time.
 - Look for patterns and frequency.
 - Evaluate the effect of the problem behavior on the rest of the organization.
 - Assess likelihood of change, but assume change is possible.

(Lubans, 2006; Waldrook & Butler, 1996)



Coaching

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

(Waldrook & Butler, 1996)



Coaching

- In-depth coaching:
 - Needs to take place over time.
 - May include strategies such as:
 - Building on successes.
 - Action/reflection discussion.
 - Microgoal setting – small goals to build on.
 - Script writing or role-playing.
 - Positive feedback and reinforcement.

(Waldrook & Butler, 1996)



Performance appraisal

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

(Stueart & Moran, p. 241)



Performance appraisal

- Why conduct performance appraisals?



Performance appraisal

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

(Prentice, 2005; Stueart & Moran, 2007)



Performance appraisal

- When to appraise performance?
 - Formal appraisals during probationary period, then at least annually.
 - Just one part of a comprehensive performance management approach.
 - There should be no surprises.



Performance appraisal

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

(Prentice, 2005; Stueart & Moran, 2007)



Performance appraisal

- Small group discussion:
 - What are the advantages and disadvantages of:
 - Appraisal by one's direct supervisor?
 - Peer appraisal?
 - 360 degree appraisals?



Performance appraisal

- Types of standards:
 - Quality/quantity.
 - Desired effects in organization.
 - Manner of performance.
- Methods:
 - Essay.
 - Ranking or forced distribution.
 - Graphic rating scales (most common).
 - Behaviorally anchored scales.

(Prentice, 2005; Stueart & Moran, 2007)



Performance appraisal

- Small group activity:
 - Review sample performance appraisal forms and reflect upon these questions.
 - What performance standards are being used?
 - Quality/quantity; desired effects; manner of performance.
 - What performance appraisal method is being used?
 - Essay; ranking/forced distribution; graphic rating scale; behaviorally anchored scale.



Performance appraisal

- Small group discussion:
 - Performance appraisal interviews can be threatening to both employer and employee. What steps can be taken to ensure that these interviews proceed as smoothly as possible?

(Stueart & Moran, 2007)



Performance appraisal

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



Discipline

- For problem behaviors/performance gaps which have not responded to coaching.
- Should be complemented by a strategy for rewarding good performance.
- Should start before a decision to terminate.
- Termination as failure of discipline.

(Grote, 2001)

Discipline

- “Progressive discipline”
 - Series of steps before dismissal.
 - Oral warning.
 - Oral warning noted in personnel record.
 - Written warning.
 - Suspension without pay.
 - Termination.
- Often part of labour contracts.

(Grote, 2001; Stueart & Moran, 2007)



Discipline

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

(Grote, 2001)



Conclusion

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