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SI 626 – Management of Libraries and Information Services

Class Eight: HR wrap-up; Team Work & Leadership
Overview

• Supervision (conclusion).
• Performance management (conclusion).
• Team Work.
• Leadership.
• Conclusion.
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

• Communication and coordination

• Delegation

• Motivation

• Mentoring
Motivation

• “...the willingness to expend energy to achieve a goal or reward.”

(Stueart & Moran, 2007, p.304)

• Indicators of motivation:
  – engagement;
  – satisfaction;
  – commitment; and
  – intention to quit.

(Nohria, Groysberg & Lee, 2008, p.80)
Motivation

• **Mini-paper:**

  – Write about a time when you felt especially motivated to accomplish a work-related goal. Reflect upon the following questions:

  • What was the goal?
  • Did your level of motivation affect the ways in which you worked? If so, how?
  • Why were you motivated?
Motivation

- Content theories of human motivation:
    - physiological + safety/security + social/affiliational + esteem + self-actualization.
    - Belonging + physiological + safety + self-actualization.

(Stueart & Moran, 2007)
Motivation

• Content theories of human motivation:
  
  • **Maintenance**: salary + job security; working conditions + interpersonal relations; supervision
    – Lead to dissatisfaction, but not motivation.
  
  • **Motivational**: advancement; recognition + work itself; achievement; responsibility.
    – Lead to true motivation.
    – Job enrichment model.

*(Stueart & Moran, 2007)*
Motivation

• Content theories of human motivation:
  – McClelland’s Need Theory (1961).
    • Achievement: drive to excel and succeed.
      – Want to assume responsibility.
    • Power: desire to have an impact and be influential.
      – Want to be in charge.
    • Affiliation: desire for close interpersonal relationships.
      – Want cooperation.

(Stueart & Moran, 2007)
Motivation

• Content theories of human motivation:
    • Drive to acquire: improves feelings of well-being. This drive is relative and insatiable.
    • Drive to bond: positive emotions; feeling of belonging to an organization or work unit.
    • Drive to comprehend: invigoration from the challenge of working out answers.
    • Drive to defend: when satisfied – feelings of security and confidence.

(Nohria, Groysberg & Lee, 2008)
Motivation

- Mini-paper – part 2:

  – Can you explain your motivation with the help of any specific *content* theories of human motivation?

  - Hierarchy of Needs
  - Two-Factor Theory
  - Need Theory
  - Four Drives Theory
Motivation

• Process theories of human motivation:
    • People compare their efforts & rewards to others, and seek balance.
    • Individuals act to maximize positive results, minimize negative results.
    • Force = Valence X Expectancy X Instrumentality

(Stueart & Moran, 2007)
Motivation

• Process theories of human motivation:
  – Behaviour modification theory (1953).
    • Positive and negative reinforcement.
    • No reinforcement or punishment.
    • Set specific and challenging goals, give feedback.
  – Organizational support theory (1986).
    • Belief that: one is treated fairly; one’s supervisor supports them; favorableness of rewards and favorableness of job conditions.

(Rhoades & Eisenberger, 2002; Stueart & Moran, 2007)
Motivation

- Mini-paper – part 3:

  - Can you explain your motivation with the help of any specific process theories of human motivation?

- Equity theory
- Expectancy theory
- Behavior modification theory
- Goal setting theory
- Organizational support theory
Motivation

• Ways to improve employee motivation:
  – Ensure match between employee motivation/values and job assignment.
  – Define work goals which are clear, challenging and attractive.
  – Provide workers with sufficient resources to assist them.
  – Create supportive social environments which value team work and collaboration.

(Katzell & Thompson, 1990; Nohria, Groysberg & Lee, 2008)
Motivation

• Ways to improve employee motivation:
  – Reinforce performance, especially with regard to reward system.
  – Define jobs which are distinct and have clear importance to the organization.
  – Allocate resources and rewards fairly and transparently.

(Katzell & Thompson, 1990; Nohria, Groysberg & Lee, 2008)
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
• 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)
Team Work

• Learning Objectives

  – To develop an understanding of theories and principles of managing work teams.

  – To develop skills in team management.

  – To promote critical thinking and reflexivity about team work.
Team Work

• Teams are:
  – “a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable.”
  – A “discrete unit of performance”, which is united around a common commitment to shared goals.

(Katzenbach & Smith, 1993, p.164)
Team Work

- Teams vs. working groups.
- Team management.
- Team building.
- Case study.
## Team Work

<table>
<thead>
<tr>
<th>Working Groups</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong, clearly focused, individual leader.</td>
<td>Shared or rotating leadership roles.</td>
</tr>
<tr>
<td>Individual accountability.</td>
<td>Individual and mutual accountability.</td>
</tr>
<tr>
<td>Group’s purpose is the same as organizational mission.</td>
<td>Clear, specific team purpose that the team itself delivers.</td>
</tr>
<tr>
<td>Individual work products.</td>
<td>Collective work products.</td>
</tr>
</tbody>
</table>

*(Cleland, 1996; Katzenbach & Smith, 1993, p.164)*
# Team Work

<table>
<thead>
<tr>
<th>Working Groups</th>
<th>Teams</th>
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</thead>
<tbody>
<tr>
<td>Efficient meetings.</td>
<td>Open-ended discussion and active problem-solving meetings.</td>
</tr>
<tr>
<td>Performance measurement based</td>
<td>Performance measurement based on collective work products.</td>
</tr>
<tr>
<td>on influence on other</td>
<td></td>
</tr>
<tr>
<td>indicators.</td>
<td></td>
</tr>
<tr>
<td>Discussion, decision and</td>
<td>Discussion, decision and creating work together.</td>
</tr>
<tr>
<td>delegation.</td>
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</tbody>
</table>

*(Cleland, 1996; Katzenbach & Smith, 1993, p.164)*
Team Work

• Library example – Teton County Library:
  – Library-wide team structure – “learning organization” model.
  – Teams according to major library functions: admin, circulation, reference, youth services, tech services, info systems and outreach.
  – Cross-functional teams: collection development, Web, programming, public service, etc.
  – Team Leaders: final decision making except budget, personnel and policy-making.

(Bernfield, 2004)
This was a graphic representation of the Teton County Library organizational structure by departments, all of which serve patrons and are led by team leaders.
Team Work

• Library example – Teton County Library:
  – Cross-training and modular job descriptions.
  – Shared decision making in teams.
  – Peer Review – 360 degree review.
  – Functional teams: have mission statements, goals, objectives, guidelines, procedures which link to overall library’s mission and strategic plan.
  – Team focus on dialogue and discussion.
  – Team learning to challenge individual mental models.

(Bernfield, 2004)
Team Management

• Team management:
  – “Self-directed teams” / “Team leader” (may rotate) – a facilitator or coordinator.
  – Clear problem definitions and goals are essential.
  – Optimal size: 4-12 members.
  – Membership should leverage complementary skills, perspectives and judgments.

(Katzenbach & Smith, 1993; O’Connor, 2006; Stueart & Moran, 2007)
Team Management

• Effective team management requires these skills:
  – Motivation.
  – Leadership.
  – Communication.

(Katzenbach & Smith, 1993, p.164; Stueart & Moran, 2007)
Team Management

• **Effective team participation requires:**
  
  – Technical, decision making/problem-solving and interpersonal skills.
  
  – Mutual trust, shared commitment and team loyalty.
  
  – Good communication, including listening and feedback.
  
  – Participants who understand team work.

  *(Katzenbach & Smith, 1993; O’Connor, 2006; Stueart & Moran, 2007)*
Team Management

- Effective team participation requires:
  - Respectful communication, particularly during conflict.
  - Prioritization of team identity.
  - An optimal team size.
  - Task interdependence.
  - A focus on accomplishment.
  - A clear, organizationally supported mandate.

(Katzenbach & Smith, 1993; Katzenbach, 1994; O’Connor, 2006; Stueart & Moran, 2007)
Team Management

• Effective team participation requires:
  – Attention to team building.
  – Mutual accountability.
  – Joint, as well as individual, work.
  – Care in allocating social rewards/sanctions.
  – Collective efficacy.

(Hackman, 1994; Katzenbach & Smith, 1993; O’Connor, 2006; Stueart & Moran, 2007)
Team Management

• Effective team participation is aided by:
  – Consequences for non-participation or “loafing”.
  – Future interdependence of team members.
  – Achievement motivation among individuals.
  – Ground rules.
  – Allocation of task and team maintenance roles.

(Katzenbach & Smith, 1993; O’Connor, 2006; Stueart & Moran, 2007)
Team Management

• Types of teams:
  – Teams that recommend things.
  – Teams that make or do things.
  – Teams that run things.

(Katzenbach & Smith, 1993, p.169-170)
Team Management

• Teams that recommend things.
  – Groups asked to study or solve specific problems: task forces, quality teams, etc.
  – Common issues:
    • Group purpose and timelines must be clear.
    • Participants should have both skills and influence.
    • Handoff to implementors must be planned.

(Katzenbach & Smith, 1993, p.169-170)
Team Management

- Teams that make or do things.
  - Work near front lines of an organization; often ongoing.
  - Common issues:
    - Must develop performance-focused management processes – not teams for their own sake.

(Katzenbach & Smith, 1993, p.169-170)
Team Management

- Teams that run things.
  - A team which oversees an activity.
  - Common issues:
    - Risk/performance tradeoff in using team approach.
      - Decision-making and delegation.
    - Confusion of organizational mission with the purpose of the team.

(Katzenbach & Smith, 1993, p.169-170)
Team Building

• Team building:
  – Stages of team development.
    • 1) **Forming**: Definitions of purpose.
    • 2) **Storming**: Questioning & turbulence.
    • 3) **Norming**: Group has common purpose & identity.
    • 4) **Performing**: Accomplishing tasks.
    • 5) **Adjourning**: Disbanding.

*(Tuckman & Jensen, 1977)*
Team Building

• Team building:
  – Assign participants to team.
  – Communicate goals and deadlines.
  – Establish ground rules.
  – Develop a results-oriented feedback structure.
  – Build a collaborative, power-sharing climate.
  – Build and maintain team motivation.
  – Build and maintain confidence and trust.
  – Ensure attention to both task management and team maintenance.

(Stueart & Moran, 2007)
Team Building

• Team maintenance activities:
  – Helping to alleviate tension.
  – Ensuring all perspectives are heard.
  – Encouraging others.
  – Negotiating.
  – Compromising.

(Stueart & Moran, 2007)
Team Work

• **Case Study**: The team that wasn’t

  – In small groups, review the facts of the case, and answer the following questions:

    • Why is this team not working?
    • What should Eric do to remedy the situation?

(Wetlaufer, 1994)
Team Work

• Case Study – What Eric should do:
  – Determine whether a team structure is optimal
    – should it be a working group instead?
  – Enlist the support of Jack, the CEO.
  – Set ground rules, and enforce them.
  – Insist that the group:
    • Identify joint work products.
    • Determine how they will hold themselves mutually accountable.
    • Complete work as a group as much as alone.

(Katzenbach, 1994)
Team Work

• Case Study – What Eric should do:
  – Take Randy’s word that he is not meant to be in a team – he is a solo player.
  – Do not put team at risk.
  – Gain Randy’s input without requiring him to be on the team, such as:
    • input/report backs; or
    • occasional meeting attendance.

(Hackman, 1994)
Team Work

• Case Study – What Eric should do:
  – Need to better define problem – assign this to Randy.
  – Enlist help of CEO in ensuring clear directives and support for the team’s work.
  – Gain help of CEO in neutralizing Randy, such as by attending meetings.

(Segol, 1994)
Team Work

• Case Study – What Eric should do:
  – Talk to Randy – tell him he must play a full role:
    • Contribute, challenge and support ideas.
    • Clarify and take responsibility for his positions.
  – Accept Randy’s resignation if he won’t agree.
  – Tell group he misunderstood his role, and what is required regarding communication.
  – Challenge Randy if he reverts.

(Baard, 1994)
Team Work

• Case Study – What Eric should do:
  – Arrange training regarding team work skills.
  – Enlist Jack’s support – more support for team, neutralize Randy.
  – Jack should give Randy a choice to participate.
  – If Randy will not participate directly, he should be given a consultative role.
  – Change focus of group to developing cross-departmental solutions.
  – Develop team mission statement.

  (Garber, 1994; Musselwhite & Hurson, 1994)
Leadership

• Learning Objectives

  – To develop an understanding of theories and principles of leadership.

  – To promote critical thinking and reflexivity about library leadership.
Leadership

• Mini-paper:

  – Think about a leader whom you admire and reflect on the following questions.

    • What makes her/him a good leader?
    • What personality traits does this leader seem to exhibit?
    • How would you describe his/her leadership style?
    • What impact has this person had on you (if any)?
Leadership

- What is leadership?
  - Behaviour in context
  - A role: power and vision
  - A relationship: leaders, followers
  - An experience
  - Shareable: can occur at various levels of an organization
  - Achievable: can be developed
  - A catalyst for change
  - A key factor in organizational success
# Leadership

<table>
<thead>
<tr>
<th>Management</th>
<th>Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping with complexity: order, consistency</td>
<td>Coping with change: to help survive, compete</td>
<td></td>
</tr>
<tr>
<td>Planning and budgeting; implementation</td>
<td>Setting a direction – creates vision and strategies</td>
<td></td>
</tr>
<tr>
<td>Organization and staffing</td>
<td>Aligning people: communicating, credibility, empowerment</td>
<td></td>
</tr>
<tr>
<td>Administering, controlling and problem-solving</td>
<td>Motivating and inspiring: energy, human needs</td>
<td></td>
</tr>
</tbody>
</table>

(Kotter, 1990; Stueart & Moran, 2007)
# Leadership

<table>
<thead>
<tr>
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<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities of the mind</td>
<td>Qualities of the soul</td>
</tr>
<tr>
<td>Focus: systems and structure</td>
<td>Focus: people</td>
</tr>
<tr>
<td>Short-range view</td>
<td>Long-range perspective</td>
</tr>
<tr>
<td>Does things right</td>
<td>Does the right thing</td>
</tr>
</tbody>
</table>

(Riggs, 2001)
Leadership

• Traits
  – Personality – extraversion, conscientiousness, openness, neuroticism
  – Emotional intelligence – self-awareness, self-management, social awareness, social skill

(Goleman, 2000; O’Connor, 2007; Roberts & Rowley, 2008; Stueart & Moran, 2007)
Leadership

- Behavioral Styles
  - Autocratic, democratic*, laissez-faire
  - Consideration-initiating structure
  - Production-centered, employee-centered*, mixed
  - Likert’s Four Systems of Leadership:
    1) Exploitative-authoritative;
    2) Benevolent-authoritative;
    3) Consultative; and
    4) Participative

(Stueart & Moran, 2007)
Leadership

• Behavioral Styles
  – Concerns re: productivity or human relations (Blake & Mouton’s Leadership Grid):
    • Team Management (high-high)
    • Country Club Management (low-high)
    • Authority-Compliance (high-low)
    • Middle of the road (medium-medium)
    • Impoverished Management (low-low)
  – Transformational – transformation of self interest to that or organization vs. Transactional
  – “Post-heroic” – humility and will

(Stueart & Moran, 2007)
Leadership

• Styles in context (Situational/contingency)
  – Contingency model with situational variables: Leader-member relations, task structure, power position combinations aligned with task-oriented and relationship-oriented styles
  – Path-goal theory: directive, supportive, participative and achievement-oriented leadership applied according to worker characteristics and environmental factors

(Stueart & Moran, 2007)
Leadership

• Why do we need leaders?

  – Your reflections
Leadership

• Why do we need leaders?
  – To anticipate or initiate change
  – To make things happen
  – To ensure competitiveness
  – To bring us together
  – To challenge us

(Kotter, 1990; Riggs, 2001; Stueart & Moran, 2007)
Leadership

• Need for library leadership
  – Technological change
  – Competitive environment
  – Flatter organizational structures
  – Complexity of challenges faced

• Challenges in library leadership
  – Demographics of profession (2002: 65% of US librarians 45+)
  – Professional literature and education
  – Systematic opportunity
Conclusion

• Discipline should promote responsibility and improvement.
• A variety of strategies to motivate employees can, and should, be employed.
• Teams can perform highly, but require specific management approaches.
• Leaders may be identified in many ways, and may use many strategies – but they are key to establishing an organization’s direction and helping it get there.