CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Research is "an inquiry process that has clearly defined parameters and has its aim, the: discovery or creation of knowledge, or theory building; testing, confirmation, revision, refutation of knowledge and theory; and/or investigation of a problem for local decision making" (McClure & Hernon 1991:3-4).

This process involves the identification of a problem; the conducting of a literature search to put the problem in a proper perspective and the formulation of a theoretical framework by defining objectives, research questions and hypotheses, the adoption of a research design and methods, the collection of data, data analysis and the presentation of findings. The purpose of this chapter is to give an overview of this study, entitled “The role of performance appraisal in strategic human resources management in public libraries in Botswana”. The chapter begins by providing the background to the problem with a brief introduction to the public libraries of Botswana. This is then followed by a presentation of the overall picture of the study starting from the statement of the problem to be addressed and the chapter continues with an outline of the research purpose, value and
scope of the research. The chapter also provides the operational definitions of important
terminology to be used throughout the study and ends by providing a research profile.

1.2 BACKGROUND TO THE PROBLEM

To compete in this fast changing global information society, library and information
organisations need to monitor their staff performance constantly. Performance appraisal
is a human resource management function and tool that is used by management to
evaluate effectiveness, reward performance that meets expectations and correct
performance that does not meet expectations (Grinsing-Pophal 2002:73,
www.shrm.org/shrmstore)

Research which was undertaken by the Strategic Human Resources Management
Foundation in the United Kingdom (Grinsing-Pophal 2002:73), showed that performance
appraisal is evolving from a system which focuses on performance appraisal itself to a
system that focuses more on employee development as a whole. It was further
emphasised that an effective performance appraisal process can help to create a more
committed and dedicated workforce and lead to greater employee stability and less staff
turnover.

Research which was undertaken in the USA reported on initiatives applied by various
organisations to design performance appraisal systems which succeeded in achieving
strategic aims and objectives not only on managerial levels but on all levels. That means
that the performance appraisal process motivates all employees to walk the extra mile in achieving organisational as well as personal aims (*Human resource management in South Africa* 1998:258).

The University of Stellenbosch Business School revealed in their research on nine leading South African organisations, that the implementation of a good performance appraisal system is of great value to the organisation and the individual. A regular performance appraisal practice, reviews individual performance, qualities and competencies against relevant objectives, values, critical success factors and performance indicators. It also identifies employee potential human resource development needs (*Human resource management in South Africa* 1998:258).

To contribute to Botswana’s *Vision 2016*… public library workers have to subject themselves to lifelong learning and self development. To become and stay lifelong learners and developers, public libraries should offer their staff the opportunity through effective performance appraisal practices, to become leaders in the achievement of aims and objectives set by the *2016 Vision* statement (*Long-term vision for Botswana: towards prosperity for all* 1997).

Botswana's National Vision's words, “an educated, informed nation and proud nation”, call librarians as professionals to play a critical role in its fulfilment because “Librarians form a vital part of the world’s systems of education and information storage and retrieval. They make available – through books, films, recordings, and other media – information and knowledge that has been accumulated through the ages. People in all
walks of life – including students, teachers, business executives, government officials, scholars, and scientists - use library resources in their work” (The World Book Encyclopaedia 1993:210). Through efficient information services people become more informed and educated.

The practice of analysing the performance of individuals in organisations is one that has existed since human beings first began forming organisations (DeProspo 1971). However, performance evaluation techniques did not keep pace with other organisational management tools. Increasingly, a number of organisations are recognising the importance of performance appraisal as a key to human resource management. It is a well understood fact that employees are the most valuable resources of an organisation, but unfortunately not equally acknowledged that human resources need to be cultured and taken care of. This is why the role of performance appraisal is significant in human resource management. By appraising individual performance personnel management needs are identified, such as staff training needs. Hence, such an appraisal is an important human resource management function, which helps any organisation to integrate customer driven quality into its services and the management of its human resources.

Human resources play an important role in the rendering of services in public libraries. All managerial functions and processes are initiated by human beings and are executed by them. The success of a public library service therefore depends heavily on the expertise and productivity of the human resources of the library. "There may be limitations on the extent to which other resources like money, materials and machinery
can be utilised, but the human resources have almost unlimited potential" (Sasikala 1995: 8). Being the key resources of an organisation, human resources can make their organisations become dynamic and grow faster. This can only happen with competent and dynamic human resources, who add value to the organisation. For instance, information technology can enhance the efficiency of the staff and consequently the provision of information services. Without computer literate and competent manpower, there will be no one to operate these machines. "People are the only resource that can put financial, physical, and technological resources to best use. Managed well, success should follow: managed badly, failure will sooner or later result" (Cowling & Mailer 1998:1). Gratton (2000:9) has highlighted that "finance and technology can bring advantage but are no longer capable of sustaining this advantage. Only the attitudes, skills and capabilities of people have the potential to create sustainable competitive advantage". Pattanayak (2002:82) further adds to this: "organizations are run and steered by people. It is through people that goals are set and objectives realized. The performance of an organization is thus dependent upon the sum total of the performance of its members". Hence, Terblanche (1997) strengthens her point that the human being is the only resource in an information enterprise that reacts when acted upon. It is important that human resources appraisal must be done on a regular basis in order to determine the success of human resources development in the integrated strategic management process. This is why effective management of human resources in libraries and information services is essential. Any organisation's excellent performance is the living result of its people's efficiency, effectiveness and potential.
The management of human resources has been recognised as a challenge by those organisations today that want to be dynamic and growth oriented in order to succeed in a fast changing environment. Even an organisation that has reached its limits in terms of growth, needs to adapt to the changing environment. Human resource management in the profession of library and information science is as imperative as in any other profession. Library staff plays a very active part in the learning process of their community. They should continuously be developed in order to enable them to attend to their clients effectively and efficiently. To achieve this objective, human resource management systems should include mechanisms such as an effective staff performance appraisal system to manage and develop human resources. Fletcher (1993) believes that performance appraisal plays a pivotal role in a performance management system. Fletcher treated performance appraisal as a vehicle, which translates the organisational goals and objectives into individual objectives and also remains the chief means of monitoring, managing and developing individuals. This developmental device is based on the notion that human resources are the most important assets in the organisation and that they can be developed to an almost unlimited extent. The goal of a performance appraisal system is, therefore, to manage and develop the capabilities of each employee as an individual.

All of this motivates this Investigator to analyse the role of performance appraisal in strategic human resources management in the public libraries of Botswana.
1.3 PROBLEM STATEMENT

Human resource management is gaining more and more attention for two main reasons. Firstly, employees are a major source of gaining competitive edge over their rivals by cost reduction and quality enhancement. Secondly, the challenge of rapid technological change demands continuous skill development.

“For managers to manage change effectively and beneficially, they need consciously to incorporate training and development into the very fabric of their everyday managerial practice” (Hamlin, Keep & Ash 2000:29). Performance appraisal is such a device, which can integrate this activity. Almost each organisation has some sort of staff appraisal system. Botswana National Library Services staff are appraised using an annual performance appraisal system as a mechanism to monitor staff performance and productivity.

Without staff performance appraisal it is not possible to learn what to manage and how to manage. Hence, the role of performance appraisal can be considered as one of the key aspects and consequently plays a strategic role in managing the human resources of public libraries in Botswana. An effective performance appraisal should be able to assess the librarians on the basis of currently needed skills and develop them to meet the dynamic challenges of the current age.
"Of all the variety of library and information service bases, public libraries probably have
the widest - possibly infinite - range of environmental factors; they are serving the
community at large without focus, they are always under-funded and under-resourced,
government and local authorities want to have an element of control over them, pressures
of technological change and the associated human resource implications are present as
they are in every sector" (Harrod's Librarians' Glossary and a reference book 1990:36).
In the context of the above concern, this research is intended to recommend a model for
managing human resources through an effective performance appraisal in Botswana's
Public libraries. This may equip libraries to gain and sustain a competitive edge in the
provision of library services to their customers.

Sub problems which arise include the following questions:

- Is strategic human resource management aligned with the overall strategic
  management of public libraries in Botswana?
- What role does performance appraisal play in strategic human resource
  management?

1.4 PUBLIC LIBRARIES IN BOTSWANA

1.4.1 Public Libraries Background

Public libraries are found world - wide. They occur in a variety of societies, in different
cultures and at different stages of development. Although the varied contexts in which
they operate to deliver services may vary, they normally have some common
characteristics, which have been defined as follows:

"A public library is an organization established, supported and funded by the community,
either through local, regional, or national government or through some other form of
community organization. It provides access to knowledge, information and works of the
imagination through a range of resources and services and is equally available to all
members of the community regardless of race, nationality, age gender, religion, language,
disability, economic and employment status and educational attainment" (Public library
service...2001:1-2).

1.4.2 The public libraries in Botswana

The public libraries are run by the Botswana National Library Service (BNLS)
Headquarters situated in the capital city, Gaborone. The BNLS was established in
September, 1967 by an Act of Parliament: National Library Service Act, No. 29 of the
1967. It was officially opened on 8th April, 1968. The BNLS is one of the seven
departments of the Ministry of Labour and Home Affairs. The National Library Services
Board provided for under the BNLS Act No. 29 of 1967 advises the minister on matters
related to provision of library services in the country. The Director of BNLS is the
Secretary to the Board (Botswana 1987: Chapter 58.02).
The BNLS started with one public library - the Gaborone Public Library on 1st April, 1968. By 1970, four more libraries had opened. By the end of 1986, 21 public libraries were operational (Modise & Mulindwa 1986:1).

In the past 36 years, BNLS has grown rapidly and extended its services to most parts of the country including all remote areas. Currently, BNLS runs 23 branch public libraries and three mobile libraries and also 70 Village Reading Rooms and the Book Box Service, which covers 286 primary schools (Modise 2003).

The Botswana National Library Service has responsibility for bibliographic control, research and development, Reference and information service, interlibrary lending and conservation, and its services are rendered through the following major divisions:

- National Reference Library
- Special Libraries
- Educational Libraries
- Public Libraries
- Library Services for People with Disabilities (Botswana National Library Service… [n.d.]).
- Bibliographical Support Service
- Projects, Research and Publications (Modise 2003).
National Reference Library: The National Reference Library division is responsible for the compilation of the National Bibliography and for the country's bibliographical control. This includes receipt of locally published materials, prints and non-print on legal deposit, and the acquisition of any materials published in and outside the country with Botswana as a subject. The National Reference Library also houses Africana, with a particular focus on Southern Africa, United Nations Collections and World Bank Publications. The division gives professional advice to governmental and non-governmental departments which want to set up library and information centres (Modise 2003).

Special libraries: Special libraries are situated in various government departments and they are intended to support these special departments. Qualified professional staff from BNLS are seconded to these departments to set up and run the libraries.

Educational libraries: The educational library division offers professional direction and support to all college, senior and community junior secondary school libraries. It involves visiting, and organising seminars and workshops for, library personnel in both junior and senior secondary schools. The division also gives advice to all primary schools wanting to set up libraries and is responsible for the provision of the Book Box service offered to remote primary schools as well.

Public Libraries: The public library division is responsible for the management of the branch libraries through out the country. Services that are provided by the public libraries
include: - a mobile library service, a postal service, a reference service, a community
information service, a book request service, the village reading rooms service, and
children's services which are all also free to members of the public.

Library Services for People with Disabilities: Library services for people with
disabilities are geared towards the visually impaired, the hearing impaired, the mentally
and the Physically handicapped. People with disabilities are assisted at this facility in
gaining access to information materials relevant to their needs (Botswana National
Library Service… [n.d.]).

Bibliographical Support Service: This division co-ordinates the selection, acquisition,
processing and distribution of information resources for the public library system (Branch
libraries, Reading rooms and the Mobile libraries).

Projects, Research and Publications: Implements the department's development's
projects initiates and supervises research projects and co-ordinates the production of the
department's publication.

This study examines public libraries in Botswana run by BNLS. The National Reference
Library and Library Services for People with Disabilities are also treated as public
libraries because they support the public in general.
1.4.3 Scheme of Service

According to Directorate of Public Service Management (Botswana 1993) Botswana National Library Service has a "Scheme of Service". Its primary objective is to ensure that the Department of Library Services is provided with the staff it requires to contribute to the development of an effective national library and information services infrastructure.

Officers seconded to Ministries, Departments and institutions are responsible to the respective heads or representatives of their organisations, for the day to day running of their libraries. Professionally, they follow procedures and standards as laid down by the National Library. The Director of the Botswana National Library Service is responsible for the re-deployment of the staff in various divisions (Botswana Directive of Public Service Management 1993:2)

For career purposes, the National Library Service Cadre will be treated as a single entity. Vacancies in a particular grade are normally filled by promotion of the most qualified officers in the next lower grade, irrespective of the Ministry or Department where they may be serving. Recruitment and promotion are dealt with by the Directorate of Public Service Management in consultation with the Permanent Secretary and Director of Libraries.

According to the Scheme of Services there are three main categories:

- Artisan Model
• Technician Model

• Professional Group III *(Botswana Directive of Public Service Management 1993: 16).*

**Artisan Model** includes:

1. Library Clerk
2. Library Assistant
3. Senior Library Assistant Grade II
4. Senior Library Assistant Grade I
5. Principal Library Assistant
6. Chief Library Assistant

**Technician Model** includes:

7. Library Officer
8. Senior Library Officer
9. Principal Library Officer
10. Chief Library Officer

**Professional Group III** includes:

1. Assistant Librarian
2. Librarian Grade II
3. Librarian Grade I
4. Senior Librarian
5. Principal Librarian Grade II
6. Principal Librarian Grade I
7. Chief Librarian

### 1.4.4 Mission statement of Botswana National Library Service

This is as follows:

“Botswana National Library Service provides the Nation with information and promotes its utilization for the purpose of education, research and recreation. The Department promotes literacy and the culture of reading. Provision of information services is through an efficient and effective network of Public, Educational and Special Libraries at national level” (*BNLS Draft Strategic Plan 2001-2006*).

### 1.5 PURPOSE OF THE RESEARCH

The overall purpose of the research is to present a model for strategic human resource management through an effective staff performance appraisal system in Botswana Public Libraries in order to enhance the provision of delivery of information services.

To achieve this, the following main objectives are addressed:

- to collect biographical information about the libraries;
- to collect librarians' opinions on the staff performance appraisal: the purpose, frequency and the mode of conducting staff performance appraisal;
- to collect library staff perceptions on strategic human resource management issues;
• to find out, if the public libraries have a human resource strategy;
• to establish whether there was proper use of the information received through staff performance appraisal;
• to establish the extent to which the status of the library influences librarians' perceptions on strategic human resource management;
• to determine the extent to which the position, qualification and experience influence the respondents' opinions about strategic human resource management; and,
• to identify the most critical issues relating to staff motivation.

1.6 VALUE OF THE RESEARCH

The value of the research is as follows:
• By having an effective performance appraisal system, librarians will be benefited in developing their knowledge, skill and abilities.
• The user community will be benefited by having effective library services from competent and productive librarians.
• The nation will be benefited by receiving more educated and knowledgeable nationals, aligned with Vision 2016.
• By having a model for strategic human resource management Botswana National Library Services policy makers will benefit.
• All Botswana public libraries services will benefit by having a model to manage their human resources strategically.
1.7 SCOPE OF THE RESEARCH

Since the field of the humanities division is devoted to subjects that stress human values and express the spirit of humankind, this research falls within the domain of the humanities. The humanities are one of the broadest administrative divisions that, together with the social and natural sciences, comprise a university and a graduate school of arts and sciences (Encyclopaedia Britannica 1987). In the disciplinary context, the Research focused on public library services and particularly on strategic human resources management in public libraries in Botswana.

The Research is carried out in twenty-three branch public libraries of Botswana and the Headquarters of the Botswana National Library Service.

1.8 LIMITATION OF THE RESEARCH

Each research study has some limitations. This study is not an exception. The sample size in this study was statically small. A list of limitations given below may shed light why this was the case.

1. It was limited to the public libraries of Botswana run by the Botswana National Library Service (BNLS). There are other special libraries but they do not experience the same problems as public libraries.

2. It was limited to the BNLS Headquarters staff, who support, monitor and manage public library services.
3. It was limited to all those library staff who possessed any type of library qualifications. This was because:

- they are influenced by any decision made about library;
- they perform intellectual work;
- to increase the sample for the research each and every one with library qualification was included in the study irrespective of their type of library qualification.

1.9 TERMINOLOGY

For the purpose of this research certain terms have operational definitions and are used uniformly throughout the text:

1.9.1 Human Resource

- *Dictionary of Business Management* (1999:141) defines human resources as "the people a firm employs, together with their associated skills, knowledge and capabilities."
- Jackson and Schuler (2000:37) describe human resources as "the available talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization's mission, vision, strategy, and goals."
- According to the *Concise Dictionary of Business Management* (1999:73), human resources mean "all the people who work for an organization in any capacity".

Based on the above definitions this Investigator defines human resources as:
the people working in the public libraries in Botswana and the people working at the Headquarters of the Botswana National Library Service with any type of library qualifications including everyone, full time or part-time, on a contract or permanent basis, who contributes to the operations of libraries for the achievement of the library's mission and goals.

1.9.2 Human Resource Management

- Schuler (1998:4) observes: "HRM is about managing people in an organisation as effectively as possible for the good of the employees, the company and society".
- According to Armstrong and Baron (2002:3), Human resource management can be defined as a "strategic and coherent approach to the management of an organization’s most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives for sustainable competitive advantage".
- Dessler (1999:2) on the other hand refers to human resource management as "the practices and policies you need to carry out the personnel aspects of your management job, specifically, acquiring, training, appraising, rewarding, and providing a safe and fair environment for your company's employees".

This Investigator summarises the above definitions as:

human resource management in the Botswana library context is about managing people to their optimum utilisation to achieve the goals and objectives of providing effective and efficient services to the library customers as well as affording satisfaction of individual employee needs, which involves recruiting, appraising, rewarding, and retaining employees.
1.9.3 Performance Appraisal

- Hannabus (1989:57) defined performance appraisal as "an opportunity to take an overall view of work content, loads and volume, and to look back on what has been achieved over the reporting period. It enables both employer and employee to agree feasible objectives for the future. Weaknesses and strengths can be identified, and program of training or self-improvement determined".

- According to Pattanayak (2002:82) performance appraisal refers to "all those procedures that are used to evaluate the personality, the performance, and the potential of its group members".

- Carrell, Elbert and Hatfield (2000:225) maintain: "Performance appraisal is the ongoing process of evaluating and managing both the behaviour and human outcomes in workplace".

- Mathis and Jackson (2000:384) have described performance appraisal as "the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating that information to those employees".

- According to Dessler (2000:321) performance appraisal refers to "evaluating an employee's current or past performance relative to his or her performance standards".

- In addition, Byars and Rue (2000:275) have described performance appraisal as "the process of determining and communicating to an employee how he or she is performing on the job and, ideally, establishing a plan of improvement. When properly conducted, performance appraisal not only let employees know how well they are performing but also influence their future level of effort and task direction".
Drawing from the above sources the writer defines performance appraisal as:

an ongoing activity of evaluating and managing employees' outcomes against pre-set performance objectives, which is used periodically for formal evaluation, identifies employees' potentials for career advancement, development and their weaknesses for their self-improvement and communicates feedback to the employees.

1.9.4 Public Libraries

• Buragohain (1999:6) has described a public library as "any library free to the public of community creed, sex, age, social and educational status, free of charge and either a govt. controlled or govt. aided, or any other library notified by the govt. or any local self govt. as public, supported by public fund".

• Harrod's Librarians' Glossary and a reference book (2000:598) defines a public library as "a library provided wholly or partially from public funds, and the use of which is not restricted to any class of persons in the community but is freely available to all".

• The Concise Oxford Dictionary (1999:1836) depicts a public library as a "non profit library maintained for public use and usually supported in whole or in part by local taxation".

Adapting the above sources, the Investigator defines public libraries as:

those libraries which are run wholly or partially from public funds and can be accessed free of charge by anyone from the community without any discrimination regarding class and creed. For the purpose of this research 'public library' means the twenty-three branch public libraries (including mobile libraries) in Botswana, the National Reference Library and library services for people with disabilities.
1.9.5 National Library

Two definitions follow:


- Harrod's Librarians' Glossary and a reference book (2000:506) defines a National library as "a library maintained out of government funds and serving the nation as a whole. Usually, books in such libraries are for reference only. They usually receive material through legal deposit legislation. The function of such library is to collect and preserve for posterity the published records of the country's cultural heritage, usually in printed formbooks, periodicals and newspapers published in the country".

For the purpose of this research the writer describes a National Library as the:


1.10 RESEARCH METHODOLOGY

The research in this study is conducted by using the following methodology:

1. **Literature Review:** The secondary data is obtained from a literature review.

2. **Survey:** The primary data is collected through a questionnaire survey.
1.11 RESEARCH PROFILE

The study is organised in the following structure:

1. Chapter One: Introduction to the study
2. Chapter Two: Human Resources Management
3. Chapter Three: Strategic Focus of Performance Appraisal
4. Chapter Four: Strategic Focus of Human Resource Management
5. Chapter Five: Research Methodology
6. Chapter Six: Statistical Analysis and Interpretation of Collected Data
7. Chapter Seven: Discussion of Major Findings
8. Chapter Eight: Conclusions and Recommendations

1.12 SUMMARY

This chapter has provided an overview of the study. Since strategy is an integral part of human resource management and performance appraisal is a management tool, all three need to be fully embedded in the policy and strategy of the organisation, if they are to be effective. With this in mind, this research is intended to develop and recommend a strategic human resource management model, using performance appraisal for public libraries in Botswana.

The related literature can help a researcher in several ways; it is therefore important to review the literature. The next three chapters are devoted to this purpose.
CHAPTER 2

HUMAN RESOURCE MANAGEMENT

2.1 INTRODUCTION

A literature review is an essential part of any study. "The review describes theoretical perspectives and previous research findings related to the problem at hand. Its function is to "look again" (re + view) at what others have done in these areas that are similar, though not necessarily identical, to one's own area of investigation" (Leedy & Ormrod 2001:70). According to the above authors, the literature review has numerous benefits:

- It increases a researcher's confidence in the topic when it is revealed that others have an interest in this topic;
- It can provide a researcher with new ideas;
- It can inform a researcher about other researchers in this area in order to obtain any advice;
- It can introduce a researcher to measurement tools that other researchers have developed and used successfully;
- It can reveal sources unknown to a researcher;
- It can assist a researcher to interpret findings and tie results in with those of previous researchers and authors.
Since there are two main issues addressed in this research: the strategic focus of human resource management and the strategic focus of staff performance appraisal, literature on each of them is reviewed. Chapters two, three and four are devoted to this end.

In general, an organisation's effectiveness and efficiency is influenced by five main resources:

- finance;
- information;
- human beings;
- information technology; and
- physical resources.

Financial resources comprise cash flow and new equity. Information resources include books and all other audio-visual information providing tools, including all the multimedia information dissemination resources. Human resources refer to people working in an organisation. Information technology consists of computers, connectivity, licences, production software, proprietary and physical resources, taking account of buildings, vehicles, inventories and plant.

Managing human resources is an integral part of general management and critical to the success of all types of organisations. Human resources are the essential constituents in any organisation. No organisation stands on its own without them. This chapter explores several issues of human resource management: the relationship between management and
human resource management; the development of the concept of human resource management; the aims of human resource management; the understanding of human resource management in the context of organisations and their environments; the present role of human resource management and finally discusses human resource development.

2.2 MANAGEMENT AND HUMAN RESOURCE MANAGEMENT

"The field of HRM is not one that exists in isolation. Rather, it's part of the larger field of management" (DeCenzo & Robbins 1999:4-5). It will be appropriate to first understand what management involves, in order to understand what human resources are and how an organisation should manage them.

2.2.1 Management

"Management is the process of efficiently achieving the objectives of the organization with and through people" (DeCenzo & Robbins 1999:5). This definition encompasses the following activities:

- Management is a process;
- Management is efficient achievement of an organisation’s goals and objectives;
- Management involves two parties; a manager and a managed.

According to University of South- Africa Only study guide for AIS304-N (2002:4 ) the concept of management has the following three most common interpretations:
• Management is seen as a person or group of persons who control (s) an enterprise and enter (s) into negotiations with the internal and external environment of the enterprise.

• Management is an academic discipline with a distinctive theoretical literature.

• Management as a process entails identifiable managerial activities, namely:
  (a) planning
  (b) organising
  (c) leadership
  (d) control.

_University of South Africa… (2002) has rightly given management an academic dimension; much has been researched and written on management._

Hence, management is not a separate entity in itself. It is a joint endeavour of a manager and managed, who mutually organise themselves and the available resources to accomplish organisational objectives and goals. There always must be someone to utilise the end results of these two.

Management's main functions are five: planning, organising, staffing, directing/leading and controlling. **Planning** involves long and short term plans such as: formulation of goals, objectives, strategies, and procedures. **Organising** involves assignment of tasks and responsibilities. **Staffing** involves recruiting prospective employees, setting performance standards, evaluating performance, training and developing employees. **Directing/leading** involves leadership and **controlling** involves observing and measuring organisational
performance and modifying the plans as required. To achieve its objectives management co-ordinates all the above apparatus.

### 2.2.2 Human resource management

"Human resource management is the part of the organization that is concerned with the 'people' dimension. HRM can be viewed in one of two ways. First, HRM is a staff, or support, function in the organization. Its role is to provide assistance in HRM matters to line employees, or those directly involved in producing the organization's goods and services. Second, HRM is a function of every manager's job" (DeCenzo & Robbins 1999:8). In any organisation its human resources can be categorised into two broad categories: people involved in management, who are mainly responsible for laying down clear cut policies, aims and objectives for the organisation, and people who carry out the instructions and guidelines laid down by the first category. Both categories are interdependent. No organisation can be successful without a positive and interlinked cooperation between the two. The more they are in harmony, the more the organisation is successful in carrying out day-to-day tasks without problems.

Human Resource Management refers to the "practices and policies you need to carry out the personnel aspects of your management job, specifically, acquiring, training, appraising, and providing a safe and fair environment for your company's employees" (Dessler 1999:2). This includes: job analysis, selecting job candidates, orientation of new employees, managing salaries, appraising performance, building employees' commitment.
Along the same lines Guest (1989) has recommended five necessary conditions, if human resource management is to have a chance of success:

- corporate leadership,
- strategic vision,
- technological/production feasibility,
- employee/industrial relation's feasibility and,
- ability to put human resource management policies in place.

It has been observed that:

“Human resources are frequently under utilised because employees often perform below their potential. The design of human resource activities can affect the effectiveness and efforts of employees by influencing their jobs, skills, and motivation” (Mathis 1997:4).

Increasingly, "intensive levels of domestic and international competitions are forcing organisations to be more productive; more effective management of human resources is seen as a way to improve productivity" (Schuler 1998:368).

The main strength of an organisation lies in the quality of its human resources. "People are the number one asset in every organization. If you do not have the people in place that are tuned to the goals and objectives of your business, and you’re not involved in that process, you're failing in your job" (Schuler 1998:5). Since nothing works without people, possessing quality human resources and harnessing these invaluable resources are the key points for the strength of an organisation. People of various aptitudes and skills
are needed for various tasks in an organisation. If the right people are placed in the right places, the organisation will head towards productivity improvement and excellent services. In the absence of the above, the organisation and people will both suffer and deteriorate.

The word "asset" denotes something of value and worth; it sees human resources from an investment perspective. Looking at human resources from the investment angle is critical today, because other assets such as facilities, technology and services can easily be copied by competitors, but not human resources. Therefore, they are seen as a source of obtaining and sustaining a competitive advantage.

This is the central theme of human resource management. Rubin (1991) mentions two main rationales behind human resource management: one, people are different and two, they make a difference. All of this points towards a great need for understanding people and adapting their particular wants and needs in order to manage them in such a way that organisations can utilise them to their optimum potential.

Due to all these reasons, an organisation has to develop strategies to attract, and recruit the best people (capable, sincere, hardworking and trustworthy) and maintain them for a much longer time by constantly providing them with all the necessary facilities conducive to their work and skills. Increasingly, "an organization's 'technology' is becoming more invested in people than in capital. Thought and decision-making processes as well as skills in analysing complex data are not 'owned' by an organization but by individual
employees” (Mello 2002:5). Any organisation can buy or sell any facilities because of its ownership of them, except for human assets. Humans are always free to change the organisation to better their prospects.

“If brain power drives the business, attracting and keeping great talents becomes a necessity -even for non-profit organizations and companies" (Jackson & Schuler 2000:3). Unfortunately, "in spite of the fact that any organisation's success depends mainly on three factors; technology, capital and human resources, many organisations cater for the first two and have consequently overlooked the third one, human resources" (Schuler 1998:417).

Theoretically, managing human resources should be the same as managing any other resource, but due to the versatile nature of jobs and their unpredictable nature, practically this is not so. People are policy makers, system designers, product and service providers. Being the pilot and coach and executors all these roles, they are exceptionally complex. Because of all of this, "one of the most talked about subjects in corporate circles in recent times is how to optimise the contribution of human resources and human relations in achieving organisational goals and objectives. Library, being a non-profit organisation, is basically a service-oriented people's organisation. Maximising the efforts and contributions of human beings is presently a major problem in the libraries and information centres (LICs)" (Singh 1998:103). Also, "Often the very abilities that make humans so valuable - like creativity, adaptability, and the ability to work independently - are the ones that make them so difficult to manage" (Drafke & Kossen 1998:174).
Since organisational excellence depends on human resources/employees’ performance, they have to be managed well. Here, the main responsibility lies with the human resource management, which has to be very particular about selecting staff so that suitable people are there to perform their tasks. If people are not of the appropriate calibre and do not give proper support to the organisation where they work, the organisation will suffer and most likely the people will also suffer. Human resource management keeps on monitoring staff performance by various means so as to make sure that the standards are met and objectives are achieved on a short and long term basis. Senior staff are responsible to monitor the performance of subordinate staff by regularly appraising their performance, guiding them, counselling them and motivating them. By creating confidence among subordinate staff, the latter will perform their job more efficiently and effectively.

To understand human resource management in detail, it will be appropriate first to look at its historical evolution.

### 2.3 THE DEVELOPMENT OF THE CONCEPT OF HUMAN RESOURCE MANAGEMENT

The philosophy of human resource management did not originate in its complete form until the mid 1980s but its roots can be traced back to the 1960s. Armstrong (1997) categorised the roots of human resource management into the following movements:
### 2.3.1 The roots of human resource management

<table>
<thead>
<tr>
<th>The Pioneers Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>This movement started with the pioneering work of Drucker (1955) and McGregor (1960s). In 1955 Drucker invented Management by Objectives which became fundamental to human resource management. In 1960 McGregor advocated for management by integration and self-control as a strategy to manage people. In this period Drucker and McGregor both highlighted the basics of human resource management.</td>
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<table>
<thead>
<tr>
<th>The Behavioural Science Movement</th>
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</thead>
<tbody>
<tr>
<td>In 1960s the behavioural science movement emerged with Maslow's (1954) &quot;hierarchy of human needs&quot;. He argued that human motivation is based on certain human needs arranged in a hierarchical order: physiological needs, safety needs, social needs, esteem needs and self-actualisation. In 1957 Herzberg advocated job enrichment through his dual-factor Hygiene-Motivator theory to improve organisational effectiveness. His theory implied that an organisation should focus on motivator factors rather than hygiene factors to motivate its workers. This would enrich a worker's job by providing more independence with greater responsibility and authority. In 1966 Likert developed an integrating principle, of supporting relationships and established that employees should view their work supportive and contributory way, realising their values and maintaining their personal worth. This movement underlined the importance of integration, involvement and quality of work life as employee motivators.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisational Development Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 1960s and 1970s were earmarked as the organisational development movement. It focused on overall organisational effectiveness with specific emphasis on people's behaviour. Team development and change management were often considered important for organisational development. These concepts were linked to the views of the excellence school and have been incorporated in both the philosophy and the methodology of human resource management (Armstrong 1997).</td>
</tr>
</tbody>
</table>
2.3.2 The origin of human resource management

Against the background of the above movements, human resource management originated in the 1980s. Armstrong (1997:18) wondered why human resource management emerged as the dominant philosophy for managing people in the 1980s and answered himself, perhaps because of the chief executives, prompted by economic and business trends, and the influence of the above mentioned prominent authors including Kanter (1984), human resource management emerged as the dominant philosophy in the 1980s. It became the prevailing philosophy with the development of Harvard Business School's two models: the matching model and the Harvard Framework. The matching model was conceptualised by Formbrun, Titchy and Devenna (1984), and the Harvard Framework was formulated by e Beer et al (1984). These American writers suggested various reasons for adopting a more comprehensive perspective on human resources. Formbrun, Titchy and Devenna (1984) believed that three core elements were necessary for firms to function effectively: mission, organisation strategy and human resource management.

Beer et al (1984) known as the founding fathers of human resource management, proposed four human resource management policy areas, believing that many diverse personnel and labour relations activities could be embraced under these policies: employee influence, human resource flow, reward systems and work systems. Based on these policy areas Beer et al (1984) provided a number of choices concerning the activities to include in human resource management tasks. The above authors viewed human resources as social capital and human resource management as a strategic activity, where internal and external strategies must be linked, because both strategies provide
goals and constraints for each other. They asserted that strategies are designed to
accomplish certain human resource outcomes: the competence of employees, the
commitment of employees, the degree of congruence between the goals of employees and
those of the organisation and the overall cost effectiveness of human resource
management.

Kanter (1984) and Porter (1985) maintain that a competitive advantage could be achieved
through developing employees. Porter (1985) represented a firm’s activities (to design,
produce, market, deliver and support its products) by means of a value chain and believed
that human resource management was an integral part of this value chain. These authors
emphasised that human resource management provides a competitive advantage in any
organisation by determining the skills and motivation of employees and the cost of hiring
and training. Guest (1987) believes that human resource management emerged as an
approach to managing the human resources of an organisation partly in response to the
increasing recognition given to employees as valuable assets and particularly because of
its strategic alignment. This is how human resource management evolved into the modern
concept. The 1990s emerged with the launch of new human resource journals and the
beginning of human resource management courses in the university.

Dessler (1999) has presented the changing role of human resource management in four
different phases. In the early 1990s "personnel" first took over hiring and firing from
supervisors, ran the payroll department, and administered benefit plans. With
technological development, the personnel department began to play an expanded role in
employee selection, training and promotion. In 1930s the second phase emanated with the emergence of union legislation, which emphasised protecting the firm in its interaction with unions. A third phase was triggered with the emergence of anti discrimination legislation in the 1960s and 1970s. In this phase lawsuits could cost a company large penalties, which made effective personnel practice more important. The personnel department continued to provide expertise in recruiting, screening and training, albeit in a more expanded role. Today, personnel is speeding through a fourth phase, shifting from a protector and screener to a planner and change agent. "Organizational human resources have grown as a strategic emphasis because effective use of people in the organization can provide a competitive advantage, both domestically and abroad" (Mathis & Jackson 2000: 15-16).

2.3.2.1 Scientific management approach

Carrell, Elbert and Hatfield (2000) have classified human resource management development into three different approaches: scientific management, the human relations approach and human resource approach. Scientific management of employees was the first radical change in the early 1900s. With the introduction of machines and factories the number of employees increased, which required managers to develop rules and regulations to manage workers. Some of the jobs required job specialisation, which allowed managers to replace any worker. Fredrick Taylor was the father of scientific management. This approach believed that there is one best way to do a job, which may not be appreciated by the employees but is the most profitable for the company. In other words, the scientific management approach showed great concern for employee output
but little concern for employee satisfaction. The contracts of unsuccessful employees were quickly terminated. This approach proved to be an effective management tool, which increased employees' productivity. For this purpose welfare secretaries were hired, who looked after employee welfare, and consequently, libraries, recreational facilities, financial assistance and health programmes were introduced.

2.3.2.2 Human relations approach

This was the next step in the development of human resources. As noted by Carrell, Elbert and Hatfield (2000), during the 1930s and 1940s, management shifted from scientific management to human relations with the emergence of Hawthorne's studies. These studies established that social and psychological factors also influence employee productivity and linked improved productivity to management philosophies, employee communication, cooperation and involvement. It was emphasised that treating employees with dignity would enhance employee satisfaction and enable them to achieve higher productivity.

2.3.2.3 Human resource approach

The third trend emerged as one through which organisations benefit in two significant ways, an increase in organisational effectiveness and also in employee satisfaction. The human resource approach does not treat organisational goals and employee needs separately but believes that these goals and needs are mutual and compatible. One cannot succeed at the cost of the other. According to Carrell, Elbert and Hatfield (2000:7) the bases of the human resource approach are that:
• Employees are investments and if effectively managed and developed they provide long-term rewards to the organization.
• Policies, programmes and practices must satisfy employees both emotionally and economically.
• A working environment is essential to develop and utilise employees' skills optimally.
• Human resource programmes must be implemented, balancing the needs and goals both of the organisation and of the employees.

All the above points need to be considered with respect to modern human resource management if an organisation wishes to be successful.

2.4 AIMS AND FUNCTIONS OF HUMAN RESOURCE MANAGEMENT

2.4.1 Aims

The aims of human resource management are as follows:

• To enable management to achieve its organisational goals through the people, it employs.
• To utilise people to their full potential and capacity.
• To foster commitment among employees to achieve organisational success through quality performance.
• To integrate human resource policies with business plans.
• To develop coherent sets of personnel and employment policies.
• To produce a creative environment for employees.
• To foster a creative environment for innovation, teamwork and total quality.
• To encourage willingness to operate flexibly in the pursuit of excellence.
• To maintain a healthy and safe working environment (Armstrong 1997).

2.4.2 Human resource management functions

De Cenzo and Robbins (1994:32) have categorised human resource management functions into four different groups: the inception, developmental, motivational and maintenance of human resources. The inception function begins with strategic human resource planning in terms of human resource requirements in relation to an organisation's strategic goals. This prepares the framework for gaining the skills, knowledge and abilities to achieve organisational goals. The development function has four sub-functions: training, skills development and change of attitudes, employee development (which comprises knowledge and conceptual enhancement) and, lastly, organisational development and career development. The motivational function recognises that individuals are unique, and includes job redesign, increasing of job satisfaction, performing performance appraisals and providing feedback to employees. The maintenance function involves seeing to conducive working conditions in order to maintain employees commitment.

Thus, human resource function ensures that "people are adequately trained, motivated, and compensated to perform their value-creation tasks. If the human resources are functioning well, employee productivity rises (which lowers costs) and customer service
improves (which raises perceived value), thereby enabling the company to create more value” (Hill 2004:86). The purpose of human resource management is the maximisation of human productivity by providing staff with a conducive environment to utilise them to their optimum potential, which will improve their quality of work and satisfy customers.

Environmental changes confront organisations with increasingly people issues. In this context let us proceed to human resource management in organisations and their environments.

2.5 UNDERSTANDING OF HUMAN RESOURCE MANAGEMENT IN THE CONTEXT OF ORGANISATIONS AND THEIR ENVIRONMENTS

Human resource strategic management requires environmental scanning. "Environmental scanning is the process of studying the environment of the organization to pinpoint opportunities and threats" (Mathis & Jackson 2000:50) with the intention of assisting management to strategise their plans in order to benefit from the identified opportunities and take precautions against threats. "Strategic management seeks, as one of its aims, to relate the company to its environment, and to identify in advance the threats and opportunities which environmental change brings" (Hussey 1998:77). Economic conditions, social, legal and political factors, technological trends and user demands all have an impact on human resource planning. For instance, if an organisation accords its highest priority to customer satisfaction, then its human resource objectives should be to
select and develop employees who are oriented towards customer satisfaction. These issues require a broader understanding of human resource management in the context of organisations and their environments.

Increasing empirical evidence is available on the relationship between contextual conditions and human resource management. Schuler and Jackson (1999) have used the latter as an umbrella term, which encompasses:

- Specific human resource policies, recruitment, selection and appraisal.
- Formal human resource policies, which direct and constrain the development of specific practices.
- Overarching human resource policies, which inform an organisation's policies and practices. To understand human resource management in context it is important to see how the internal and external environments of organisations affect these three components.

2.5.1 Different theories in environmental context

Schuler and Jackson (1999) have reviewed various empirical studies in the context. The main strands are as follows:

- **General systems theory**: Systems theory is a complex of interdependent parts: an open system versus closed system. "An open (vs closed) system is dependent on the environment for inputs, which are transformed during throughput to produce outputs that are exchanged in the environment" (Schuler & Jackson 1999:5).
• **Role behaviour perspective:** "Role theory recognizes that the behavioural expectations of all role partners can influence the behaviour of organizational members". (Schuler & Jackson 1999:6). By incorporating effective human resource management employees can fulfil the expectations of their role partners: supervisors, peers and subordinates within organisation; the expectations of customers and clients at organisational boundaries and the expectations of family and society beyond. Hence, these role partners' expectations should be incorporated into an understanding of human resource management in context (Schuler & Jackson 1999).

• **Institutional theory:** This theory views organisations as "social entities that seek approval for their performances in socially constructed environments" (Schuler & Jackson 1999:6). It focuses on external and internal environments. Internal refers to formalised structures and processes and informal organisational processes. External relates to the state, such as, laws and regulations, the professions like, licensure and certification, and other organisations – especially those within the same industrial sector (Schuler & Jackson 1999).

This perspective makes two main assertions: a) Institutional activities are resistant to change, and b) organisations in this environment are forced to be similar.

• **Resource-dependence theory:** According to this theory resource exchange is the central feature of the relationships between an organisation and its constituencies. It believes that groups and organisations gain power over each other by controlling valued resources. Institutional theory and this theory were developed in the context of
understanding large public bureaucracies where efficiency may not be considered as the most important goal (Schuler & Jackson 1999).

- **Human capital theory**: Human capital refers to the productive capabilities of people. Skills, experience and knowledge have economic value to any organisation because they enable it to be productive and adaptable. But human capital can be optimally realised only with people's cooperation. That is why all costs including motivating, retaining and monitoring employees are part of human capital.

Armstrong (1995:109) suggests the following qualities for effective personnel. They can:

1. Operate strategically.
2. Ensure that their innovations and services are aligned to business needs and priorities.
3. Understand the culture of the organisation and have the capability to facilitate change.
4. Appreciate organisational and individual needs.
5. Understand personnel systems and techniques.
6. Are value-driven.
7. Get involved with the business and their employers.
8. Are good at networking and identify "champions of change".
9. Are careful to test their new ideas.
10. Intervene effectively in the right time and place using their knowledge and awareness.
11. Are persuasive.
12. Are realistic.
13. Sell ideas to management based on their practical approach and measurable benefits.

- **Resource-based theory:** Many of the strategic management literature strategies are developed around environmental or competitive conditions. But increasingly, these contingency-based philosophies have been criticised and newer theories including the resource-based view and the configurationally theories have emerged, which are based on the fundamental belief that an organisation can be successful only if it gains and sustains a competitive advantage. To gain a competitive advantage two things are essential: human resources are valuable and inimitable. But the extent to which they can be used to gain and sustain a competitive advantage depends on the organisational environment. For instance, in some organisations technologies can replace human resources while in others, humans are still vital.

Different people express different opinions about the resource-based view, but "in essence sustained competitive advantage derives from an astute use of a firm's internal resources. For these to offer ongoing advantage, the valued resources must have four qualities: they must add value, be unique or at least be rare, be difficult for competitors to imitate, and be non-substitutable" (Sisson & Storey 2000:34; see also Barney 1991, Schuler & Jackson 1999).

Mello (2002) holds a different view to the above authors. In his resource-based view (RBV) model Mello advocates that a strategy be based on an organisation's resources and capabilities rather than on environmental conditions. Hence, organisations can gain competitive advantage through the value of their resources. The resource-based view
approach assumes that organisations will identify and locate key valuable resources and acquire them. Mello believes in human capabilities, skills and potential more than environmental conditions.

The entire foregoing discussion suggests that "organizations need to adopt a more strategic approach to the management of people" (Mabey, Salaman & Storey 1998:60). It will be appropriate now to review some literature on environmental factors.

2.5.2 Environmental factors influencing information services and service providers

"Information services operate in the context of two environments – internal and external. Unless management and staff have a clear understanding of these environments and how they impact upon their operations, they will be working in a vacuum" (Bryson 1999:21).

It is important to scan the environment before it is too late because "the more radical the change, the greater the fear and uncertainty and also the greater the resistance registered by those affected" (Sadler 1995:38).

2.5.2.1 External factors

Scanning the external environment is at the heart of strategic planning, which studies the environment with which the organisations are surrounded. External and internal factors have both received attention in the literature. Recently, an organisation's opportunities and threats are being accorded more recognition because the external environment affects human resource strategies greatly. For example, economic environmental changes will affect the provision of training and compensation plans for employees, a social
environmental change will affect organisational development and a political change will 
strongly affect organisational success and commitment. However, the external 
environmental analysis is not sufficient in itself; an internal environmental analysis is 
also essential to identify an organisation's strengths and weaknesses.

2.5.2.2 Internal factors

Scanning the internal environment, also known as "organisational self-assessment"
(Mello 2002), is the process of studying an organisation's internal strengths and 
weaknesses, which include technology, organisational structure, size, business strategy 
and organisational culture. After scanning the external environment an organisation 
assesses its internal environment. This activity is important for decision makers to derive 
benefits from the strengths and minimise the risks of the weaknesses of their resources. It 
is essential to examine both an organisation's resources and its management systems.

Schuler and Jackson (1999) suggest the following environmental factors:

**Internal:**

- technology,
- structure,
- size,
- organization life cycle and
- business strategy.
External:

- legal,
- social,
- political,
- unionisation,
- market conditions and
- national culture.

DeCenzo and Robbins (1999) categorise environmental influences into four general areas:

- the dynamic environment of human resource management,
- governmental legislation,
- labour unions and
- current management practices.

In this age nothing is stable except change. Today many events shape human resource management, the most important of which are globalisation, work-force diversity and changing skills requirements.

_Gower handbook of library…_ (1998:31-32) notes three strands to the environment:

- The world outside: which includes the macro environment; trends in society, information technology and organisational culture;
- The professional environment: which includes peer expectations;
• The internal organisational environment: which includes one's organisation's own practices influencing its efficiency and competence.

Terblanche and Grobler (2000:30) have insisted that "for an individual to be optimally utilised, there must be a congruence or fit between the individual and three work environments within which he/she finds him/herself" and identified these work environments as:

• internal: the job content environment
• the job context environment and
• the external environment.

Lundy and Cowling (1996:85) use a human resources approach to environmental factors and suggest the following environmental factors:

External:

• labour,
• education,
• demographic,
• legislative, and
• economic.

Internal:

• capability analysis,
• analysis of organizational systems and processes and
organisational strengths and weaknesses.

Bryson (1999:23) suggests the following external environmental domains impacting on information services and their parent organisations:

- Economic conditions
- Availability of financial resources
- Geographical situation
- Degree of technological integration and innovation
- The historical development and parentage of the information centre and its parent organisation
- Customers and markets
- Demographic patterns
- Labour market and industrial relations
- Availability of resources
- Industry strata
- Cultural/Social conditions
- Political climate

Bryson (1999:28-30) notes the following internal environmental factors:

- Organisational structure
- Organisational culture
- Management style
- Values
Based on the above literature review the Investigator considers the main external environmental factors to be as follows:

- Customer and market
- Social
- Political
- Economic
- Geographical
- Legal
- National culture
- Stakeholders
- Parentage/history of the organisation

**Internal contexts of organisations** can be listed as:

- Technology
- Organisational structure
- Business strategy
- Communication
- Management system
- Organisational size
- Organisational life cycle
External environment

Customers and market: In order to provide effective services, it is essential for information professionals to be aware of their market. Analysing market trends includes identifying the existing customers and their needs and expectations. Identifying the potential target groups can increase the current number of service consumers (Bryson 1999).

Social: The social climate in which the information/library service operates affects its services. Social values need to be reflected in the context, services and employees' attitudes to work (Bryson 1999, Schuler & Jackson 1999).

Political: "Public library managers have to be politically sensitive and have an understanding of the world of politics and politicians. The public library service is part of a complicated local government framework which is influenced by central government regulation, party politics, professional values, pressure groups and a range of other interests" (Usherwood 1994:135). According to Usherwood, economic, educational and social policies have an impact on any public library services. Botswana is not an exception. In Botswana, according to educational policy, all the school librarians are seconded by the BNLS. Sometimes qualified librarians from public libraries are allocated to school libraries. A similar pattern is applied to carry out the government policy of supplying librarians to all the special libraries, including ministry libraries. In such situations public libraries are bound to suffer because of a shortage of staff and unqualified staff. Usherwood is correct in his observation and suggestion that "at the local level all staff, not just the senior managers, need to be aware of, and sensitive to politics". He emphasises that "politics should be included in staff training programmes so
as to provide an opportunity for the open discussion of political questions” (Usherwood 1994:139).

**Economic:** Economic conditions can have an impact on both demand for and usage of services. Bryson (1997) gives the example of a high rate of unemployment, when the demand for free information services increases. Changes in international exchange rates, for instance, affect purchasing power in terms of equipment, electronic information resources and book stock.

**Geographical:** The geographical environment impacts on library services in two ways: in terms of customer access to the information and in terms of the geographical spread of the parent organisation (Bryson 1999).

**Legal:** In terms of government regulations, critical issues are laws and regulations, that may impact on what the organisation does (Schuler & Jackson 1999).

**National culture:** As part of strategic planning, it is important to identify the elements of culture which influence the behaviour of the employees and have an impact on their overall performance. Each country often has a unique culture (values, norms and customs). The literature identifies the most common dimensions of national culture: individualism, masculinity, uncertainty avoidance, power distance and time orientation (recently added). In this global world it is important to understand the cultures of the countries where globally expanded and multinational enterprising organisations operate in order to manage human resources effectively (Schuler & Jackson 1999:16).

**Stakeholders:** According to Corrall (1994) stakeholders are all parties, such as customers, the parent organisation, library staff, funding bodies, professional
associations, and local community leaders, who have a stake in the library's future and are part of the environmental scanning process.

**Parentage of the organisation:** According to Bryson (1999) the historical development and current policies of the parent organisation, amalgamations and takeovers all have an impact on the values and culture of the organisation. For example the allocation of resources and delivery of services will be monitored by the parent organisation.

**Internal environment**

**Information technology:** Information technology has a major influence on the internal environment and human skills. For instance the ways in which work is organised, managed and carried out change with the introduction of information technology. This requires a different set of skills and new methods of working. In other words people need to be multi-skilled to enable them to work flexibly on various tasks in teamwork. Information technology can also be a threat to employees in terms of a reduction in jobs because the new technology is more time effective. So it is important to scan the technological environment in order to determine a plan for human resource management. The technological area involves looking at automation processes, new materials and techniques for providing services. This also includes ways to obtain new technology and the decision as to whether the organisation desires to be a pioneer of information technology or to copy others (Schuler & Jackson 1999 & Bryson 1999).

**Organisational structure:** A rapid change in external environment influences the internal organisational structure. For example, an organisational structure may become
flatter with fewer management tiers in response to a changing environment (Bryson 1999, Schuler & Jackson 1999).

**Business strategy:** It is important to have an organisational strategy to guide the employees as to how and what the long term plans of their organisation are (Schuler & Jackson 1999). In terms of service oriented organisations like libraries, it refers to library strategies what are library's long term plans.

**Communication style:** Communication should be free flowing to all employees in order to assist any employee in decision-making. If this is not the case it will affect the provision of information services (Bryson 1999).

**Management system:** Only a management system with a strong sense of vision will be most successful in a changing and competitive markets. This requires sharing of ideas and visions between management and staff in order to obtain valuable input (Bryson 1999).

**Organisational size:** Literature provides considerable evidence of the fact that human resource management is influenced by organisational size (Schuler & Jackson 1999:11). Recently Lawler, Mohrman, and Benson (2001:165) have established that size is associated with the adoption of a variety of management practices: “larger firms tend to have greater resources for innovation, including corporate staff groups that can champion change and provide change-oriented support. In addition, larger organizations are more complex and diverse, providing many more places where innovation can be initiated”. In smaller organisations this may not be so.

**Organisational life cycle:** Organisational life cycle stages: start-up, growth, maturity, decline and revival all have an influence on human resource management. For instance,
Schuler and Jackson (1999) note that CEOs and human resource executives in rapidly growing firms view recruitment and selection as by far the most important aspect of human resource management, whereas in mature firms there was more concern for a broad array of activities, such as those related to maintaining an internal labour market. So life cycle stages constrain and shape human resource management.

Thus, “turbulence, globalization, technology, dramatically changing demographics, and differences in workforce values have created almost unprecedented environmental uncertainty. Strategic human resource management and the sub-process of human resource planning are increasingly being seen as means of buffering environmental uncertainty” (Greer 2001:122). All these issues show how the environment can influence strategic plans for human resources, therefore it is important to scan the environment.

2.5.3 Benefits of scanning the environment

- Environmental factors are major influences of change in human resource strategy.
- Scanning gives human resource professionals time to anticipate opportunities and time to prepare an optional plan.
- It helps to develop an early warning system to prevent threats and develop strategies to turn a threat to a firm's advantage.
- It develops a basis for aligning organisational strengths to the external environmental opportunities (Chanda & Kabra 2000).
"Scanning the environment is an essential component of strategic planning, and if it happens at a national level as well as at an industry level and local level, so much the better. The more ideas that flow in, the more comprehensive and well-informed will be our vision of the trends and developments that are likely to affect our personal and professional lives" (Gower handbook of library and information management 1998:49). Scanning the environment is one of the most important elements of strategic human resource management.

To solve the dilemma of an ever-changing environment, human resources have to be managed in such a way that they are able to face ever increasing challenges. With the concept of scanning the environment in mind let us move to the present role of human resource management.

2.6 THE PRESENT ROLE OF HUMAN RESOURCE MANAGEMENT

To understand the role of present day human resource management, it will be appropriate to look at the difference between the strategic human resources approach and the traditional personnel approach to human resource management. The following table displays the difference between the two:
The following table displays the difference between the present role of human resource management and the traditional one. Human resources roles are changing in order to acclimatise to the changing world.

Holbeche (1999:5-6) believes that managers and human resource practitioners felt the need to move on from traditional to emerging roles. She distinguishes between the two as follows:

**TABLE 2.1**

**DIFFERENCE BETWEEN STRATEGIC HUMAN RESOURCE APPROACH AND TRADITIONAL PERSONNEL APPROACH**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Strategic human resource approach</th>
<th>Traditional personnel management approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and strategy</td>
<td>Involved in formulating overall organizational strategy and aligning human resource functions with company strategy</td>
<td>Involved in operational planning only</td>
</tr>
<tr>
<td>formulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authority</td>
<td>High status and authority for top personnel officer</td>
<td>Medium status and authority - personnel director</td>
</tr>
<tr>
<td>Scope</td>
<td>Concerned with all managers and employees</td>
<td>Concerned primarily with hourly, operational, and clerical employees</td>
</tr>
<tr>
<td>Decision making</td>
<td>Involved in making strategic decisions</td>
<td>Makes operational decisions only</td>
</tr>
<tr>
<td>Integration</td>
<td>Fully integrated with other organizational functions: marketing, finance, legal, production</td>
<td>Moderate to small integration with other organizational functions</td>
</tr>
<tr>
<td>Coordination</td>
<td>Coordinates all human resource activities: e.g. training, recruitment, staffing etc.</td>
<td>Does not coordinate all human resource functions</td>
</tr>
</tbody>
</table>

**Source:** Anthony, Perrewe and Kacmar (1996:15)
"The role of human resource management in organizations has been evolving dramatically in recent years. The days of human resources as the 'personnel department' - performing record keeping, paper pushing, file maintenance, and other largely clerical functions - are over. Any organization that continues to utilize its HR function solely to perform these administrative duties doesn't understand the contributions that HR can make to an organization's performance. In the most financially successful organizations, HR is increasingly being seen as a critical strategic partner and assuming far-reaching and transformational roles and responsibilities" (Mello 2002:100).

Thus, the contemporary human resource managers should be an administrative expert, partner in strategy execution, an employee champion and an agent of change, as opposed to the traditional human resource manager who was an operational planner, concerned with hourly clerical employees, and having little interaction with other organisational functions.

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Emerging</th>
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<tbody>
<tr>
<td>Reactive</td>
<td>Proactive</td>
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<tr>
<td>Employee advocate</td>
<td>Business partner</td>
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<td>Task focus</td>
<td>Task and enablement focus</td>
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<td>Operational issues</td>
<td>Strategic issues</td>
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<td>Quantitative measures</td>
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<tr>
<td>Stability</td>
<td>Constant change</td>
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<tr>
<td>How? (tactical)</td>
<td>Why? (strategic)</td>
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<tr>
<td>Functional integrity</td>
<td>Multi-functional</td>
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<tr>
<td>People as expenses</td>
<td>People as assets</td>
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</table>

Holbeche (1999:5-6)
Human resources roles are changing to acclimatise to the changing world. According to Mathis and Jackson (2000) the most prevalent challenges for human resource management are:

- Economical and technological change
- Workforce availability and quality concerns
- Demographics and diversity issues
- Organisational restructuring issues.

Sisson and Storey (2000) share a similar opinion, suggesting that a more strategic approach should be adopted to manage human resources to ensure that:

- People are treated as a strategic resource for achieving competitive advantage.
- Proper planning is used to manage people.
- There is a logical approach in implementing human resource policies and practices.
- Human resource policies and practices are integrated with the business strategy.
- Management is proactive not reactive.
- Employment issues are taken up at the most senior level.

The challenge of human resource management is “to be clear and objective: to clarify which issues are important and should be considered before making a decision: to place each consideration in its proper perspective, and to come to a balanced unbiased judgment that serves the organization in the long run. This is not a task for the weak mind or the weak heart, but for the fine mind and the generous heart” (Rubin 1991:35).
Likewise, "managing people in the complex environment of modern business is a challenge and hence requires special capabilities and competencies. For successful organisations a competent HR group is of utmost importance" (Chanda & Kabra 2000:121).

In Contemporary Issues in Human Resource Management (2000:11) Brewster et al provide various innovative approaches to manage the present role of human resource management:

1. **Self-managed work teams**: "As the term 'self-manage' implies, these teams within the work environment are responsible for determining what they want to do, how they want to do it, and also when they want to do it. The teams are thus empowered to use their initiative in solving problems and managing themselves" (Contemporary issues in human resource management 2000:9). Therefore, teams can respond quickly in a turbulent environment. They can hire and train their members and buy the necessary equipment to operate. This type of system can create a more productive, creative and individually fulfilling working environment and plays a critical role in facing new challenges.

2. **Alternative workforce**: This approach moves the work to the worker instead of the worker to the work. It can give organisations an edge in attracting talents and retaining them. To increase employee commitment and productivity, this approach provides a number of options, namely:

   - **placing workers on different shifts or travel schedules** so that the same desk and office can be shared by them;

   - **replacing traditional offices with open-plan space**;
implementing the concept of "hotelling", As in other shared office options, "hotel workspaces are furnished, equipped and supported with typical office services. These spaces can be reserved by the hour, day or week instead of being permanently allocated;

- creating satellite offices;


The implications of the above approaches are that a dynamic, non-hierarchical, and technologically advanced organisation is more likely to use these practices than a highly structured and command driven company.

3. Virtual human resource management: The most innovative methods of managing human resource management are through the use of the World Wide Web for human resource applications. The following five stages of Web deployment are used to determine where an organisation stands:

Stage 1: information publishing
Stage 2: database inquiry
Stage 3: simple human resource transactions
Stage 4: complex human resource transactions
Stage 5: human resource workflow over the Web.

Thus the implications of web applications for the human resource department are enormous. Use of the web can lead to improved services, better communication and cost reduction, and consequently may direct an organisation towards greater success.
If we look at the library scenario in terms of the foregoing debate, all over the world today libraries are facing technological challenges. Librarians are going through a major shift from being the traditional librarian to becoming information scientists. For instance, Creth (1998:144) points out regarding academic librarians' future perspectives in the light of technological fear that they seem to have "the fear librarians will be replaced by computer or information specialists in the high-tech information society of tomorrow". This indicates an imperative need for librarians to be managed in such a way that they are always ready to face current and future environmental challenges. To summarise, “the rapid changing environment, new technological tools and increasing customer expectations calls for new attitudes and new approaches to library and information services” (Bjornshauge 1999:139).

Today’s human resource management is fundamentally different from personnel management. Traditional personnel approaches based on command and control are replaced with new approaches such as commitment, cooperation and communication. Because of workforce diversity, workforce flexibility has become evident. In the early 20th century employees were treated like machinery and today they are considered an organisation's most important assets. In the most recent human resource management theories, the scientific management approach and human relations approach have been integrated and a new approach known as the human resource approach has emerged. Since human resource management and human resource development are inter-related, the next section discusses human resource development.
2.7 HUMAN RESOURCE DEVELOPMENT

There are various opinions on the relationship of human resource management and human resource development: "neither is a sub-set of the other but rather that each has its distinctive, albeit problematical, space in the analysis of the human aspects of contemporary organisations" (Stewart & Goldrick 1994:9). The authors argue further that "viewing HRM and HRD as separate yet complementary processes is vital". Concurring with the above authors, this study views human resource management and human resource development as complementary processes, and therefore another dimension of human resource management is seen to emerge. In (Managing change... 2000) human resource development is viewed as a vital dimension of human resource management.

It has already been stated on numerous occasions that an organisation can gain and sustain competitiveness through its skilled and dedicated employees. Unfortunately, "throughout the centuries, the human being has been one of the most neglected, least developed, and least maintained objects among all known sources of civilization and wealth creation" (Adjibolosoo 1998:182). As a result, employees are under-utilised and their performance is below their potential.

Since organisations can become dynamic and grow only through the efforts and competencies of their human resources, it is important to develop human resources continuously according to the needs of the time and the organisation. An organisation cannot compete in this world without possessing a culture of constant development of its
employees’ skills and knowledge. Human resource development is closely related to human resource management to develop an organisation's human capital, so it can be seen as being another dimension of human resource management.

2.7.1 Development

"Development can be thought of as bringing about capacities that go beyond those required by the current job; it represents efforts to improve an employee's ability to handle a variety of assignments. As such, it can benefit both the organization and the individual's career. Employees and managers with appropriate experiences and abilities enhance the ability of an organization to compete and adapt to a changing competitive environment" (Mathis 1997:314). Development refers to a process of gradual change which places an employee at his/her optimum potential, which may not be necessarily at his/her current job, but could be in the future.

2.7.2 Employee development

Employee development means that "the focus of training is not on one's current job, but for them to accept positions of greater responsibility, and/or ones that require different sets of skills, HRM must have a means to foster personal growth" (DeCenzo & Robbins 1994:41). Harrison (1993:4) defines development as "to unfold more fully, bring-out all that is, potentially contained in". That means that employees' capabilities must continuously be acquired, used and sharpened.
Gilley and Eggland (1989:3) refer to the development of people as the "advancement of knowledge, skills, and competencies and the improved behaviour of people within the organisation for both their professional and personal use".

Harrison (1993) believes that all employees have potential and that development unfolds their hidden potential, while Gilley and Eggland (1989) argue that human resource development means to improve employees' skills and competencies. However, the ultimate purpose of human resource development is continuous development of human resources. Employee development must, therefore, be a part of the organisation's strategy, mission and goals. So development is "a continuous process with employees viewed as complete people rather than components in a bigger scheme" (Price 2000:369).

It is more expensive not to train and develop people because "the costs of not providing staff training and development are high, and represent a potential waste of human resources and talent. Job dissatisfaction, boredom, isolation, inefficiency, low productivity, high turnover, and an inability to attract and retain high calibre staff members are among the consequences of ignoring human resource development" (Brujin & Friesen 1982:64). "None of the structures or controls implemented by the corporation mean much if the human resources that support them are not appropriate" (Armstrong 2000:213). It is important therefore to train and develop staff according to current needs in order to utilise them to their optimal potential.
2.7.3 Human resource development functions

"Human resource development is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. Human resource development is essentially a business-led approach to developing people within a strategic framework. It is business-led in the sense that it is responsive to the business needs of the organisation and strategic in the sense that it takes a broad and long-term view about how human resource development strategies can support the achievement of business strategies" (Armstrong 2000:475). So "HR strategy aims to produce a coherent and comprehensive framework for developing people" (Armstrong 2000:475).

Harris and DeSimone (1994:9) note the following three primary functions of human resource development:

Training and development
Organisational development
Career development.

Training involves providing knowledge, skills and abilities for a particular task. Development activities prepare the staff for future responsibilities as well as enhancing their capacities in their current job. Organisational development enhances overall organisational effectiveness and career development is an ongoing process, which involves two different processes: career planning and career management. Career involves assessment of an employee's skills and abilities to establish a career plan for
him/her and career management directs one regarding how to achieve those plans (Harris & DeSimone 1994).

According to Armstrong (2000) human resource development involves the following four activities:

**Learning:** A permanent change of behaviour by practice and experience.

**Education:** Development of knowledge, values and understanding.

**Development:** Growth or realisation of a person's ability and potential through learning and education.

**Training:** Planned and systematic modification of behaviour through learning.

There are three fundamental components of human resource development: individual development, organisational development, and career development. Each component may have a different importance in each organisation, but a single aim: that of individual performance improvement.

### 2.7.4 Challenges of human resource development

There are a number of challenges for human resource development:

- Changing work force demographics
- Competitive global economy
- Skill gaps
- Life long learning
The challenge of human resource development is to provide lifelong learning opportunities for all kinds of employees.

2.7.5 Human resource development mechanisms

According to Price (2000:365) developmental needs can be generated from job analysis and performance assessment. The following mechanisms are usually used to achieve the above goals:

- Performance appraisal
- Feedback and performance coaching
- Training.

These mechanisms are based on the following beliefs:

- Human resources are the most important assets in the organisation.
- Human resources can be developed to an unlimited extent.
- Employees feel committed to their work and the organisation if the organisation perpetuates a feeling of "belonging".

Goals of human resource development systems are to develop:

- The capabilities of each employee as an individual;
- The capabilities of each individual in relation to his or her present role;
- The capabilities of each employee in relation to his or her expected role(s);
- The dynamic relationship between each employee and his or her supervisor;
- The team spirit and functioning in every organisational unit (department, group, etc.);
• Collaboration among different units of the organisation; and

• The organisation's overall health and self-renewing capabilities, which, in turn, increase the enabling capabilities of individuals, teams, and the entire organisation.

To sum-up, human resource development has two important goals: development and evaluation; to improve the performance of staff in their present positions and to prepare the staff for possible future opportunities (Cummins 1990). Therefore, human resource development provides learning and development opportunities based on a strategic approach which is not concerned only with the present but with the future as well.

2.8 SUMMARY

Management is the process of efficiently achieving the strategic goals and objectives of the organisation with and through people. Management's main functions are: planning, organising, staffing, directing/leading and controlling. Human resource management is concerned with the human dimension of the organisation. The more efficiently human resources are managed, the more successful the organisation will be. The main purpose of human resource management is to maximise employees' productivity so as to utilise them to their optimum potential and, by improving their quality of work, provide customer satisfaction. Modern management is proactive, strategic, concerned with quality, customer-focused and people-oriented. Another dimension of human resource management is human resource development, which complements human resource
management. Its main functions are: training and development, organisational
development and career development.

To improve services requires a continuous staff performance appraisal to identify the
staff’s strengths and weaknesses. Once their strengths and weaknesses are identified, they
can be equipped with the required skills and rewarded for their strengths. Without this
activity it is not possible to identify the strengths, weakness and training requirements of
employees. Therefore, a staff performance appraisal system has strategic value in human
resource management. With this background the next chapter focuses on performance
appraisal in strategic fashion.
CHAPTER 3

STRATEGIC FOCUS OF PERFORMANCE APPRAISAL

3.1 INTRODUCTION

"Maximising performance is a priority for most organisations today”. This phrase is eye-catching. A high level of performance requires a suitable performance management system, which comprises all the methods used by managers to monitor, guide, evaluate and improve employee performance, including rewards, job design, training, and performance appraisal. "A principal feature of performance management is thus that it connects the objectives of the organisation to a system of work targets for individual employees. In such models of performance management objective setting and formal appraisal are placed at the heart of the approach" (Redman & Wilkinson 2001:61). If we want to know how well an employee is working, what his/her strengths and weaknesses are, we have to conduct a performance appraisal. This chapter discusses the various aspects of such an appraisal: the role of staff performance appraisal in performance management, the importance of performance appraisal, objectives of performance appraisal, common types of performance appraisals, different methods of performance appraisal, factors influencing effectiveness and ineffectiveness of performance appraisal, and reasons for traditional performance appraisal failures. Performance appraisal is an integral part of strategic human resource management. If employees are not appraised it is impossible to identify their strengths and weaknesses and thus to manage them. Performance appraisal
has a strategic role in achieving organisational goals and objectives. Therefore, finally, the chapter focuses on this role.

3.2 WHAT IS PERFORMANCE APPRAISAL

“Performance is essentially what an employee does or does not do” (Mathis & Jackson 2000:381). The above authors discuss five dimensions of employees’ performance which are commonly applicable to any job:

- Quantity of output
- Quality of output
- Timeliness of output
- Presence at work
- Cooperativeness

"Performance refers to the degree of accomplishment of the tasks that make up an employee's job. It reflects how well an employee is fulfilling the requirements of a job. Often confused with effort, which refers to energy expended, performance is measured in terms of results" (Byars & Rue 2000:275). The above definition also suggests the following focuses of performance:

- Accomplishment of job-related tasks; and
- Result-oriented.
Basically performance is the outcome of an employee's job performance, including
quality, quantity, punctuality, cooperativeness and presence at work.

In addition to the above, specific jobs may have specific job criteria for performance in
them. When measuring performance, it is essential that relevant criteria, and the most
important aspects of an employee's job, are measured. Since organisational excellence
depends on employee performance, it has to be monitored and evaluated on a continuous
basis in order to identify different levels of performance and to make development
decisions. An employee's performance can be measured in the following three ways:

**Trait-based:** information is about personality and creativity and has little to do with the
job.

**Behaviour-based:** information focuses on specific behaviours. For example, how does
an employee behave towards his/her co-workers and customers?

**Result-based:** information is measurable and appropriate. For example, how many books
are catalogued per hour or per day.

Another important aspect of performance measurement is to define the performance
standards before the work is done. Performance standards are expected levels of
performance or goals against which an employee's performance can be measured so as to
determine the extent to which he/she has completed his/her job.
3.3 THE ROLE OF PERFORMANCE APPRAISAL IN PERFORMANCE MANAGEMENT

It has been noted that "As the emphasis falls increasingly on having an enthusiastic and well-managed workforce and on employees providing the competitive edge, organisations are seeking more effective ways of improving management style. Performance management is one such system whereby the organisation's business plan can be thoroughly communicated to staff" (McDonough 1995:423). Hendry, Bradley and Perkins (1997:20) have defined performance management as "a systematic approach to improving individual and team performance in order to achieve organisational goals". According to Armstrong (2001:501), "Performance management is a process or set of processes for helping organizations to achieve their objectives. It functions by first establishing shared understanding between managers and their staff about what is to be achieved, and then by managing and developing people in a way which increases the probability that it will be achieved in the short and longer term". The key elements of the above definitions are: an agreed upon frame of goals; a process to achieve and monitor the results and performance; a shared understanding about the performance; and, finally, an approach to manage and develop people.

Some depict performance appraisal as a performance measurement instrument against pre-set targets/objectives; others see it merely as a performance measurement tool without indication of pre-set objectives; while in other organisations, performance
management is seen as a completely new phenomenon. In some organisations, it still compares with a rating system, traditionally known as appraisal.

Performance management is not an altogether new phenomenon; it is a more explicative version of traditional performance appraisal. In other words it is a more refined form of objective performance appraisal. No matter what system or name is used, performance appraisal will always remain an integral part and parcel of a performance measurement system.

Proponents of performance management also believe that "Performance appraisal is a critical element in the performance management system. It is a sub-set of performance management and relates to the formal process of assessing and measuring employee performance against agreed objectives" (Corbridge & Pilbeam 1998:205).

In (Managing change…2000) performance management is viewed from a processual perspective and believe performance appraisal to be a key component of performance management. Of course, measurement is a key aspect. "If you can't measure it you can't improve it. It is pointless to define objectives or performance standards unless there is agreement and understanding on how performance in achieving these objectives or standards will be measured" (Armstrong 1995:460). Recently Grensing-Pophal (2002:73) have emphasised that "performance management is evolving from a system focused on the performance appraisal itself to a system that focuses more on employee development as a whole".
Most recently, Robbins and Coulter (2003:321) have well-interpreted the role of performance in performance management system by emphasising that "evaluating employee performance is part of a performance management system, which is a process of establishing performance standards and appraising employee performance in order to arrive at objective human resource decisions as well as to provide documentation to support those decisions. The performance appraisal is a critical part of a performance management system". Hence, an "effective performance management can make a major contribution towards the achievement of business objectives while maximizing the contribution of employees. Moreover, appropriate use of performance appraisal systems within a performance management system can provide valuable assistance in supervising and developing staff within work teams also" (Cornelius 2001:141)

These arguments all show the importance of performance appraisal. To improve performance one needs to know what one's current performance is and this information is collected through performance appraisal.

3.4 WHY DO WE NEED PERFORMANCE APPRAISAL

There are two schools of thought on performance appraisal: one supporting it, and the other opposing it. Many management proponents feel traditional appraisals are not much help, and may backfire. Similarly, total quality management experts argue for the elimination of performance appraisals. Total quality management is organisation wide,
and integrates all functions and processes of the business, being aimed at maximising customer satisfaction through continuous improvement.

These criticisms have some value but it is not practical to eliminate performance appraisals. Managers still need some way to review their subordinates' work behaviour.

Performance appraisal supporters believe that "If employees are to be promoted, developed and transferred it is important to obtain reliable data to base those decisions upon. Appraisal helps to provide information on actual performance" (Kempton 1995:156). In a competitive and fast paced working environment, performance appraisals have become important instruments for assessing and determining the worth of each individual in relation to the company, which is why performance appraisal is currently seen as part of a set of techniques for managing employee performance (Managing change… 2000). The solution for improving staff performance is to design a performance appraisal system, which can manage performance in today's changing environment.

"The culture of the library is a further important aspect of achieving high performance from individuals. Supportive organizations enhance the opportunities for individuals to develop and work in harmony and to achieve more for their library" (Line & Kinnel 1993:327). Performance appraisal is now common in libraries for three reasons: firstly, there is a need to improve services; secondly, all libraries have financial constraints; and finally, libraries have to convince their parent organisations that every effort is being made to improve services. "If properly prepared and administered, performance
appraisals can strengthen star performers and push average employees to greater heights.

In addition, strong appraisals can provide poor employees a realistic view of their job performance and opportunities to improve" (Painter 1994:3). On the other hand, "Badly conducted appraisals can jeopardise morals, adversely affect team work, and leave an individual feeling unfairly criticised" (McDonagh 1995:425). Various authors and researchers have given different reasons to conduct this activity.

Kempton (1995:156) suggests three benefits of an effective performance appraisal:

- Organisational,
- Managerial, and
- Employee related.

The organisation benefits from reinforcement of the manager-subordinate relationship; the manager benefits by availed opportunities to discuss work, areas of confusion and counselling; and, finally, employees benefit by having a chance to discuss with their manager their current roles and aspirations for the future.

McDonagh (1995) argued the need of performance appraisal schemes for the following reasons:

- To identify training needs,
- To improve individual and corporate performance, and
- To encourage manager - subordinate dialogue.
Bohlander, Snell and Sherman (2001:319) highlight the following four objectives among many others:

- To give employees the opportunity to discuss performance and performance standards regularly with their supervisor;
- To provide the supervisor with a means of identifying the strengths and weaknesses of an employee's performance;
- To provide a format enabling the supervisor to recommend a specific program to help an employee improve performance;
- To provide a basis for salary recommendations.

Dessler (1997) gives four main grounds for performance appraisal; to:

- Provide information for decision making about promotion and any salary increment;
- Provide an opportunity for the supervisor and supervised to review the subordinate's work-related behaviour;
- Provide an opportunity to correct any deficiencies; and
- Provide a good opportunity to review the person's career plan in light of his or her exhibited potential.

Murphy and Cleveland (1995) perceive appraisal as a communication channel between the rater, rated and the organisation, where the rater attempts to convey information to the organisation about a subordinate's performance. The above authors argue that rater behaviour is goal directed; and that performance appraisals are social interactions, and
function in organisations primarily as tools for effective management rather than as measurement instruments.


McDonagh (1995:423-424) has categorised the benefits of performance appraisal into the following three broad categories:

- Benefits to the individual;
- Benefits to the boss; and
- Benefits to the organisation.

Jackson and Schuler (2000:453) identify 20 uses of performance appraisal information by categorising them into four main groups:

**Evaluation:** between-person comparisons; which facilitate: making basic employment decisions; deciding on salary increment; recognition of individual performance and identification of poor performance; promotion, retention and termination decisions.

**Personal development:** helping the individual to improve by providing performance feedback, identification of their strengths or weaknesses, making transfers and assignments and identification of training needs.

**System maintenance:** Developing individual and organisational goals, using performance information to assess goal attainment, to determine organisational training
needs to identify organisational development needs, and to audit human resource systems.

**Documentation:** maintaining performance records to be used as documentation for various reasons including legal requirements and validation research.

According to Harris and Desimone (1994:115), "Personal analysis data is also used to define developmental needs; which can be identified during the periodic performance evaluation. The primary use of developmental data is for maintaining the skills, knowledge, and abilities of each employee. However, the information can also be important to career development by preparing the employee for future job responsibilities".

Harrison and Goulding (1997:276) believe that the most obvious reason for appraising an individual is: to secure his/her improvement. The betterment of every individual employee's performance is likely to lead to an enhancement of the performance of the organisation as a whole. They categorised the purpose of appraisal into two parts: developmental, which improves individual performance through training and develops skills; and accountability, which advocates rewarding the employees in addition to individual performance improvement. Appraisal can be either developmental or judgmental.

Stueart and Sullivan (1991:54) hold a similar opinion, that "performance appraisal can be both developmental and/or judgmental in nature. Both aspects are controls to monitor
performance and goal attainment and serve as communication devices to foster individual growth and development”.

Hence, performance appraisal is required and conducted for several reasons: "First, appraisals provide information upon which promotion and salary decisions can be made, Second, they provide an opportunity for you and your subordinate to review the subordinate's work-related behaviour. This in turn lets both of you develop a plan for correcting any deficiencies the appraisal might have unearthed, and reinforce the things the subordinate does right. Finally, the appraisal should be central to your firm's career-planning process because it provides a good opportunity to review the person's career plans in light of his or her exhibited strengths and weaknesses" (Dessler 1997:343).

Since the 1970s authors have been debating the importance of performance appraisal. Based on the above views, such appraisal can be classified into two main categories:

- **Evaluative**: also known as administrative, it looks at the previous year's performance, which is used to make decisions on any merit increase, any salary increase, promotions, demotions and transfers. It can also be used to evaluate the efficacy of recruitment and selection.

- **Developmental**: Such appraisals for librarians have been in existence for more than three decades. In 1971 DeProspo advocated developmental appraisal in his article "Personnel Evaluation as an Impetus to Growth". Here a supervisor has to play the role of a coach/mentor to reward good performance and give advice on how to improve. It is important to provide developmental feedback to reinforce individual behaviour.
### TABLE 3.1
TWO MAJOR CATEGORIES OF PERFORMANCE APPRAISAL

<table>
<thead>
<tr>
<th>Evaluative</th>
<th>Developmental</th>
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<tbody>
<tr>
<td>Merit decision</td>
<td>Identifying strength</td>
</tr>
<tr>
<td>Promotion decision</td>
<td>Identifying weakness</td>
</tr>
<tr>
<td>Dismissal decision</td>
<td>Identifying potential</td>
</tr>
<tr>
<td>Downsizing decision</td>
<td>Identifying training and development needs</td>
</tr>
<tr>
<td>Appraisal of current job</td>
<td>Providing coaching and direction for future planning</td>
</tr>
<tr>
<td>Compensation decision</td>
<td>Recognising good performance</td>
</tr>
<tr>
<td>Validation of selection</td>
<td>Providing performance feedback</td>
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</table>

#### Summary of performance appraisal objectives

- To relate individual goals to organisational goals;
- To enhance objectivity in measuring individual performance (Performance Measurement);
- To evaluate the current job performance and predict performance in a newly assigned job;
- To foster increasing competence and growth of subordinates (Performance Improvement);
- To stimulate the subordinates' motivation by indicating when their performance is good;
- To enhance communications between superior and subordinates in order to strengthen their relationship;
- To determine transfer, termination and retention;
- To identify individual strengths and weaknesses;
- To serve as a basis for decision making about an employee's salary and promotion;
- To document performance appraisal;
- To identify poor performers;
- To determine training needs for further improvement;
- To provide concrete feedback about the performance of the employee;
- To identify potential for development.
Increasingly, performance appraisals have become vital tools for assessing and determining the worth of each individual. Performance appraisal is effective "since it provides a framework to objectivity and fairness within which relevant discussion on behaviour can occur. However, if a library does not devote the time to implementing the system, the benefits of the performance appraisal system decrease" (Belcastro 1998:26).

Inasmuch as it is necessary to have performance objectives (measures) against which personnel will be appraised (measured), it is also imperative to have an appropriate appraisal method. It will be appropriate now to take a glance at the prevailing performance appraisal methods both in businesses and libraries.

### 3.5 COMMON TYPES OF PERFORMANCE APPRAISALS IN LIBRARIES

A review of the literature reveals numerous types of appraisal methods used in libraries, of which only a few are discussed here. The majority of researchers have categorised them into the following three methods (Schuler & Huber 1990, Schuler & Jackson 1996 and Bowman 1999):

- Norm-referenced/Comparative;
- Behavioural/Non-comparative methods; and
- Output-oriented/Result-based.
3.5.1 Norm-referenced / Comparative / Trait - based methods

This approach requires judgements about the degree to which someone has certain characteristics necessary for a job. This approach includes the following methods:

- **Simple ranking** - where employees' overall performance is assessed in comparison with other employees using identified performance traits, the result of which is the production of a list of employees in order of their level of performance. This can be done either by listing all employees from best to worst or identifying the best performer and putting him or her at the top, and then identifying the worst performer and putting him or her at the bottom. The same process is followed for the other employees to fit them in between these two extremes.

- **Alternative ranking** - where the best subordinate is put at the head of the list and the worst goes at the bottom. Now the best and worst are chosen from the remaining subordinates on the list and this continues until all subordinates are ranked, the middle position being the last to be filled (Schuler & Jackson 1996).

- **Paired comparisons** - where one person's performance is compared with that of other employees. Two people are taken at a time and a decision is made on who is more competent. Then another pair is compared and the same process is repeated until all are compared and ranked. This method is quite time demanding and confusing; it is not worthwhile even for a small organisation.

- **Forced distribution** - This is a combined effort of ranking and rating. Rating is based on some predetermined standards and the appraisal is required to allocate each individual a position within a percentage rating scale.
Criticism of norm-referenced methods

They measure overall performance without specification of particular performances that provide or build up to the final decision. This single criterion is a global measure and is not anchored in any objective index; results are bound to be subjective.

Since they do not provide specific job factors against which an employee is assessed they do not help in providing feedback to employees. Supervisors do not know whether the supervised person is actually outstanding, average or poor or whether two individuals with adjacent ranks are quite similar or quite different, because these methods yield ordinal rather than interval data.

3.5.2 Behavioural approach

Behaviour-oriented procedures attempt to make out what someone actually does. The relatively tangible objective nature of these systems makes them more desirable than personality scales. This approach includes the following methods:

- **Graphic rating scale:** Graphic rating scales measure characteristics of employees and hence are called trait rating scales. The basic assumption behind graphic rating scales is that there are some personal attributes that normally produce the desired effects on the job. Attributes are traits such as reliability, initiatives, accuracy. The scales are usually divided into sections denoted by numbers, alphabets or into graphs. Appraisers assign an individual a position on the graph or scale for each attribute or trait. Personal traits are important in job performance; people can hardly perform without them. The problem
with this method is its validity of measurement. If used with a proper job description and a trained appraiser, such ratings can be credible.

- **Critical incident method**: This "focuses the rater's attention on those critical or key behaviours that make the difference between doing a job effectively and doing it ineffectively" (DeCenzo & Robbins 2002:274). In this method supervisors observe and record particularly effective or non-effective behaviours in job performance. It can be implemented in a responsive and flexible manner; supervisors can be trained to pay more attention to the supervised's exceptional behaviours in some performance areas at certain times and in other areas at different times. Because this technique emphasises specific job behaviour, it is easy to give feedback to the rated about his specific job. It provides an opportunity to the rated to develop themselves.

- **Behaviourally anchored rating system (BARS)**: This method is designed to assess behaviours required to successfully perform a job, where each job is likely to have several job dimensions and separate scales are supposed to be developed for each (Byars & Rue 2000). It defines the dimensions to be evaluated in behavioural terms and uses critical events to anchor different performance levels. When introduced in the 60s, it was one of the breakthrough technologies since raters were able to match observed activity on a scale instead of judging it as desired and undesired (Halachmi 1993). This method identifies incidents that are relevant to the performance of jobs usually assisted by job analysis. Each job dimension is then assigned a numerical value, which shows the weight that is attached to it. These dimensions provide the criteria for assessing employees.
Criticism of behavioural methods

The graphic rating method is susceptible to errors, such as central tendency, leniency, halo effect and rater bias. This method is subjective in nature because the results are not related to actual work behaviour. The most obvious disadvantages of a behaviourally anchored rating system are the time and resources needed to develop meaningful behavioural anchors. After a careful job analysis has identified the dimensions of a job that should be evaluated, a complete set of behavioural anchors must be written for each dimension (and five to ten dimensions for a single job are not uncommon). Also, since the job analysis performed for one job is not valid for another, the entire process must be repeated for every single job (Graves 1986:139). In Critical Incident Techniques (CIT) supervisors usually keep a book of people's mistakes rather than achievements; another weakness is that subordinates may engage themselves in easily documented activities, hiding errors and ignoring duties which are not easily observed. It is too cumbersome because of too much paperwork. The behaviourally anchored rating system method, although better than earlier methods, is not completely satisfactory. It may not necessarily identify all relevant job related dimensions. The rater may not be able to translate actually observed behaviour into any of the incidents and anchors shown in the scales. Another problem encountered in this method is with those employees who demonstrate both negative and positive job related behaviour simultaneously (Schuler & Huber 1990). It is not practically suitable because each job category requires its own behaviourally anchored rating system. Another problem with this method is that employers and employees are unable to appreciate the difference between a behaviourally anchored rating system and
trait scales. Due to all the above drawbacks, this technique does not evidence itself as superior to any other technique (Bowman 1999).

The above problems led researchers to develop variants of behavioural anchored rating system methods, such as the Mixed Standard Scales and the Behavioural Observation Scales. To eliminate these problems, appraisers have shifted to result-oriented techniques.

### 3.5.3 Results-based / Output approach

The most popular and earliest output method is Management by Objectives. Other variants of management by objective are: Setting Objectives, Performance Standards, Target Setting, The Direct Index Measure and Accomplishments records. Setting objectives means the job holder's performance is assessed against previously set objectives and with the mutual consent of the supervisor. As it provides employees with the chance to set their objectives, it is an objective and participative method of appraisal. According to Byars and Rue (2000:277) typically the Management by objectives process integrates the following steps:

- Establishing clear and precisely defined statements of objectives;
- Developing an action plan to meet these objectives;
- Implementation of the plan;
- Measurement of objectives;
- Taking corrective action when required; and
- Establishing new objectives for the future.
Management by objectives began to appear in library literature after the 1970s. Librarians found management by objectives to be relevant because setting objectives could create a basis for analysis of procedures, co-ordination of work, elimination of duplicate or conflicting effort, and delegation of authority (Lewis 1980:330). It is a management system and philosophy that emphasises goals rather than methods. The essence of management by objectives is that an organisation's objectives are well-communicated from various departments to an individual. In this way an individual is directly responsible and accountable to his unit or section and indirectly to the department and organisation. This method of performance appraisal not only determines the extent of goal achievement but also the extent of not achieving them and also the extent of exceeding them. The most significant benefit of this method is its identification of reasons for under performance. Management by objective is recognised as an output oriented technique; literature also depicts it as an obvious example of non-comparative methods where performance is measured against pre-defined standards. Since it is goal-oriented, an action plan is drawn up and at the end of the year performance is reviewed to see if the goals have been achieved (Harrison & Goulding 1997). Management by objectives, like other appraisal techniques, still has serious drawbacks:

**Criticism**

The criticism can be summarised as follows:

- This method requires high commitment from the top management to foster individual staff participation and commitment to achieve organisational goals, which is not always there.
• This method emphasises job completion rather than the quality of a job, which may not be acceptable to the users.

• This method focused on set targets and objectives, which is not possible to do for certain jobs.

• Partial implementation of management by objectives does not guarantee its success.

• The process is quite time consuming.

• This method can stifle creativity since employees may define their job narrowly and leave some problems unresolved.

• Team work is bound to suffer, if employees are preoccupied with their personal objectives.

Management by objectives, nevertheless, remains a popular technique to appraise managers since their roles are often ambiguous and this method provides a measure of accomplishment against pre-determined objectives (Bowman 1999).

The performance management system, also known as the performance management process, is another output-oriented method increasingly gaining popularity. It is an ongoing management activity, an overall process of performance management, from setting objectives to measuring this performance against predetermined objectives. Performance management is like management by objective in most of its approaches, except for a few variations:

1. Management by objectives puts more emphasis on completion of the job, whereas performance management emphasises both quality and accomplishment of objectives.
2. Management by objective neglects the long-term outcomes, whereas performance management takes into consideration both short and long-term outcomes.

3. Management by objective does not put emphasis on performance-based remuneration; whereas performance by management emphasises the implementation of a performance based remuneration system as one of the requirements for its success.

4. Management by objective concentrates purely on outputs, whereas performance management concentrates on both inputs and outputs. Performance management processes emphasise the importance of outcomes (contributions), to which the individual contributes, as well as of immediate outputs. They provide the basis for performance improvement plans. The way in which people are managed, the resources they are given and the external factors beyond their control are also taken into account (Armstrong & Long 1994). Bowman (1999:363) has summarised the promise, problems and prospects of trait, behaviour, and result approaches to appraisal in table 3.2:

### TABLE 3.2
**PROMISES, PROBLEMS AND PROSPECTS OF PERSON-CENTRED APPRAISAL SYSTEMS**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>System</th>
<th>Promise</th>
<th>Problems</th>
<th>Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait-based</td>
<td>High</td>
<td>Intuitive appeal</td>
<td>Contamination and deficiency</td>
<td>Supplemental role due to subjectivity and</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>considerable</td>
<td>errors</td>
<td>court challenge</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior-based</td>
<td>High</td>
<td>Job related</td>
<td>Susceptible to deficiency</td>
<td>High technical demands</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td></td>
<td>errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result-based</td>
<td>High</td>
<td>Face validity</td>
<td>Deficiency and implementation</td>
<td>Emphasizes accomplishments and may survive</td>
</tr>
<tr>
<td></td>
<td>Average to High</td>
<td></td>
<td>problems</td>
<td>court litigation</td>
</tr>
</tbody>
</table>

**Source:** Bowman 1999:363
On the basis of the above discussion about the three types of performance appraisals, it is evident that trait-based criteria focus on the personal characteristics of an employee, on what a person is, not on what a person does and does not accomplish on the job, so they do not seem to be valid performance indicators. The link between traits and performance is often poor and traits are difficult to define. They are not legally defendable. Behaviour-based criteria are useful for an employee's development. With behaviours clearly identified, an employee is more likely to perform to his or her optimal potential. They are specifically useful if combined with feedback. They are also legally defensible.

In spite of some drawbacks in output oriented techniques, they are useful because of their clarity of objectives and proper articulation of expectations to employees. They eliminate the problem of subjective evaluation by providing definite goals to be measured, so that supervisors do not have judgmental burdens, and they focus on results not people's traits. The result-oriented approach provides a "sound mechanism for providing feedback and encouraging appraiser and employee to discuss openly ways of improving and developing performance to higher levels" (Anderson 1993:40-41).

3.6 DIFFERENT INSTRUMENTS OF PERFORMANCE APPRAISAL

3.6.1 A combination of groups and individual appraisal

This instrument was advocated by Jordon (1992:194). On the basis of the Metropolitan University Library appraisal system experience the author argued that performance appraisal judges individuals who frequently aspire to improve their performance rather than their service. To avoid this situation team work is necessary. In some cases
individual appraisal is needed and in others group appraisal. Sometimes there is a
mismatch between a manager's own performance and that of the group. In such cases
individual appraisal should improve the individual performance, whereas, group appraisal
alone may have obscured the problem (Jordon 1992). The difference between the two is
that individual appraisal is based upon the confidentiality of an individual performance
appraisal whereas group appraisal is shared amongst all the participants. The author
recommends a combination of both group and individual appraisal and believes that both
can exist side by side without undue conflict; careful thought and planning will enable
them to achieve their management goals and support each other.

3.6.2 Appraisal by supervisor

This is the most common appraisal, and is based on the norm that the supervisor best
knows his/her supervised staff. However, its drawbacks are: the supervisor's power to
punish and reward subordinates, which is threatening; the evaluation is often one-way;
and lastly, the supervisor may not be capable enough to give proper feedback to the
supervised person. Due to the above problems, other sources of employee appraisal have
emerged, such as: self-appraisal, peer-review, upward or reverse appraisal.

3.6.3 Self-appraisal

Self-appraisal is useful when managers seek to increase an employee's involvement in the
review process. This calls employees to think about their strengths and weaknesses. It is
useful when the manager and employee discuss and jointly establish future performance
goals (Bohlander, Snell & Sherman 2001) This method was popular for some time on the
assumption that if subordinates are involved in the evaluation process, they, may be more committed to their jobs and that it could also reduce role conflict. However, this system is subject to systematic biases and distortions. Due to the above problem another variation of self-appraisal came into existence: the "self-initiated appraisal", which is gaining popularity. In this system, an employee is free to ask for a review from his or her manager any time he or she wants. The drawback of this system is that it can be useful for small organisations but not for large ones, as this activity takes additional time.

3.6.4 Peer-review

Peer-review has been in existence since the 1920s. The conditions of peer review likewise exist for librarians, because of the daily opportunities for observing the performance of colleagues (Lindsey 1986). Leysen and Black (1998) also support peer review as an elemental factor in advancement and continuing appointment. Osif and Harwood (1996:178) support Lindsey by saying that "one of the advantages of Peer Review is that co-workers who perform similar tasks are more knowledgeable about the work than a supervisor and are in a better position to evaluate work". Recently Bohlander, Snell and Sherman (2001:327) express the same sentiments: that "one advantage of peer appraisals is the belief that they furnish more accurate and valid information than appraisals by superiors". At the same time there is a natural conflict of interest inherent in peer review, which can result in either positive or negative bias, depending on the situation. Accordingly, peer review is prone to lacking fairness.
Criticism

The appraiser may not be fully familiar with the appraised's work and the appraised may play the appraiser and the line manager off against each other with no formal input from the line manager into the effectiveness or the development of the appraised (Green 1993). This system is conducted on an individual basis; it does not correspond to team-building, which is considered an important element in modern participative management (Schuler & Jackson 1996). There is also the possibility of back-scratching in this system.

Bohlander, Snell and Sherman (2001:327) cite the most common drawbacks of the system as:

- Peer review may be simply a popularity contest.
- Managers are reluctant to give up control over the appraisal process.
- Those recording low ratings might retaliate against their peers.
- Peers rely on stereotypes in ratings.

Due to the above problems, this method is not always applicable.

3.6.5 Upward-appraisal

Upward-appraisal was nicknamed by one UK company "screw your manager" (SYM) (Halatin 1981). Subordinates have a good position to evaluate their superiors due to their frequent contact with them (Bohlander, Snell & Sherman 2001). On the other hand, in using this system subordinates may harm or backstab their managers. Another drawback of the system is that subordinates may not have access to all dimensions of supervisory performance and subordinates may not always evaluate performance objectively or
honestly (Schuler & Jackson 1996:425). Experiences with the above performance appraisal methods have led many organisations to adopt a new system called "multiple feedback sources".

3.6.6 The multi-source assessment (360 - Degree appraisal)

This method is receiving a good deal of attention. It is intended to provide employees with as accurate information as possible by obtaining input from all angles (Bohlander, Snell & Sherman 2001). Three hundred and sixty (360) degree feedback is an appraisal process whereby different aspects of work can be assessed by different people. For instance, peers can judge good teamwork, clients and users service quality and individuals can judge management and leadership style (McDonough 1995:425). Feedback is coming from four directions, hence it is called 360 degrees. This process seems to be quite logical because each employee will be assessed in four different ways and the same applies to everyone. Bohlander, Snell and Sherman (2001:330) quote the following safeguards observed by Intel to ensure the maximum quality and acceptance of 360 degree's:

- Assure anonymity.
- Make respondents accountable.
- Prevent "gaming" of the system.
- Use statistical procedures.
- Identify and quantify biases.

According to Osif and Harwood (1996:178) 360-degree feedback increases focus on customer service, supports team initiatives, creates a highly involved work force,
decreases hierarchies, promotes streamlining, detects barriers to success, assesses
developmental needs, avoids discrimination and bias, identifies performance thresholds,
and is easy to implement.

This system is thorough, and there is less chance for unfairness because the information
is collected from all the surrounding sources, but still its "success depends on how
managers use the information and how fairly employees are treated" (Bohlander, Snell &

3.6.7 Benchmarking

Benchmarking and performance measurement in the public sector is increasingly
becoming prevalent. Benchmarking is the continuous process of measuring products,
services and practices against the recognised competitors. Benchmarking is a
"continuous, systematic process of measuring products, services and practices against
organisations regarded to be superior with the aim of rectifying any performance gaps"
(Benchmarking and performance…1999). Meaningful benchmarking should be between
organisations with similar goals and characteristics in order to deliver similar services to
their clients.

Weaknesses: It is difficult to find a "best of the class" organisation for the benchmarking
exercise. A systematic approach involves high cost and since, in most cases, only
secondary information sources are available, comprehensive searches do not necessarily
lead to comparable outcomes.
The success of benchmarking depends on employees understanding the results of this exercise and on their willingness to implement the necessary organisational changes. It has to be a permanent exercise; in this fast changing market, today's "best of the class" may not be tomorrow's best of the class (Benchmarking and performance…1999).

There is another internationally recognised benchmark for quality management, the DIN ISO 9000-9004, which can be interpreted as a pre-condition to benchmarking because it assists private and public organisations alike to define their own quality assurance system. The application of the ISO system in the public sector is still experimental. According to the literature it fits the administrative culture in Europe.

**Weaknesses:** Its most obvious weakness is its strong focus on quality which omits all other dimensions of performance measurement. Although quality in the public service is always desirable in the sense of competence in the routine activities of the organisation, in some constituencies this is not always the case: for example, taxpayers may prefer to have a poorer quality of drinking water, and consequently pay lower water rates.

Similar to management by objective and performance by management, there is another measuring system known as "The Balanced Scorecard", devised by Kaplan and Norton (1996). Today traditional financial performance measures seem to be outdated; operational measures like time and customer services need to be prioritised in order to derive financial gains, effect continuous improvement and direct any organisation to the leading edge. It was initially developed to address some of the problems of traditional
performance systems which are often related to financial measures. This system is based on three additional non-financial measuring categories: customer satisfaction, internal processes, and learning/innovation. These authors believe that the above-mentioned additional three measuring categories are the drivers of future performance whereas financial measures emphasise past performance. This method is strategic in the following ways:

- By combining the above four measures the Balanced Scorecard produces in one management report all the information of an organisation.
- By forcing senior management to think about all the operational measures together, it provides them an opportunity to see if improvement in one area is achieved at the cost of another.

This system also considers the collaboration of goals and measures. It is more focused than management by objectives as it puts emphasis on the four categories of customer satisfaction, internal processes, innovation and learning, and financial measures.

3.7 CHARACTERISTICS OF A GOOD PERFORMANCE APPRAISAL

Bowman (1999:570-571) has identified the following characteristics of a good performance appraisal:

- The rating instruments are simple and based on job analysis;
- All employees, including managers, are trained to use the system;
Appraisal is based on accurate job descriptions and ratings on observable performance;

Evaluations are done under standardised conditions and are free from adverse impact;

Preliminary results are shared with the rated;

There is some upper level review with appeal provision apart from the manager;

There are counselling and corrective guidance services.

DeCenzo and Robbins (2002:285) give the following characteristics of a more effective performance management system. They believe it should:

Train appraisers;

Rate selectively;

Have multiple raters;

Provide ongoing feedback;

Combine absolute and relative standards;

Use-behaviour-based measures.

Grensing-Pophal (2002:79) has identified the following characteristics of a good performance appraisal system, which:

Identifies performance goals;

Aids in selection and recruiting;

Provides feedback;

Includes training and development;

Facilitates promotion and if appropriate, transfer;
• Forwards and recognises achievement;
• Formalizes and documents goals and specific activities;
• Identifies areas where performance is good and where it can be improved;
• Identifies specific areas of improvement and the process required;
• Documents broader opportunities and career development.

The important points of an effective performance appraisal can be briefly described, as follows:

3.7.1 Design of the form to be used

A form's design plays an important role in an effective performance appraisal. Grensing-Pophal (2002:80-81) insists that it can be very useful to involve some managers and employees in this process and suggests some questions as a guide for a performance appraisal form design. Some of them are as follows:

• What information does the company need from the appraisal process?
• What does the company want to measure?
• What degree of validity and reliability does the company need?
• What degree of validity and reliability is possible considering the skill and performance of the management in the organisation?
• Should specific procedures and instruments be designed for specific work units and levels check (e.g., exempt versus non-exempt) within the company?
• What adverse or undesired effects may occur because of the use of the specific rating procedure or form?
• Should the performance appraisal instrument be developed in-house or should outside consultants be used?
• What kinds of checks and balances should be used to ensure the reliability of raters?
• Is the benefit worth the cost?
• By answering the above questions a form can be designed according to the needs of a particular library or any type of organisation.

3.7.2 Interpersonal relationships as an integral part of a performance appraisal system

Hossein (1980) discovered in a study that there was a very direct relationship between communication and performance with regard to the explicitness of communiques.

3.7.3 People's confidence and acceptance

Even if there is a genuine need, employees' acceptance of and confidence in the activity play a crucial role in determining its success. Their participation helps to confer legitimacy on the appraisal system (Daley 1992).

3.7.4 Objective-setting

"Objective setting provides a concrete way of assessing performance because it helps to overcome the problems associated with personal qualities and subjective judgements" (McDonagh 1995:424). It is important therefore to set objectives for an effective performance appraisal.
3.7.5 Appraiser training

Hansen (1995) thinks insufficient appraisal training as one of the drawbacks of the system. Sims, Veres, and Heinger (1987) argue that a training programme on performance appraisal is important to the effectiveness of the appraisal system. They maintain and enhance self-esteem, focus on behaviour and personality, use techniques to shape behaviour, emphasise active listening, maintain communication and set specific follow-up dates for discussion of subordinate progress. In the management world there is a scarcity of literature that does not talk of performance appraisal. "If you can not find good raters, the alternative is to make good raters" (DeCenzo & Robbins 2002:288). A lack of appraising skills causes appraisals to become ineffective. Bohlander, Snell and Sherman (2001) note that it is important for raters to know the purpose of appraisal, the mechanics of the rating system, the frequency of the conducting appraisals and the standards of performance. Therefore, training programmes are required which can make raters vigilant about the weaknesses and problems of appraisal systems and train them to give feedback among other things in order to avoid such snags. All of this suggests that appraiser training and follow-up plans are crucial for an effective performance appraisal system.

3.7.6 Performance related pay

Owen (1995) believes appraisal schemes can be beneficial to the informational professional in recognising individual expertise, while Edwards and Williams (1998) held that true reward review should take place at a different time from the appraisal interview.
3.7.7 Evaluator's rating accuracy and motivation

Robinson, Fink and Allen (1996) investigated which of the three constituent groups (superiors, peers and subordinates) has the greatest influence on rater compliance with employee performance appraisal and found that supervisors have the greatest influence on rater compliance with rating procedure. They have established that the success of evaluation depends entirely on the evaluator's capability. An effective performance appraisal system requires rater training; enough time for the raters to complete a comprehensive appraisal; proper and specific feedback; performance documentation; incorporation of multiple sources of information; confidence and belief in the appraisal process amongst both raters and rated (Roberts 1998).

3.7.8 Performance feedback

"Without proper two-way feedback about one's effort and its effect on performance, we run the risk of decreasing an employee's motivation" (DeCenzo & Robbins 2002:269). Grensing-Pophal (2002:89) presents some advice on useful feedback. It should:

- Be descriptive rather than evaluative. For example, instead of saying "the memo is poorly written", supply some specific areas to improve upon.
- Be specific rather than general: Instead of saying one is “dominating” it will be more appropriate to say “I felt forced to accept your arguments or face attack because it seemed as though you did not listen to what others said”.
- Take into account the needs of both the receiver and the giver: it can be destructive if feedback serves a manager only.
- Be directed toward behaviour that the receiver can do something about.
• Be solicited rather than imposed.
• Be well-timed, and offered as soon as possible after the event.
• Be checked to ensure the communication is clear and was received the way it was meant. Use active listening skills.

3.7.9 Legislation affecting performance appraisal

Bowman (1999) insists that a good personnel appraisal system should survive a court challenge. Usually, four types of personnel actions may prompt an employee lawsuit: demotion, failure to promote, layoff and dismissal. Organisations should be aware of their performance appraisal system’s legal implications in order to safeguard themselves in court. Bohlander, Snell and Sherman (2001:325) quote the following legal guidelines:

• Performance appraisals should be job related, with performance standards developed through job analysis.
• Employees should be given a written copy of their job standards in advance of appraisals.
• Managers conducting the appraisal must be able to observe the behaviour they are rating, which means measurable standard with which to compare employee behaviour.
• Supervisors should be trained to use appraisal forms correctly.
• Appraisals should be discussed openly with employees and counselling or corrective guidance offered to help poor performers improve their performance,
• An appeal procedure should be established to enable employees to express disagreement with the appraisal.
3.7.10 Full implementation

If a performance appraisal system is not fully implemented, it is unlikely to succeed. For instance, if the appraisal says good performers will be rewarded, they should be rewarded. If it does not reward them, employees will be frustrated and demotivated, which will lead them towards lower productivity (see also Tsiako 1993 & Sayed 1996).

3.7.11 Attribution theory

Attribution theory attempts to differentiate between those things that the employee controls (internal) versus those that the employee cannot control (external) (DeCenzo & Robbins 2002:283). Sometimes unconscious factors may bias evaluations and the decisions based on them. Gedeon and Rubin (1999) examined attribution theory, which focuses on human propensity as an explanation of why people behave the way they do. It functions as a means of control, explains past events and predicts future ones. The theory is based on the assumptions that individual achievement related events are due to one of four attributions: ability, effort, task difficulty and luck. Ability and effort are stable while effort and luck are unstable. For example, in a library scenario, a supervisor observes a librarian (supervised) presenting a class in bibliographic instruction and considers the information provided to be good. The supervised may make an internal attribution that the explanation for the successful class was due to his or her own intelligence (ability) or hard work (effort). Conversely, the supervisor might make an external attribution that the task was easy (task difficulty) or that it was just a lucky day (luck). The supervisor's belief regarding good performance, internal or external, will have significant implications for the evaluation and subsequent actions. Attribution theory seems to make sense for fair performance evaluation. Gedeon and Rubin (1999) consider this
theory an accurate performance evaluation tools, free from unintentional gender bias which would increase the validity of evaluations and decisions made according to them. When a supervised's performance is based on external factors, the supervisor is unlikely to reward or punish the supervised. Gedeon and Rubin (1999) believe it is important for a supervisor to know attribution theory in order to perform a fair evaluation.

3.8 DISTORTIONS OF PERFORMANCE APPRAISAL

A performance appraisal system is an important instrument for assessing and determining the worth of each individual in order to manage human resources, yet usually no serious thought has been given to appraising the performance of Library and Information science professionals. It is one of the most underused techniques in library training despite its obvious advantages in ensuring the efficient and effective running of any organisation. Literature reveals the following factors distorting a performance appraisal:

**FIGURE 3.1**

DISTORTIONS TO PERFORMANCE APPRAISAL
3.8.1 Supervisor error

Edwards and Williams (1998:15) emphasise that "the bottom line is that librarians themselves are reluctant to pursue a more objective approach to the evaluation process". Most of the literature cites the following pitfalls of supervisors/evaluators:

- the halo effect,
- leniency, softness, or spinelessness,
- a central tendency
- horn effect
- latest behaviour
- first impression
- rater bias
- spell over effect

The halo error or effect is a tendency to rate high or low on all factors (DeCenzo & Robbins 2002). Central tendency: Raters who are reluctant to assign either extremely high or extremely low ratings commit the error of central tendency (Bohlander, Snell & Sherman 2001:331). Rating people consistently high or low is known as leniency. Raters who have this tendency rate all employees as average (DeCenzo & Robbins 2002). Supercritical supervisors have a tendency to compare their subordinates with 'what they did', which is unfair since the performance also depends upon the situation. Sometimes supervisors are influenced by the most recent behaviour of their subordinates. In such cases an innocent person can be misunderstood as arrogant in an attempt to express his opinion. Some raters are inclined to form an impression about the ratee on their first
acquaintance and make incorrect decisions based on inadequate knowledge. Some make a standard mental picture about a person based on sex, colour, caste, religion, age etc.; these assessments are merely false assumptions. At other times an employee's reports are transferred along with his transfer, and may impact negatively on a new boss's opinion of the employee (Pattanayak 2002:91-92).

**Negotiation theory:** Lindsey (1990) has suggested "Negotiation Theory" as an alternative tool to apply in appraisal so as to deal effectively with problems among appraiser and appraised, in order to accomplish the activity successfully. Negotiation Theory infers a simple fact; that both negotiators must be away from the problems in order to deal effectively with them. In negotiation the focus on interests avoids polarisation of positions. To get to individual interests both parties may need to ask questions and listen to each other in order to unlock the problem. By examining available options, a solution for each party may be found. This is important for a successful solution overall.

**3.8.2 Evaluated's poor attitudes**

Literature also reveals the evaluated's behaviour as one of the factors influencing performance appraisal activity. "At the base, however, of any performance evaluation/appraisal system is the attitude of the person being evaluated. If the individual places value on the product of evaluation, the individual will be willing to change behaviour. If, however, the individual does not value the product, the process will not
provide positive individual benefit” (Lindsey 1986:7). Acceptance by the evaluated is important for any performance appraisal system's success.

3.8.3 Problem of importing readymade system

It is better to design a system incorporating the needs of the organisation than to adopt a ready-made and cheaper but inappropriate system. A library runs the risk of alienating its staff, who may come to see the process as meaningless (Harrison & Goulding 1997).

3.8.4 Instrument problem

Harrison and Goulding (1997:276) maintained that the most important factor for designing an appraisal system for any type of library is the purpose of the library. The design of the appraisal system could also be a problem if the purpose of the library is not considered. McDonaugh (1995:424) holds the same opinion: that the design of appraisal forms will depend on the nature of the organisation, and the employees to be appraised. He goes on to suggest some guidelines for any type of organisation: a detailed review of the individual's performance against a set of job-related criteria; general comments by a more senior manager; comments by the employee and a plan for development and action.

3.8.5 Lack of feedback problem

In the absence of feedback, how can good or bad performance be validated? How can improvement occur? Quite simply it cannot. There is no ability to measure, and hence no control over actions which are taken blindly without the benefit of feedback (Edwards & Sproull 1986). Proper and constructive feedback is vital.
3.8.6 Unreliable connectivity between individual performance and salary

If individual performance appraisal and rewards cannot be reliably connected to salary recommendations, this violates the concept of merit pay for superior performance. People are realising that while pay differentials can attract and retain employees, pay does not substantially affect how people behave once they are employed (Marquardt 1996).

3.8.7 Poor consideration of new technological developments

It is important to consider these in assessing employee skills. If the staff are not assessed in accordance with any technological developments, which require new skills and expertise to gain and sustain a competitive edge to provide effective and efficient services to their customers, performance appraisal is bound to be ineffective.

3.8.8 Diverse purposes

Finally, annual appraisal systems often fail because it is virtually impossible to accomplish diverse purposes with a single review. Appraisal facilitates several purposes including selection, promotion and merit review, all of which must be included in an appraisal form separately; but it must be recognised that all are linked in some way or another and the way in which they are linked must be known.

The rapidity with which technology advances poses a twofold challenge to librarians: not only must they learn and teach new skills, but they must budget for the implementation and maintenance of all the new facilities acquired. It is the financial challenge that forces managers and staff to allocate resources in the most efficient yet cost-effective manner so
that productivity and consumer services are enhanced. It is the technological expertise of
librarians, rather than the skills of the administrative staff, which are most relevant to
library users and therefore must be developed and utilised to their maximum potential
(Marquardt 1996). Performance appraisal systems should assess librarians on the basis of
skills currently needed to meet the dynamic challenges of the present technological age.
In the absence of this provision, performance appraisal cannot be an effective tool of
human resource management.

3.9 STRATEGIC FOCUS OF PERFORMANCE APPRAISAL

"Strategic relevance refers to the extent to which standards relate to the strategic
objectives of the organization" (Bohlander, Snell & Sherman 2001:322). Hence "the
strategic approach is gaining in popularity as firms see performance appraisal as an
important way to achieve organizational goals" (Schuler 1998:440). Clearly, "the
appraisal process begins with the establishment of performance standards in accordance
with the organisation's strategic goals" (DeCenzo & Robbins 2002:272). This definition
focuses on the strategic value of performance appraisal. If a library incorporates customer
satisfaction and teamwork strategies into performance appraisal objectives, it is more
likely to get customer satisfaction and teamwork from its employees. The important issue
is that performance appraisal must specify the goals which a library desires to achieve
from this activity.
3.9.1 Aligning performance appraisal with the business

The performance appraisal attains its fullest purpose when it is aligned with business objectives. It is strategic:

- when linked to the business; and
- when individual goals are aligned with business goals.

3.9.2 Linking performance appraisal to competitive advantage

Gaining a competitive advantage is a strategy adopted by many organisations. According to Kleman (2000:210) an effective performance appraisal is linked with an organisation's competitive position in the following ways:

- **Improving job performance:** An organisation can achieve a competitive advantage by using an effective performance appraisal in two ways:
  
  1. By directing employee behaviour toward organisational goals, because performance appraisal is a means to let employees know what is expected of them. Thus, it channels them in a proper direction to meet those expectations and in this way performance appraisal reinforces an organisation's strategic plan.
  
  2. An effective performance appraisal is an opportunity for managers/supervisors to monitor their subordinates' performance systematically and measure their performance in relation to the strategic organisational plan. Supervisors can use this tool to recognise and reward good performers and to improve poor performers. This prepares employees and organisations to gain a competitive advantage over their rivals.

- **Making the correct employee decision:** Since performance appraisal is often used to make evaluative decisions about employee promotion, salary increments, and training,
this type of positive decision through performance appraisal can enhance competitive advantage by acknowledging their good performance. It boosts their morale and motivates them for even better performance and consequently, employees create a competitive advantage for their organisation.

3.9.3 Linking performance appraisal to motivation

"Just because employees have the ability to do the job does not ensure that they will perform satisfactorily. A critical dimension of their effectiveness is their willingness to exert high energy levels - their motivation" (DeCenzo & Robbins 1999:286). They performance appraisal as a vital component of motivation. They insist that employees have to know what is expected of them and that their performance will be measured. They must be confident, exercising their efforts to the best of their abilities. This will lead them to better performance according to their measurement criteria and consequently they will be rewarded. If people do not see the link between effort and performance, and between performance and reward, the motivational aspects of evaluating performance will be lacking. If employees have performed well, their good performance needs to be recognised. If they have performed poorly, this can demotivate them. Managers should always look out for new motivational incentives so as to encourage high performance based on performance appraisal. "Leaders in the new organization do not lack motivational tools, but the tools are different from those of traditional corporate bureaucrats. The new rewards are based not on status but on contribution, and they consist not of regular promotion and automatic pay raises but of excitement about mission and a share of the glory and the gain of success" (Kanter 1989:92).
3.9.4 Linking performance appraisal to selection

The selection process is defined as "all movement of human resources into, within and from the organisation" (Lundy & Cowling 1996:206). This process therefore is responsible for the hiring of staff at every level in the organisation, as well as retaining capable staff and firing incapable staff.

In order to recruit an employee an organisation has to go through a process: initial selection, probation and induction of new entrants, and their promotion, transfer and sometimes severance from the organisation. The selection process cannot be seen in isolation from performance appraisal. Selection of an employee has to be linked with organisational strategy: what sorts of employees are required for the organisation? For example, a biased selection interview will undermine any benefits gained from linking this activity with organisational strategy. Apart from this, the selection committee needs to think strategically: should the selection match the organisation's current culture or the culture it aspires to? Hence, "the premise underlying the concept of strategic selection is that selection issues should form part of strategic thinking within an organisation at both formulation and implementation stages" (Lundy & Cowling 1996:206). If poor selection is made, it would appear that it is not strategic. This makes it essential to adhere to the selection principle. If right people are not selected, they will not perform well. The authors emphasise that it should be fair; to ensure its fairness it needs to be as accurate as possible. This requires the use of reliable and valid measures of job applicant characteristics, followed by information about applicants in a rational way so as to make the right decisions. The key elements are reliability and validity. The above discussion
means that human resource management requires the latest information from various selection instruments. The most common instruments are:

- application form/s;
- interview/s;
- test/s;
- medical examination/s;
- references;
- computer assisted tests.

With the aid of these instruments and methods, future job performance can be estimated and used to make decisions concerning the selection of staff. Another important factor to be considered is rapid environmental change, which requires innovative, enterprising, responsible, team oriented and adaptive employees. The latest phenomenon in recruiting staff is "recruiting attitudes" (Callaghan & Thompson 2002).

The aim of a selection system is to select the right individuals who will perform well at work. The ultimate effectiveness of strategic selection will be undermined if the selection system which is linked with strategy is of poor quality (Lundy & Cowling 1996).

By appraising the staff, management can identify/verify if the right staff have been selected or not. Therefore, the selection process is linked with performance appraisal, and has a strategic focus. "If organisation selection is informed by the organisation's environment, linked to strategy, socially responsible, valid, periodically evaluated and
maintained by knowledge of leading theory and practice, then such selection is, indeed, strategic selection. The same statement can be applicable to each of the other HR activities which support strategic human resource management” (Lundy & Cowling 1996:240).

3.9.5 Linking performance appraisal to reward

Rewards include both direct pay and indirect benefits (for example holiday pay), known as extrinsic rewards. Rewards also include intrinsic rewards such as recognition, security, career development, feelings of self-worth and sense of achievement. Usually, employees consider intrinsic rewards to be more important, as they can provide job satisfaction, increase motivation and consequently improve productivity.

"Managing motivation is the process of recognising and providing for the needs of employees in such a manner that high levels of performance are achieved. In its workplace setting, it means providing for those needs which individuals bring with them to their place of work” (Lundy & Cowling 1996:298). This implies that it is important to recognise employee needs and provide them with a conducive environment in order to motivate them to utilise their full potential. A motivational theory relevant to reward management is expectancy theory. This theory believes that employees' behaviour is influenced by the degree to which their needs are fulfilled.

Another theory related to motivation with a reward strategy is goal-setting. If achievable goals are set for individuals, this will result in higher motivation and performance. If
goals are difficult to achieve, employees can be committed only if they are involved in goal-setting.

### 3.9.5.1 Objectives of reward strategy

According to Armstrong and Murlis (1994) a reward management strategy must:

- Be congruent with and support corporate values and beliefs;
- Emanate from business strategy and goals;
- Be linked to the organisation's performance;
- Drive and support desired behaviour at all levels;
- Fit desired management styles;
- Provide the competitive edge to attract and retain required skilled employees;
- Be anchored to the realities of the labour market.

Reward management needs to be reviewed constantly. As indicated earlier, strategic human resource plans should be flexible enough to adapt to rapidly changing environments and job evaluation schemes need to be modified accordingly.

### 3.9.6 Linking performance appraisal to development

Training and development are crucial in matching an organisation's human resources to its organisational strategies.

"A performance appraisal is a source of data on which training and development decisions in relation to improvements to current performance and plans for future development can be based. Performance appraisal represents an important and potentially
effective tool within a process of strategic human resource management" (Lundy & Cowling 1996:288). Hence, using performance appraisal, staff performance can be measured and improved upon, leading to optimum performance and organisational efficiency.

According to Lundy and Cowling (1996) performance appraisal:

• clarifies employee responsibilities and ensures effective performance ;
• identifies and develops employee potential in accordance with the future skill requirements appropriate to changing technologies and markets; and,
• means that employees are more educated than in the past, with higher expectations protected by legislation.

This establishes the link between performance appraisal and strategic training and development.

3.9.7 Link between performance appraisal and strategic training and development

"All organisations must face up to the challenge of how to evaluate, utilise and develop the skills and abilities of their employees to ensure that individuals gain as much satisfaction as possible from their jobs while making effective contributions"(Lundy & Cowling 1996:289).

Performance appraisal can be used to audit the current workforce and create a human resource profile to fit the strategic plan, for example, by classifying the performance of
the workforce into two groups: current and potential. Performance appraisal can further
more be used to develop a flexible workforce, for example, creating a multi-skilled
workforce.

Increasingly, organisations are moving more towards a diverse approach to employee
skills, rather than the previous approach of specialisation. This can be achieved by an
objective performance appraisal. Performance appraisal can also be used to identify and
develop potential employees.

Lundy and Cowling (1996:290) have cautioned: "if performance appraisal is to serve
strategic training and development then its credibility as a technique must not be in
doubt".

The above discussion shows that performance appraisal plays an important role in
strategic human resource management. In other words, performance appraisal cannot be
separated from strategic human resource management. Miller (1992) perceives
performance appraisal as vital in any system that attempts to link the performance of the
organisation with the performance of its people.

3.10 SUMMARY

Performance appraisal is an integral part of performance management and human
resource management. Such an appraisal is used to assess and determine the worth of an
employee. An effective performance appraisal generally has two purposes: evaluative, to inform people where they stand, to make decisions on any merit increase, any salary increase, promotion, demotion, transfer and to evaluate recruitment; and developmental, to provide an employee with information about his or her weaknesses, to give him or her an opportunity to improve, to identify strengths, and training and development needs.

An employee's performance can be measured in three different ways: norm-referenced/comparative, behavioural/non-comparative and output oriented methods (also known as result-based). The main instruments of performance appraisal are: a combination of groups and individual appraisal; appraisal by a supervisor; self-appraisal; peer-review; upward appraisal; multi-source assessment/360 Degree and benchmarking. Performance appraisal has a strategic focus because of its alignment with organisational business, linkage to competitive advantage, motivation, selection, reward, training and development.

The following chapter discusses the strategic focus of human resource management.
CHAPTER 4

STRATEGIC FOCUS OF HUMAN RESOURCE MANAGEMENT

4.1 INTRODUCTION

This chapter looks at the strategic aspect of human resource management. The main aim of this chapter is to develop an analysis of the relationship between human resource management and strategic management. It starts by defining the terms strategy, strategic management and strategic human resource management. It proceeds to discuss the strategic approach to human resource management and explores the relationship between human resource management and strategic management. Then finally strategic human resource management models are reviewed to guide the Investigator into the role of performance appraisal in strategic human resources management.

4.2 STRATEGIC APPROACH TO HUMAN RESOURCE MANAGEMENT

"Strategy" derives from the Greek word "strategos" meaning "a general". According to the Concise Oxford Dictionary (1999:1052), strategy means "generalship". Its original
literary meaning is "the art and science of directing military sources". The term strategy is defined in various ways by different researchers as a plan, which explains the options for many possible solutions; the determination of the basic long-term goals of an organisation and allocation of resources to accomplish these goals; the way to achieve organisational goals; an integrated and coordinated set of commitments and actions designed to exploit core competencies and gain a competitive advantage; a firm's theory about competing successfully. Strategy defines “where the organization wants to go to fulfil its purpose and achieve its mission. It provides the framework for guiding choices which determine the organization’s nature and direction” (Armstrong 2001:15).

Sweiss (1997:5) views strategy as "a plan to achieve relative advantage against the competitors". According to Mello (2002:67) strategy means "how the organization intends to achieve its goals. The means it will use, the courses of action it will take, and how it will generally operate and compete constitute the organisation's strategy". Thus, strategy is a complete overall plan to achieve an organisation's vision, mission and goals, which involves direction, co-ordination, decision making and resource allocations.

4.2.1 Strategic management

Strategic management is about "harnessing the abilities, innovative capacity and drive of everyone in the organization. It is this 'harnessing' in relation to mission and objectives that is performance management's concern in the strategic process" (Harrison 1993:249).
It is a proactive approach, which gears the library or any organisation towards proactiveness. It helps the library develop a strategic fit among resources, organisational needs and the changing opportunities in its environment. It provides public relations opportunities in the process of discussions with various stakeholders. The most important benefit of strategic management is the opportunity to perform an environmental analysis. The environment serves as a “reality check and helps to underscore institutional goals and objectives and, more importantly, institutional priorities” (Butler & Davis 1992:398).

The literature on strategic planning in the business is extensive, but articles on strategic planning in libraries are few.

4.2.2 Human resources strategy

Hax (1985:76) defines human resource strategy as “a critical component of the firm’s corporate and business strategies comprising a set of well coordinated objectives and action programmes aimed at securing a long-term sustainable competitive advantage over the firm’s competitors”.

Tyson and Witcher (1994) consider human resource management strategies as "the intentions and plans for utilizing human resources to achieve business objectives".

According to Chanda and Kabra (2000:41), "HR strategy is a long-term direction of the HR function in an organisation. It describes the best options suitable to an organisation for managing its human resources in line with the available systems and processes, resources and environment. Human resource strategy enables an organisation to remain
effective and efficient in managing people in line with the changing business environment”.

**Human resource strategy is a plan to manage and utilise human resources effectively and efficiently according to the changing needs of the time.**

### 4.2.3 The origin of strategic human resource management

The concept of strategic human resource management became more popular in the 1980s with the development of Harvard Business School's two models, integrating strategy and human resource management: The Matching Model and the Harvard Framework. In other words strategic human resource management originated at the same time as human resource management emerged as the dominant philosophy. The Matching model was conceptualised by Formbrun, Titchy & Devanna (1984:453), known as the first formulators of strategic human resource management, who wrote that three core elements are necessary for firms to function effectively:

1. Mission and strategy
2. Organisation strategy and
3. Human resource management.

The above authors emphasised that human resource management should be aligned to organisational strategy. Beer *et al* (1984) believe that a rapidly changing environment creates an imperative need for a more comprehensive and strategic perspective regarding human resources. Drucker (1955), the "management guru" invented Management By Objectives (MBO) in which he wrote "An effective management must direct the vision and effort of all managers towards a common goal". Drucker further stressed that "HRs
should be managed as an organisational asset". Drucker's statement still fits modern human resource management. Today the human resource is seen as "the available talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization's mission, vision, strategy and goals" (Jackson & Schuler 2000:37). Both statements talk of vision, goal and organisation. One could ask: "Isn't this visionary goal oriented management fundamental to modern human resource management?"

Hence, it is apparent that strategic human resource management is not a completely new and revolutionary field, as its roots can be traced way back to 1955. It has been indicated already that strategic human resource management began to appear in United States literature in the 1980s. For instance, Kanter (1983) suggested that organisations need a process of strategic resource management to help them deal with the increasing rate of strategic surprises, which generates flexibility and innovation.

Ondrack and Nininger (1984) studied the extent to which strategic human resource management was present in organisations and identified that human resource issues were becoming so important to the strategic plans and operations of organisations that they required attention at the highest level.

According to Kanter (1989) the competitive pressures forcing organisations to adopt new, flexible strategies and structures and noted that strategic human resource management was being practised but not well enough. Little attention was being paid to the issue.
Schuler and Walker (1990) note that the 1980s had been the time of more rapid and dramatic changes than any other recent period, when human resource management was influenced by demographic shifts, heightened competitiveness, changing work patterns, employee needs and new technologies.

4.2.4 Definition of strategic human resource management

Schuler and Jackson (1999:52) define strategic human resource management as "the pattern of planned human resource developments and activities intended to enable an organization to achieve its goals". This definition integrates the two main points:

- Linkage of human resource activities with the organisational strategy; and
- Harmonisation of various human resource activities.

Armstrong and Long's (1994:38) definition is most comprehensive. According to him, "strategic HRM is an approach to making decisions on the intentions of the organisation concerning people which are an essential component of the organisation's corporate or business strategy. It is about the relationship between HRM and strategic management in the organisation. Strategic HRM refers to the overall direction the organisation wishes to pursue in achieving its objectives through people". Armstrong highlights the following dimensions of strategic human resource management:

- It refers to an organisation's decision making about its human resources;
- It is an organisation's overall plan to pursue to achieve its goals through people;
- Human resource management and strategic management are correlated; and
- People are an integral component of any organisation's corporate strategy.
Armstrong and Baron (2002:41) have recently regarded the concept of strategic human resources as "a general approach to the strategic management of human resources in accordance with the intentions of the organization on the future direction it wants to take. It is concerned with longer term people issues as part of the strategic management processes of the business". Similar points are highlighted to those made in 1994, with the slight variation that such a strategy is seen as a long-term plan.

Redman and Wilkinson (2001:10) point out that "SHRM theory persists that an organisation's human resource assets are potentially the sole source of sustainable competitive advantage". They argue that "an emphasis on staff as a resource without strategic integration is not SHRM either" (Redman & Wilkinson 2001:11).

Strategic human resource management, therefore, can be considered as an overall process to deal with long-term human resources issues as part of the strategic management of the organisation. This includes comprehensive concerns about structures, values, culture, quality, commitment and performance and the development of the human resources through whom the goals of an organisation are accomplished.

4.2.5 Dimensions of strategic human resource management

Literature describes many such dimensions. Earlier literature emphasised the need to match human resource management practices with particular business strategies (see Formbrun, Titchy and Devenna 1984). Initially, strategic human resource management had focused on the role of human resources in the implementation process, which meant
that human resources were seen as complementary assets. "HRM's novelty included an emphasis on pursuing a strategic approach to the management of human resources, developed with the full backing of senior management, embracing a tight coupling between human resources and business policy and a coherent or integrated set of personnel policies and practices" (Bach & Sisson 2000:11).

According to Armstrong & Long (1994:127) the major characteristic features of strategic human resource management are:

1. a clear and purposeful corporate strategy.
2. ownership and integration of human resource strategies by the top management team.
3. human resource strategies are concerned with the development of an organisation and the people in it.
4. human resource strategies are related to the success of an organisation, owing to high quality and committed people.

Anthony, Perrewe and Kacmar (1996) state six key elements to strategic human resource management:

1. **Recognition of the impact of the outside environment:** a strategic human resource strategy recognises the threats and opportunities in order to capitalise on the opportunities and minimise the effect of threats.
2. **Recognition of the impact of competition and the dynamics of the labour market:** employers compete for employees just as they do for customers. The
competition in attracting, rewarding and using employees influences a human resource strategy greatly.

3. **Long-range focus:** A strategic focus sets the long-range direction (3-5 years) for a company's human resources.

4. **Choice and decision making focus:** strategy refers to making major decisions about human resources, which orient the organisation's resources in a particular direction. Strategy focuses on the question, what should an organisation do and why?

5. **Consideration of all personnel:** A strategic approach to human resources is concerned with all employees, not just hourly and operational personnel, as opposed to traditional human resource management which focuses on hourly employees. In a strategic perspective all the employees fall under the human resource management, from top-level management to unskilled operative workers (see also *Contemporary Issues in human resource management* 2000).

6. **Integration with corporate strategy:** The human resource strategy adopted by an organisation should be integrated with the firm's organisational strategy.

From the above discussion, it is evident that strategic human resource management has two main perspectives:

- **Human resource management as an integral part of an organisational strategy,** "which is chiefly about ensuring that the organisation has the skilled, committed and well-motivated workforce it needs to achieve its business objectives. It can be achieved by linking HR strategies to basic competitive strategies" (Armstrong 2000:45).
- **Human resource management as a strategy in itself,** which means developing staff in order to face the challenges of a rapidly changing world.
This perspective has been well represented by Brewster, Larson & Mayrhofer (2000:45), who believe strategic human resource management has two central connotations:

- First, strategic human resource management links organisational strategies and human resource management and stands as the central theme. This focuses on HRM's place in an organisation's overall decision making.

- Second, to undertake strategic HRM indicates the strategic orientation of the HR function and its operational areas. This focuses on the existence of various HR strategies and the strategic orientation of personnel planning.

These are the central dimensions of the strategic human resource management concept.

Holbeche (1999:3) strongly believes that “the main rationale for strategic HRM thinking is that by integrating HRM with the business strategy, rather than HR strategies being a separate set of priorities, employees will be managed more effectively, organizational performance will improve and therefore business success will follow”, while Armstrong (1994:41) maintains that "the rationale for strategic HRM rests on the perceived advantage of having an agreed and understood basis for developing approaches to managing people in the longer term. The rationale also contains the belief that a declaration of intent in HRM should be integrated with the needs of both the organisation and the people in it". Armstrong adds another dimension to the strategic human resource management rationale, where human needs are seen as being equally important to organisational needs and hence need to be considered.
The aim of strategic human resource management, therefore, is to provide future direction to manage people in an organisation in terms of the long term planning of human resource management by aligning human resource management with an organisation's, in this case a library's, overall plan. It is now appropriate to investigate how human resource management and strategic management are inter-related.

4.3 RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT AND STRATEGIC MANAGEMENT

So far it has been discussed how the concept of strategic human resource management has gained ground - from the inception of management theory. It will be interesting to note now how human resource management and strategic management are related. We cannot talk of human resource management without mentioning strategy. Any book or article on human resource management is incomplete without mention of strategic human resource management. To appreciate the relationship between the two let us review the main characteristics of human resource management. According to Armstrong (1994:29) human resource management 's main characteristics are: its top down management driven approach; the performance and delivery of human resource management is a line management responsibility; it emphasises the need for strategic fit - the integration of business and human resource strategies; it is performance oriented, rewards are differentiated according to performance, competence or skill. From these characteristics, it is clear that strategy is an integral part of human resource management.
The relationship between human resource management and strategic management will be clearer if we look at some of the most often cited definitions of human resource management. "HRM is fundamentally about matching human resources to the strategies and operational needs of the organisation and ensuring the full utilization of those resources. It is concerned not only with obtaining and keeping the number and quality of staff required but also with selecting and promoting people who 'fit' the culture and the strategic requirements of the organisation" (Armstrong & Long 1994:102). Another much cited author is Storey (2002:6), who maintains that "human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce using an array of cultural, structural and personnel techniques".

"The whole concept of strategic HRM is predicted on the belief that HR strategies should be integrated with corporate or business strategies" (Armstrong 1994:43). Tyson and Witcher (1994) support this view by adding that "human resource strategies can only be studied in the context of corporate and business strategies". "The strengths and weaknesses of a company's employees - its human resources - can have a determining effect on the validity of the firm's strategic options: Some in fact build their strategy around an HR-based competitive advantage" (Dessler 1999:18), because it is the core resource in gaining competitive advantage.

The rationale behind this concept is that from formulation to implementation, human resources play a key role in the strategic plan. At the same time most strategies also
revolve around human resources. Without human capital an organisational strategy will merely be a wish list and without being part of an organisational strategy human resource management cannot exist.

"People within an organisation need to have some sense of direction if they are to give of their best. At a basic level, they not only want to know what to do, but why they are doing it" Sadler's (1995:24) observation illustrates the fact that humans are also the initiators of organisational strategy; people in an organisation want to know why they are there and what is expected of them. This causes management to develop a strategy to answer these questions. Thus, human resources perform the role of strategic partners in the following ways:

- Human resources' role in initiating strategy
- Human resources' role in formulating strategy
- Human resources' role in executing strategy

4.3.1 Human resources' role in initiating strategy

To begin with, people need to know what to do, how to do it and why to do it? By asking these questions they initiate an organisational strategy.

4.3.2 Human resources' role in formulating strategy

Human resources can play an important role in environmental scanning to identify internal and external opportunities and threats, which are crucial for any organisation's success and failure. For example, knowledge of competitors' advanced incentive plans
and information about customer complaints assists an organisation in formulating its strategy. Similarly, internal strengths and weaknesses assist an organisation to formulate strategy. For example, if an organisation's human resources are found inadequate to deliver efficient and effective services to their customers, this causes the organisation to formulate strategic human resource management plans about the selection, retention and rewarding of human resources. For this reason, "the strengths and weaknesses of a company's human resources - can have a determining effect on the viability of the firm's strategic options" (Dessler 1999:18).

4.3.3 Human resources' role in executing strategy

Human resources play a pivotal role in executing a company's strategic plan. For example, if a library formulates a competitive strategy in order to differentiate itself from its competitors by providing superior customer services and guaranteed, timely information. This is possible only through highly committed, competent and customer-oriented employees. So it is the human resources who execute an organisational strategy.

Since it is people who initiate, implement and execute a strategic plan, strategic management and human resource management are inseparable. By helping their organisations build a sustainable competitive advantage, human resources become strategic organisational partners. Human resource management and strategic management are both an integral part of any organisation. "A strategic approach to HR issues will only take place in an environment in which there is a strategic approach to corporate or business issues" (Armstrong & Long 1994:42). Hence, "The management of people is
not a distinct function but the means by which all business strategies are implemented” (Armstrong & Long 1994:44). "Both strategic HRM and strategic management are terms which describe an approach which may be adopted by top management which focuses on longer-term issues and setting the overall direction” (Armstrong 1994:40).

To illustrate the integral relationship between human resource management and strategic management more explicitly, it is important to explain human resource management functions briefly. According to Formbrun, Titchy and Devenna (1984) there are four generic human resource management functions that are performed within all types of organisations: selection, reward, appraisal and integration of strategy.

**Selection** is the one activity the integration of which with organisational strategy is very crucial. Selection policies should be such that recruitment and selection are based on the characteristics required for a particular job to address the strategic situation at hand. Selection committees need to think strategically, asking whether selection should match the organisation's current culture or the culture it aspires to at both formulation and implementation level. "The ultimate effectiveness of strategical selection will be undermined if the selection system that is being linked with strategy is of poor quality" (Lundy & Cowling 1996:226). The key principles in the selection process are reliability and validity.

- **Rewards do motivate the staff**: there is substantial room for innovation in the implementation of reward systems. Rewards need to be strategised in such a way that an organisation can reap the best from its employees. "Reward management needs to be kept
under constant review. Where strategic human resource plans indicate a need for more flexible policies to match rapid change in the environment, job evaluation schemes will have to be modified accordingly (usually by simplification), or abandoned altogether" (Lundy & Cowling 1996:305). Thus an organisation should find new ways to motivate its employees in the same way as looking for new strategies to attract new employees.

- **Appraisal**: "Appraisal is the corner stone of an effective human resource management system" (Formbrun, Titchy and Devenna 1984:452). For example, a service oriented organisation focuses more specifically on service features that conform to the requirements of the customer's purpose. A performance appraisal system can be designed to support this requirement by providing specific measures of an employee's skill. Today organisations are moving to a multi-skilled employee approach. "The performance appraisal system can be structured to support the approach by providing objective measures of skill attainment. It can also be used to identify and develop the skills of employees with potential" (Lundy & Cowling 1996:290).

- **Development**: strategic training, development and performance appraisal are the main focus of human resource management. Through development an organisation and individual both can reach their highest potential.

**Integration of strategy**: the role of an organisation in integrating human resource management with strategy is, of course, central. "HRM and strategy; both areas are seeking a new paradigm. It is an ideal opportunity to make significant advances in both HRM and strategy - in an integrated way" (Miller 1992:165).
From all of this it has become evident that "HRM cannot be conceptualised as a stand alone corporate issue. Strategically speaking, it must be dependent upon the organisation's (market oriented) corporate strategy" (Miller 1992:149). "Corporate strategies cannot be conceived without paying attention to HR considerations and HR strategies have to flow from the main strategic thrusts and values of the organisation" (Armstrong & Long 1994:178). Therefore, "without the effective and efficient management of the HRM system, strategic management will not be successful. The HRM practices, systems and policies must be in line with the strategic initiatives of the company. For example, each of the HRM activities (recruitment, training, compensation and performance appraisal) must be viewed from a technical, political and cultural perspective, on a strategic, operational and functional level" (Contemporary Issues in human resource management 2000:63). Having discussed the integral relationship between strategic human resource management, the writer now considers the design of a strategic human resource management model.

4.4 MODELS REVIEW

Four models of strategic human resource management were reviewed for the purpose of gaining knowledge about the models and of adopting a model for this study. All the models are taken from the business world. No model of strategic human resource management could be found in library and information science literature.
FIGURE 4.1
THE 5-P MODEL OF STRATEGIC HUMAN RESOURCE MANAGEMENT

Organizational Strategy
Initiates the process of identifying strategic business needs and assigns specific qualities to them.

Internal Characteristics

External Characteristics

Strategic Business Activities
Expressed in mission statements or vision statements and translated into strategic business objectives.

Strategic Human Resource Management Activities

**HR PHILOSOPHY**
Expressed in statements defining business values and culture

Expresses how to treat and value people

**HR POLICIES**
Expressed as shared values (guidelines)

Establishes guidelines for action on people related business

**HR PROGRAMS**
Articulated as Human Resource strategies

Coordinates efforts to facilitate change to address major people-related business issues

**HR PRACTICES**
For leadership, managerial and operational roles

Motivates needed people behaviours

**HR PROCESSES**
For the formulation and implementation of other activities

Defines how these activities are carried out


Synthesis: This model is essentially trying to identify what human resource management looks like globally. It does not go into human resource management details. It does not capture the larger picture. It can be useful for human resource practitioners who just want to have an idea about what human resource management stands for from a global perspective. Strategic human resource management is supposed to be making predictions for the future from where we are now in order to improve organisational performance.
This model seems to be explaining where the organisation stands currently without providing any future direction. This model does not serve any purpose for the study, so it was not adopted.

**FIGURE 4.2**
STRATEGIC CHANGE AND HUMAN RESOURCE MANAGEMENT

Outer context

![Diagram showing strategic change and human resource management]

Inner context

Source: Hendry and Pettigrew (1990:20)

Synthesis: Every organisation tries to change to move forward. This model focuses on change. Unlike model one it does go beyond human resources to link external and internal
environmental factors to human resource management. It refers to business structures, pattern and mission, asking how they have an impact on human resource management and how human resource management has an impact on them. It does not mention human resource management assessment which is what strategic human resource management models should be talking of. This model is also not relevant to the study.

**FIGURE 4.3**
**STRATEGIC HUMAN RESOURCE MANAGEMENT**

Source: Lundy and Cowling (1996:5)
Synthesis: The above model does not cover a complete picture of human resource management, but it is based on human activities. It consists of certain key considerations required to develop the concept of human resource management: environmental analysis of both internal and external environmental factors is carried out to incorporate the idea of strategic human resource management. It highlights the external factors, that seem to be playing a significant role in strategic human resource management. All the human activities mentioned in the above figure (selection, performance assessment, training and development, reward and employment relations) have some bearing on how performance can be improved. The activities are inter-linked to bring more effectiveness to human resources. This model can serve some purpose, but it is not fully relevant to the study; therefore it is not adopted.

FIGURE 4.4
A MODEL OF STRATEGIC HUMAN RESOURCE MANAGEMENT

Synthesis: The essence of strategic human resource management is to improve organisational performance and the utilisation of people's potential. This model illustrates in detail how human resources are managed to develop a human resource strategy. The model is found most suitable because it looks at both external and internal factors proportionately, which influence strategic human resource management planning. It encompasses more factors; it is a comprehensive human resource management system. Therefore, this model is adapted for the proposed model in this study.

4.5 SUMMARY

The literature review demonstrated that the role of human resource management in organisations has evolved dramatically in recent years. In the business world human resource management is increasingly being seen as a critical strategic partner, which means that human resource management focuses more on strategic than on operational issues. Strategic human resource management believes that people can make or break an organisation because all the decisions on any issues, whether financial, operational or technology related, are made by its people. Human resources perform the role of strategic partners in three ways: initiating strategy, formulating strategy and executing strategy.

To design a human resource strategy five main points need to be considered:

- the organisation's mission statement;
- analysis of the environment;
- organisational self-assessment;
- establishing goals and objectives; and
- setting strategy.
Finally, the chapter reviewed four strategic human resource management models, one of which is adapted for developing a proposed model for this study, from Mello (2002:107).
CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

Chapter 1 offered an overview of this study. Chapter 2 dealt with the meaning of concepts such as human resource management and development in the context of organisations and their environments. Chapter 3 covered a strategic focus on performance appraisal. Chapter 4 focused on strategic approaches in human resource management.

This chapter outlines the methods used to collect, analyse and interpret data: discusses the research design, including questions, hypotheses, sampling procedure, population; and finally presents the framework of the research design.

5.2 RESEARCH DESIGN

In order to undertake empirical social research, "Careful planning at the initial stage of the research project is crucial for its eventual success" (University of South Africa. 2000:59). The research design therefore plays a vital role in the whole research project and is an integral part of it. "The design is the complete strategy of attack on the central
research problem. It provides the overall structure for the procedures that the Investigator follows, the data that the Investigator collects, and the data analyses that the Investigator conducts" (Leedy & Ormrod 2001:91). The strategy used to tackle the main problem dealt with in the research is called the research design. It provides a complete picture of what the Investigator intends to execute in order to collect and analyse data to solve the research problem. Accordingly, research design is part of the planning of a research project.

"Empirical means relating to or based on experience or observation" (*New International Webster's Comprehensive Dictionary of the English Language* 1996:1213).

According to Bausell (1986:3) empirical research is both a process and a product. "As a process, it can be described in terms of a discrete, relatively small set of behaviours that basically constitute the tools of scientific inquiry. As a product it can be viewed either as a specific answer to a specific question or as a 10-20 page report describing both the genesis of the question and the means by which that question was answered".

To summarise, an empirical research study is based upon specific observation and experiment. The present research can be categorised as empirical because it is based on observation, which in this case is carried out by analysing structured questionnaires.
5.2.1 Distinguishing characteristics of empirical research

- Verification (or replicability): an empirical process is conducted in a discrete series of steps that can be repeated by the Investigator who first performs them and also independently by someone else later on. This process provides an opportunity for independent corroboration of answers to specific questions. Because of this single characteristic, it is most uniquely separated from other introspective methods.

- Empirical knowledge: The type of questions or hypotheses for empirical research is very specific and small.

- The finiteness of empirical research: because of its nature, in that it addresses small and specific questions, and the possibility of the replication of answers by other researchers, the final product can be visualised as an answer to a very specific question. The answer is followed by a detailed description of how it was generated. Empirical research data are the end products to which researchers aspire and they are considered the most definite product (Bausell 1986:4-5).

5.2.2 The components of empirical research

1. Identifying and composing a research question;
2. Selecting the subject to be used to answer the question;
3. Collecting data;
4. Analysing the results;
5. Interpreting and communicating the results.
5.3 HYPOTHESES

Babbie (2001:273) describes a hypothesis as "a specified testable expectation about empirical reality that follows from a more general proposition; more generally, an expectation about the nature of things derived from a theory. It is a statement of something that ought to be observed in the real world if the theory is correct". Basically, the declarative sentences of a study's purpose are known as hypotheses.

5.3.1 Merits of a hypothesis

A formally written hypothesis has a number of merits. It has the ability:

- To explain to the reader exactly what the comparison is that encompasses the purpose of the study.
- To force the Investigator to come to grips with exactly what is being tested.
- To underline for both the reader and the researcher the fact that regardless of the importance of a study, it is merely a tool to provide an answer to a simple research question.

5.3.2 Types of hypotheses

There are two basic types of hypotheses: null hypotheses and research hypotheses. A null hypothesis explicitly states that there is no difference or relationship between the group or measures being studied while a research hypothesis states that such difference or relationship does exist. What type of hypothesis is used hardly matters, because they are
simply different sides of the same coin. A research hypothesis can be converted into a null hypothesis by simply inserting a negative disclaimer.

5.3.3 Hypothesis testing

Hypothesis testing is “the determination of whether the expectations that a hypothesis represents are, indeed, found to exist in the real world” (Babbie 1990:372). The main purpose of a hypothesis is to distil a study's purpose into a testable comparison, which is analysed statistically to provide a probability level (usually .05%), which means that the actually obtained difference would occur at less than 5 times out of 100 for the study's results. If the resulting probability is the predetermined value, the result is statistically significant and the null hypothesis is rejected. If the analysis does not result in statistical significance, then the null hypothesis is not rejected, but supported.

5.3.4 Decision rule

The decision rule for hypothesis testing is set as 5% (0.05). All the hypotheses are accepted at levels of significance of (P ≤ 0.05), equal to or greater than 5% and they are rejected at levels of significance smaller than 5% (0.05). The present research tested the following hypotheses using the set decision rule of 5% (0.05) of significance, which means critical value is P=0.05.
5.4 STATEMENT OF RESEARCH HYPOTHESIS

5.4.1 Research hypotheses

This research tested the following research hypotheses:

1. The perception by respondents about the qualities required to provide efficient library services is independent of the status of the library.

2. The opinion among respondents about the competencies required by staff during the next five years is independent of the status of the library.

3. The belief by respondents about the impact of external factors is independent of the status of the library.

4. The outlook held by respondents about the strategic human resource management is independent of the status of the library.

5. The viewpoint on staff issues is independent of the status of the library.

6. The concept of motivational factors is independent of the status of the library.

7. The view regarding the human resource strategy is independent of the status of the library.

5.4.2 Null hypotheses

This research tested the following null hypotheses:

1. The position, experience and qualifications do not have any significant influence on the way the respondents perceived the qualities required to provide efficient library services.
2. The position, experience and qualifications do not have any significant influence on the way the respondents observed the competencies needed by staff during the next five years to enhance library services.

3. The position, experience and qualifications do not have any significant influence on the way the respondents viewed strategic issues.

4. The position, experience and qualifications do not have any significant influence on the way the respondents articulated motivational factors in relation to their job.

5. The position, experience and qualifications do not have any significant influence on the way the respondents expressed the issues related to the library's human resource strategy.

5.5 THE RESEARCH PURPOSE

According to Babbie (2001:91) there are three main purposes of social research. exploration, description and explanation:

- Exploratory research is conducted when the subject of the study is comparatively new.
- Descriptive research takes place when the researcher observes and then describes by answering questions regarding what, where, when, and how.
- An explanatory study answers the question why. "Although it's useful to distinguish the three purposes of research, it bears repeating that most studies will have elements of all three” (Babbie 2001:94).
This study is not an exception to Babbie's remarks. This study tends to be more exploratory because the Investigator is exploring the issue of strategic human resource management in the Botswana library set-up. A literature review was conducted using various methods of literature searches for this study. Most of the literature and models derive from the business world.

Strategic human resource management is an essential and widely used term in today's competitive world. With this in mind the Investigator undertook this study, to explore strategic human resource management issues and to present a model for strategic human resource management in Botswana’s public libraries by using performance appraisal as a tool for carrying out this kind of management.

Babbie (2001) provides 3 rationales for conducting an exploratory research. An Investigator may conduct research:

- out of curiosity and a desire for better understanding of the issue;
- to test the feasibility of a more extensive study; and
- to develop methods for any succeeding study.

From this perspective this research can be categorised as exploratory in nature.

This research entails a descriptive element because it answers the questions of how and when a strategic human resource management model, using a performance appraisal, can be applied in Botswana public libraries. It also contains an element of explanatory research because it explains why strategic human resource management and performance
5.6 UNIT OF ANALYSIS

In social sciences there is no limit to what or who can be studied. According to Babbie (2001), units of analysis can be individuals, groups, organisations, or social artefacts. If a researcher wants to explore, describe or explain how different groups of individuals behave as individuals, the units of analysis are the individuals, not the groups. Even if we try generalising such units of analysis, the generalisation will be a characteristic each individual possesses personally.

On the other hand, if a researcher wants to study a particular group or number of groups, such as different types of street gangs, the unit of analysis would be gangs, not members of gangs. In social science individual people are the most popular unit of analysis. The unit of analysis is referred to as the population or target group and the individuals comprise the unit of observation. It is easy to discover individual attributes. On the basis of individual characteristics such as qualifications, age, gender, experience, position etc. a complete picture of the group is depicted. In this study the unit of analysis is the individuals, not the group. The participants are categorised into two main groups: staff at public libraries and at Headquarters. Each librarian working in any branch public library and the Headquarters was given a questionnaire to be filled in individually. Therefore, the
respondents' perceptions were first collected individually and then combined to provide a complete picture of each group.

5.7 TARGET POPULATION

A population is a specification of the universe to be sampled. For this study the universe can be defined as all librarians working in public libraries and at Headquarters. "A population is the sum total of all the cases that meet our definition of the unit of analysis". Defining the population is a two-step process. First, identifying the target population which one wishes to generalise, and second, constructing sampling frame; which refers to the set of all cases from which the sample is selected.

A list of libraries working under BNLS was requested and obtained from BNLS. This list constructed the sampling frame from which the target population for the study was selected. BNLS services are rendered through the following major divisions:

- National Reference Library
- Special Libraries
- Educational Libraries
- Public Libraries
- Library Services for People with Disabilities (Botswana National Library Service… [n.d.]).
- Bibliographical Support Service
Projects, Research and Publications (Modise 2003).

This study includes all the branch public libraries run by BNLS in Botswana. Additionally, the National Reference Library and Library Services for People with Disabilities are treated as public libraries because they support the public in general. Educational and Special libraries support a specific purpose and BNLS is only responsible for providing staff for these libraries. Therefore, they are not included in the study.

The survey population means the target group of people who participated in the study. As mentioned in the introduction of this study, the study was limited to public libraries in Botswana and their Headquarters. So, the target population comprised the respondents working there, who had any type of library qualification. The total target population included seventy-one (71) library staff. Of this population, fifty four (54) were from public libraries and seventeen (17) from Headquarters. There was no discrimination of position, qualification or experience. Every one was allowed to participate in the survey.

The target population comprised the following libraries within the limitations of this research:
TABLE 5.1
QUESTIONNAIRES DISTRIBUTED

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the Library</th>
<th>No. of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bobonong Public Library</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Francistown Public Library</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Gaborone Public Library</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Ghanizi Public Library</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Kanye Public Library</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Kasane Public Library</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Letlhakane Community College Library</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Letlhakeng Public Library</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Lobatse Public Library</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Mahalapye Public Library</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Matsha Community College Library</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Maun Public Library</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Mochudi Public Library</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Molepolole Public Library</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Moshupa Public Library</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Palapye Public Library</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Ramotswa Public Library</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>Salebi Phikwe Public Library</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>Serowe Public Library</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>Shoshong Public Library</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Thamaga Public Library</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>Tsabong Public Library</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Tutume Community College Library</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>National Reference Library</td>
<td>6</td>
</tr>
<tr>
<td>25</td>
<td>Library services for people with disabilities</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>Headquarters</td>
<td>17</td>
</tr>
</tbody>
</table>

Letlhakane Community College Library, Matsha Community College Library, and Tutume Community College Library are included in this study because they are joint ventures between the college authorities and the Botswana National Library Service and
they are used by the public in general. All the activities for these libraries are managed by Botswana National Library Service, as with any other public library (Modise 2003).

5.8 SAMPLING

The objective of any sampling is to secure a sample, which will reproduce the characteristics of the population. Social scientists often face a problem in data collection because they cannot collect data from every member of a population. Hence they rely on a sample of the whole population, which must be representative of the entire population. "It is not good enough, to assume that findings for the sample will be replicated in the rest of the population" (Denscombe 1998:11). With this thought in mind and to avoid any confusion of replication no sampling technique was used in this study. Also, randomisation was unnecessary for this study, because the aim was to involve everybody who was there and willing to participate.

Every staff member who had any type of library qualification was allowed to participate in the study. This method was opted for because each and everyone contributes to the productivity of and improvement in the library.
5.9 RESEARCH METHODOLOGY

5.9.1 Background to various methods of primary data collection

There are various methods to collect primary data; the most common types of survey are:

- Questionnaire: Postal /Self-administered questionnaire
- Face-to face interviews
- Telephone interviews
- Documents
- Observation

For this study the method of the questionnaire was opted for.

5.9.2 Questionnaire

In terms of a narrow definition a questionnaire is "a set of questions for respondents to complete by themselves" (Newell 1996:96). In a broader definition a questionnaire is defined as "any set of questions used in a research study, such as an interview schedule used by an interviewer to question a respondent directly” (Oppenheim 1992:100). When one chooses a method, the criteria used should be its suitability for the research in hand, as no one method is superior to any other in every situation. For this study, the questionnaire was found more suitable.
"When it comes to selecting a method for the collection of data, certain research strategies will tend to be associated with the use of certain research methods. For instance, surveys tend to be linked with questionnaires as experiments tend to be linked with observation" (Denscombe 1998:83). This research is a survey and since surveys are often linked with questionnaires, a self-administered questionnaire was used to collect data.

A “self-administered questionnaire is usually presented to the respondents by an interviewer or someone in an official position. The purpose of the inquiry is explained; and then the respondent is left alone to complete the questionnaire, which will be picked up later” (Oppenheim 1992:103). Self-administered questionnaires are therefore defined as those where the respondents actually complete the questionnaire themselves. In Gaborone, all the questionnaires were administered by the Investigator herself and after they were filled in by the participants were collected in the same way. For respondent who were working in libraries outside Gaborone, personal visits were not possible, hence postal questionnaires were used.

A questionnaire was used because of the following advantages;
<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The researcher becomes involved in active research. The information is obtained straight from the people.</td>
<td>1. The inherent weakness of a questionnaire is its superficial coverage of complex topics.</td>
</tr>
<tr>
<td>2. Because of the promise of anonymity participants can respond even about controversial and sensitive issues like performance appraisal.</td>
<td>2. Questionnaire research seldom deals with the context of social life.</td>
</tr>
<tr>
<td>3. Questionnaires serve a scientific purpose in two ways: with large populations, findings can be replicated among several subsets of the survey sample and second, the careful reporting of the method of a survey brings later replication by other future researchers.</td>
<td>3. In many ways questionnaires are inflexible. Studies involved with direct observation can be modified according to field conditions. Sometimes a field surveyor becomes aware of new variables but questionnaire surveys typically require that an initial study design remain unchanged throughout.</td>
</tr>
<tr>
<td>4. They can produce a mountain of data in a short time for a fairly low cost.</td>
<td>4. Questionnaire survey is generally weak on validity and strong on reliability.</td>
</tr>
<tr>
<td>5. Questionnaires are flexible and many questions can be asked.</td>
<td>5. The receiver tends to forget to return them; they often need to be followed-up.</td>
</tr>
<tr>
<td>6. Through examination of questionnaires, complex propositions involving several variables can be tested simultaneously.</td>
<td>6. Sometimes the participants just fill in the questionnaire for the sake of participation without any serious thought to the questions.</td>
</tr>
<tr>
<td>7. Questionnaires can be sent by post and save a researcher travel expenses.</td>
<td></td>
</tr>
<tr>
<td>8. Questionnaires are economical, so a researcher can examine the relative importance of each variable.</td>
<td></td>
</tr>
<tr>
<td>9. Questionnaire research is specific and forces a researcher to be explicit.</td>
<td></td>
</tr>
</tbody>
</table>

Every method has advantages and disadvantages. Questionnaire research also has strengths and weaknesses. In spite of the disadvantages, the Investigator opted for a questionnaire, because its advantages prevail over its disadvantages.

5.9.3 Requirements for a questionnaire

“The questionnaire is a channel through which the needed information is elicited. The success of eliciting information, to a considerable extent, depends on the tactful drafting of the questionnaire (or the schedule). The way in which the questions are presented affects the quality of response. It is, therefore important to ensure that not only the right questions are asked but also that they are asked in the right way” (Singh & Mangat 1996:3). A questionnaire is an instrument to collect data; a structured questionnaire was used to collect primary data for this research in order to organise the information.

5.9.4 Construction of the questionnaire

Leedy and Ormrod (2001:202) suggest 12 guidelines for questionnaire construction:

- Keep it short.
- Use simple, clear, unambiguous language.
- Check for unwarranted assumptions implicit in your questions.
- Word your questions in ways that do not give clues about preferred answers.
- Check for consistency.
- Determine in advance how you will code the response.
- Keep the respondents’ task simple.
- Provide clear instructions.
• Give a rationale for any items whose purpose may be unclear.
• Make the questionnaire attractive and professional looking.
• Conduct a pilot test.
• Scrutinize the almost-final product carefully to ensure it addresses your needs.

A structured questionnaire was constructed taking into consideration the above mentioned guidelines.

5.9.4.1 Type of the questionnaire: structured: A questionnaire can be both structured and unstructured. In a structured questionnaire the questions are closed while an unstructured questionnaire has open-ended questions. “A closed question is one in which the respondents are offered a choice of alternative replies. They may be asked to tick or underline their chosen answer(s) in a written questionnaire” (Oppenheim 1992:113). An open response question does not provide any choice, but an amount of space for answers is provided in the questionnaire. Both types of questions have advantages and disadvantages, which are summarised as follows:

<table>
<thead>
<tr>
<th>Open Questions</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free and more impulsive answers</td>
<td>Time consuming</td>
</tr>
<tr>
<td></td>
<td>Opportunity to probe more deeply</td>
<td>Slow to process</td>
</tr>
<tr>
<td></td>
<td>Unreliable</td>
<td>More effort is demanded.</td>
</tr>
</tbody>
</table>
TABLE 5.4
ADVANTAGES AND DISADVANTAGES OF CLOSED QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Closed Questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>Less time-consuming</td>
<td>No spontaneous responses</td>
</tr>
<tr>
<td>Low cost</td>
<td>Bias in answer categories.</td>
</tr>
<tr>
<td>Easy to process</td>
<td></td>
</tr>
<tr>
<td>Makes group comparison easy</td>
<td></td>
</tr>
<tr>
<td>Does not require mush writing</td>
<td></td>
</tr>
<tr>
<td>Useful for testing hypotheses</td>
<td></td>
</tr>
<tr>
<td>Easy to answer.</td>
<td></td>
</tr>
</tbody>
</table>

Owing to the above mentioned benefits a closed question questionnaire was adopted for this study, that is a “structured questionnaire”. To avoid bias, each question provided an “Any other” option in case the respondents might wish to add something else to their responses. Out of 30 questions 28 were closed questions and only two were open-ended, so as to obtain original opinions from the participants in these two answers.

5.9.4.2 Layout of the questionnaire

The questionnaire designed for this study had three parts:

**Part A:** Biographical information: was structured to elicit biographical information about the libraries and the library staff working in libraries;
Part B: dealt with strategic human resource management, which obtained the participants’ opinions on these issues; and

Part C: comprised questions on staff performance appraisal in order to collect the participants’ views on this activity and establish whether the libraries were using it strategically or not.

5.9.4.3 Choice of scale

Scale items are used in a variety of formats. The Likert Scale is one of the most common formats. Part B of the questionnaire, on the strategic human resource management, used a five-point Likert scale. "Likert Scaling is widely used in instruments measuring opinions, beliefs, and attitudes. A good Likert item should state the opinion, attitude, belief, or other construct under study in clear terms. It is neither necessary nor appropriate for this type of scale to span the range of weak to strong assertions of the construct" (DeVellis 1991:70). For this study the Likert Response Format was as follows:

1. Most Important
2. Critical
3. Important
4. Not all that Important
5. Not Important

A 5-Point Likert scale was opted for because of its great strength in using an "item analysis technique to purify the scale by keeping only the best items from the initial item pool" (Oskamp 1977:31). This was the first approach "which measured the extent of the
respondent's agreement with each item, rather than simply obtaining a 'yes-no' response" (Oskamp 1977:29). This method uses only those items that are clearly positive or negative toward the attitude object. This strength is derived from comparing the group of respondents, scoring the highest on the total pool of items, with the group scoring the lowest. This approach will eliminate "the middle group whose attitudes may be less clear, less consistent, less strongly held, and less well-informed" (Oskamp 1977:31). This method was preferred owing to the above benefits.

5.10 PROCEDURE FOR DATA COLLECTION

5.10.1 Permission to conduct a study

A letter was written to request permission to conduct research, to the Permanent Secretary, Office of the President on August 12, 2002 (Appendix A). The request was accompanied by a letter from this Investigator’s promoter (Appendix B). The Office of the President granted a research permit on 30th October, 2002 for a period of one year (Appendix C). After receiving permission from the President’s Office, a request was submitted to the Director of BNLS for permission to conduct a survey and for a list of all library staff working under BNLS (Appendix D). The Director of BNLS granted permission to the Investigator on 15th November, 2002 to conduct the survey and provided a list of public library staff and BNLS staff (Appendix E for Director's permission) and (Appendix F for public library list). With these permissions, the Investigator started the pilot study.
5.10.2 The pilot study

"A pilot study to iron out any wrinkles in identifying and classifying the behaviour(s) under investigation is virtually a must; embarking on a full-fledged study without pilot-testing the methodology first may result in many hours of wasted time" (Leedy & Ormrod 2001:196). With this conviction in mind a pilot study was conducted from 22\textsuperscript{nd} April to the 29\textsuperscript{th} April, 2003 to test the instrument with the following objectives:

- To test the suitability of questions in the main study;
- To test for any ambiguity and bias derived from questions;
- To ensure that the Investigator had included all the important questions.

The pilot-testing was conducted on ten library staff, of which three were seniors and seven juniors. The pilot questionnaire was followed by some questions (Appendix G). In the pilot study, some participants raised the concern that no training was involved. Three questions were identified as not responded to. The participants said that all of the questions and instructions were clear and that it took them about fifteen to twenty minutes to complete the questionnaire.

5.10.3 Compiling of final questionnaire

As a follow-up to the pilot test, some modifications were made to the questionnaire. The Investigator realised that there was a gap in the questionnaire, since no question was included on training. Consequently, four questions on training were included in the final questionnaire. Three questions, which were not attempted by 50% of the participants, were deleted; all the other questions remained the same as in the pilot study. Using this input the final questionnaire was designed with three sections, using a similar pattern to the pilot questionnaire:
Part A: Biographical information: was structured to elicit biographical information about the libraries and the library staff working in them.

Part B: dealt with strategic human resource management, and obtained the participants’ opinions on strategic human resource management issues; and

Part C: comprised questions on staff performance appraisal in order to collect the participants’ views on this activity and establish whether the libraries were using it strategically or not (For the final questionnaire see Appendix H).

5.10.4 Data collection

Data was collected using the following two techniques:

1. Primary data was collected through self-administered and postal questionnaires; and
2. Secondary data was collected through a literature review including charts and models.

Data was collected over a period of three weeks. Data collection started on 16\textsuperscript{th} June, 2003 and was completed by 5\textsuperscript{th} July, 2003. It can be categorised into two parts:

5.10.4.1 Data collection by personal visits (in Gaborone)

A list of its staff was collected from the BNLS and everyone on the list was given an opportunity to participate in the survey. A total of seventeen staff were from the Headquarters, six from the National Reference Library and five from the Gaborone public library. Altogether twenty eight questionnaires in Gaborone were distributed personally and collected the same way. The data from the personal visits was collected
with a response rate of 100%. Every morning the Investigator arrived in the participating libraries at 8.00 a.m. She first explained the significance of the study to the participants and thereafter delivered the questionnaire and requested the respondents to read it, and ask questions if there were any. Some of them filled in the questionnaire immediately while the Investigator waited for 10-15 minutes in their offices. Others, who were engaged in other work, promised to fill it in later and the Investigator returned on the appointed day to collect it. This method was costly in time and money, but it was an interesting and satisfying method of surveying. It was used because of the following advantages:

The Investigator obtained 100% response rate because of her personal visits. All of the participants were co-operative and willing to participate in the survey:

- because of the personal contacts with the participants they felt that their contribution was significant;
- because of the topical nature of the research topic, it was welcomed by everyone she visited. Many participants were saying that they were hoping a change would occur after this study.

5.10.4.2 Data collection by postal questionnaire

Public libraries are scattered all over Botswana and because of time and financial constraints it was not possible for the Investigator to visit them all personally to collect data. Therefore, a postal survey was used to collect the data from remote public libraries. All of the questionnaires were posted on 16th June 2003 to all the twenty-two branch
public libraries in Botswana and were received on 5th July, 2003 with a response rate of 86.4%; 13.6% did not return the postal survey.

All of the postal questionnaires had attached to them a copy of the research permit from the President’s Office; a letter giving permission to conduct this research from the BNLS Director and a letter with a personal request to fill in the questionnaire, which was signed personally. In addition to this each remote participant was personally contacted by means of a telephone call to confirm that they had received the questionnaire and requested to create some time to participate in the survey. In the response to the first call, 40% of the questionnaires had been received by post. After a week 60% of the participants were contacted again on the telephone, which brought 25% of the more postal questionnaires; on the third call 10% of the questionnaires were received. Finally, the fourth and last call was made to the remaining participants, which made the total response rate for the postal surveys 86.4%. Overall, data was collected with a response rate of 93%.

Usually a postal survey response rate is very poor, but the Investigator managed to obtain a 86.4% response. The method chosen for data collection was quite costly both in terms of money and time, but it gave the Investigator a feeling of satisfaction that she was putting all of her effort into making this study a success. This way even the remote participants and the Investigator had enough opportunity to discuss any issue at length. The good response rate was because of the following reasons:

- Telephone calls to the participants made them feel as if the Investigator was paying them a personal visit, because the Investigator talked to them as she talked to the participants whom she visited personally to collect data. This made the remote
participants very co-operative and interested in the study. They were all given enough
time to ask any questions.

- Personally signed personal letters also influenced the participants, and every one was
  willing to participate in the survey (see Appendix I).

- All of the postal questionnaires had an attached envelope with a postage stamp and
  the Investigator's postal address on it, which saved some time for the participants.

Owing to the above reasons the Investigator obtained a good response rate. No one was
forced to participate, yet nearly every one participated happily.

5.11 DATA ANALYSIS

Data was analysed using the SPSS statistical package, which was used because it has
more features than other computer packages and it is also user friendly.

On the SPSS package the main techniques used were as follows:

- Chi Square
- Cross Tabulation
- Frequencies
- Mean
- Percentage
- Standard Deviation
- t-test
5.11.1 Chi square test

There are two types of Chi-Square tests: The Chi-Square test of Independence and Goodness of Fit. For the purpose of this study the Chi-Square test of independence was opted for rather than the Goodness of Fit because this is more suitable for small scale data analysis such as in this study. The following Chi-Square formula of Independence was used to analyse data:

\[ x^2 = \sum \frac{(fo - fe)^2}{fe} \]

Here \( fo \) is the observed frequency and \( fe \) is the expected frequency. That is, \( x^2 \) is equal to the sum over all cells of the squared difference between the observed and expected frequencies divided by the expected frequency. This equation can be mathematically transformed into the following:

\[ \sum \frac{fo^2}{fe} - n \]

Here \( n \) is the total number of cases or observations. As is true of all the techniques in this chapter, it does not need an interval, or even an ordinal level of measurement, although it may be applied to such data. The Chi-square is one of the most common tools of statistics, which tests the relationship between the variables of interest in the population (Carpenter & Vasu 1978:78).
5.11.2 Cross tabulation table

The simplest form of cross-tabulation is a 2-by-2 table in which the columns indicate the possible values of one variable and the rows indicate the possible values of a second variable. One group of cases is categorised on both variables and each case is placed into only one of the cells, which is the intersection of one of the rows with one of the columns. The total number in each cell or intersection is recorded and tabulated inside the cell. It represents a vicariate frequency distribution (Carpenter & Vasu 1978:108). In this study cross-tabulations are used for each hypothesis testing in order to make comparisons among various variables.

5.11.3 Frequencies

“A frequency is the number of times a given value occurs. For instance, if 322 branch library patrons are between 20 and 29 years old, the frequency of the age group 20-29 years is 322” (Carpenter & Vasu 1978:9). Once the data has been collected, "the first priority must be to organise and summarise the data in a form that allows further interpretation and analysis. This is done by constructing a frequency table or frequency distribution which arranges scores into groups or classes" (Cohen & Holliday 1996:11). All the way through, the descriptive analysis of the data was summarised through the frequency tables. Frequency tables are the most appropriate mode of summarisation of data.
5.11.4 Mean

A mean is a measure of central tendency which yields one number for one group measured on one variable. The mean indicates the average value of the of the variable for a group of cases and should be calculated on data measured on at least the interval level. The mean is affected by extreme scores, is associated with the standard deviation. (Carpenter & Vasu 1978:110). All the hypotheses were tested by measuring means for various variables and then run the Chi Square test to find out, whether the hypothesis was accepted or rejected.

5.11.5 Percentage

A percentage is a proportion multiplied by 100. For instance, 77 percent equals 100X.77 or 77 percent, which indicates 77 percent of the total number of cases or 77 percent of the whole. All the results are presented in the percentage in this study for two reasons; one, because it is the most appropriate format to present any statistical information and secondly, there is a big difference in number of staff working in public libraries and the Headquarters of BNLS. Forty nine (49) participants were from public libraries and seventeen (17) from Headquarter, who participated in this survey. Hence, it is more appropriate to put them in percentages than in numbers.

5.11.6 Standard deviation

It is a measure of variability for one variable which indicates the homogeneity of the group of cases with respect to the group mean. A large standard deviation indicates that the group of individuals is very different, or heterogeneous, and is widely spread about
the group mean. A very small standard deviation indicates that the group is extremely similar or homogeneous, and is closely clustered around the group mean. It is most useful when the variable follows a normal distribution (Carpenter & Vasu 1978:113). Standard Deviations are used in this study for group statistics of the status of libraries and for experience, qualification and position of the participants to run independent sample test for hypotheses testing.

5.11.7 T-test

This t-test is the most elementary method for comparing two groups’ mean scores. A variety of t-test alternatives are available, depending on the problem under consideration and the situation of a particular research study. Variations of the t-test are available for testing independent groups, related groups, and cases in which the population mean is either known or unknown.

According to Wimmer & Dominick (1987), the t-test assumes that the variables in the populations from which the samples are drawn are normally distributed. The test also assumes that the populations have homogeneity of variance, that is, that they deviate equally from the mean.

The basic formula for the t-test is relatively simple. The numerator of the formula is the difference between the sample mean and the hypothesised population mean, and the denominator is the estimate of the standard error of the mean ($S_m$):

$$ t = \frac{\bar{X} - \mu}{S_m} $$
where
\[ S_m = \sqrt{\frac{SS}{n-1}} \] and \[ SS = \sum (X - \overline{X})^2 \]

One of the more popular forms of the t-test is the test for independent groups or means. This procedure is used in studying two independent groups for difference. The formula for the independent t-test is:

\[ t = \frac{\overline{X}_1 - \overline{X}_2}{S_{\overline{X}_1 - \overline{X}_2}} \]

Where \( \overline{X}_1 \) = the mean for Group 1, \( \overline{X}_2 \) = the mean of Group 2, and \( S_{\overline{X}_1 - \overline{X}_2} \) = the standard error for the groups. The standard error is an important part of the test formula and is computed as follows:

\[ S_{\overline{X}_1 - \overline{X}_2} = \sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)} \]

where \( SS_1 \) = the sum of squares for Group 1, \( SS_2 \) = the sum of squares for Group 2, \( N_1 \) = the sample size for Group 1, and \( N_2 \) = the sample size for Group 2 (Wimmer & Dominick 1987).

The procedure for calculating t-test constitutes computing the standard error for the groups by using the previous (or latter) formula. When the standard error is gotten, the researcher then substitutes this standard error in the t-test formula (see t-test formula). To determine whether the calculated t-value is statistically significant, a t-distribution table is consulted. The t-distribution is a family of curves closely resembling the normal curve.

To interpret the table, two values are required: degrees of freedom and level or
probability. For purposes of t-test, degrees of freedom are equal to N1+N2-2, where N1 and N2 represent the sizes of the respective groups (Wimmer & Dominick 1987).

5.11.8 Variable

A variable means any item, entity, or phenomenon to be analysed. A variable is measurable for each individual or case according to rules we specify. “Variable” indicates that the values vary from case to case (Carpenter & Vasu 1978:114). In this study tenure, experience, qualification and library status are used to test hypotheses.

5.12 SUMMARY

This chapter provided an overview of the research methodology which the Investigator used to collect and analyse data. Owing to the various benefits of a structured questionnaire, this was designed to collect data. In Gaborone questionnaires were self-administered while for remote branch public libraries postal questionnaires were used. Seven research hypotheses and five null hypotheses were tested. The targeted population was staff at public branch libraries run by the BNLS and its Headquarters. The SPSS statistical package was used to analyse data. The next chapter focuses on this data analysis.
CHAPTER 6

ANALYSIS AND INTERPRETATION OF RESEARCH FINDINGS

6.1 INTRODUCTION

As explained in chapter 1, the aim of this research is to present a strategic human resource management model using performance appraisal. To achieve this purpose a structured questionnaire was used as an instrument. The construction of this questionnaire as well as the description of the population was described in chapter 5. The responses to the questionnaire were statistically analysed and will be interpreted in this chapter.

6.2 ANALYSIS OF THE RESPONSES

6.2.1 Procedure for data analysis

The questionnaire was designed in a pre-coded form to overcome the long and cumbersome procedures involved in preparing data for analysis. A majority of the questions were quantitative. Only two questions were open-ended/qualitative and were not answered by all of the participants; a content analysis was performed to analyse open-ended data. The Statistical Package for the Social Sciences (SPSS) was employed to enter and analyse the quantitative data. This software is most suitable for analysing data on
investigations of human behaviour, as it is capable of performing contingency tables, both univariate and multivariate analysis and other statistical procedures/tests. A professional was hired to key the data into a computer for analysis, because professional data entry clerks are able to read questionnaires and key data into a computer file at a higher speed.

6.2.2 General information

The objective of this section was to provide demographic information about the participants and use some of the information to test if there was any difference of opinions based on job title, qualifications, work experience and the status of the library. The demographic characteristics of respondents were obtained and some of them served as main independent variables for hypotheses testing.

Question one asked of respondents the name of the library in which the participant works. Results revealed that 74.2% of respondents were from the public libraries and 25.8% from the Headquarters. The following figure (6.1) displays the names of the participants' libraries across the various towns:
As shown in the figure 6.1, there were twenty-six (26) participating libraries.

Headquarters staff, who participated in the survey represented various sections such as: bibliographic support; system analysis; research and publications; acquisition; interlibrary loan; cataloguing; public library division including Director, chief cataloguer and
principal librarians. Public library staff, who participated in the survey were from twenty (23) branch public libraries including mobile libraries, Botswana National Reference library services and the library for disabled.

Question two was asked about the present position of the participants. The following figure (6.2) displays the job position (title) of the respondents:

**FIGURE 6.2
JOB POSITION (TITLE)**
The third question asked the respondents about their highest qualifications. The figure (6.3) displays their highest library qualification:

**FIGURE 6.3**
**HIGHEST LIBRARY QUALIFICATIONS**

This figure displays participants' highest qualification in percentage. Of 66 participants, 28.8% are certificate holders; 37.9% diploma; 22.7% degree; 3.0% post graduate diploma and 7.6% hold their Masters degrees.
Question four sought information about participants' working experience in libraries. The following figure (6.4) presents the information about work experience:

**FIGURE 6.4**
YEARS OF LIBRARY EXPERIENCE

Of 66 participants 22.7% had up to five years of work experience, 22.7% had five to ten years, 27.3% eleven to fifteen, 10.6% sixteen to twenty years while 16.7% had twenty one and above.

The fifth question asked about the total number of library staff working in each library. The objective of this question was to know the exact number of staff with library qualifications so that each and every one could be included in the survey without any
omissions. The total number of library staff with library qualifications was identified seventy one (71), of which sixty-six (66) participated in the study.

Question 6 was asked to establish whether the participating libraries were computerised or not. None of the public libraries are fully computerised. Currently used modules include the Book Selection, Acquisition, Serials and Cataloguing modules. The BNLS established Internet connectivity in 1998, and Internet access is available at the Headquarters and at all the branch public libraries. Internet facilities include electronic mail and Web access. All professional and para-professional library staff can access electronic mail while Web access is limited to professional staff only. Library users do not have access to the Internet facilities. However, plans are underway to pilot the provision of access, to Web and electronic mail facilities, to library users at selected Branch Public libraries (Luswili 2003:6).

Hence, public libraries are on their way to being fully computerised. The computerisation project of the BNLS was designed to be undertaken in two phases. By the end of phase 2, each of the branches would receive: a local area network; a wide area network; at least four additional PC’s and a local network server per branch; application software to enable fully automated functioning; training for staff; and conversion of stock records from typewritten or hand-written format to digital format. The BNLS Headquarters and the branch public libraries would be linked through the wide area network (WAN). On completion of this phase, the Branch Public Libraries will have Automated Circulation Procedures; an on-line catalogue (OPAC); access to Internet facilities and Web-based
information resources; and automated collation of statistics for accurate management information ((Luswili 2003:10).

Question 7 concerned the status of the library. Five (5) participants chose the "any other" option; they were merged with staff from public libraries. Another from the library for the disabled was also merged with public libraries. Libraries' status is categorised into two broad types:

1. Public libraries = 74.2% (49)

2. Headquarters (HQ) = 25.8% (17)

Question 8 was asked to establish how much money is spent on human resources from the total budget in each public library. It is to be noted that the total budget for the libraries is centrally allocated. No public library is allocated a separate budget on its own. All the budget spending is monitored from the Headquarters except for some consumable votes. The total budget allocation for libraries for the year 2003/2004 was P21,595,450.00.

Question 9 was asked to determine the percentage of personnel related expenditure. As with the total budget allocation, all the personnel related expenses are centrally allocated to Headquarters, and no personnel related budget is allocated to any public library individually. Of the total budget allocated for 2003/2004, P14, 000, 000.00, which is 63% of this total, goes towards personnel emoluments.
Question 10 was asked to elicit some more information about the budget allocation for training and development, to determine the importance of human resources training and development in the studied libraries. The in-service training vote is 8.34% (P134, 000.00) of the total budget. In addition to this, formal training at the University of Botswana is fully sponsored by the Director of Public Service Management. Every year 25-30 officers receive this type of formal and on the job training, which includes Certificate, Diploma, Degree and Masters qualifications at the University of Botswana.

Questions 8 to 10 were asked to establish the percentages of the total budget spent on personnel related expenditure. The intention was to determine how much attention is given to the most important resource of the libraries, the human resource. It was found that all the budget allocation was centralised to the Headquarters except travelling and transport; subsistence costs; domestic and household requisites; and uniform and protective clothing. Since budget allocation is centralised, these questions were not replied to by most respondents; only the Director of the Botswana National Library Service responded to all of these questions. The majority of them responded that the budget was centralised.

Question 11 was asked to determine about the composition of the population of the library users in participating libraries. The following figure displays this composition:
6.2.3 Strategic human resource management

The objective of this section was to elicit information from the participants regarding strategic human resource management issues. In questions 12-18, a 5-Point Likert Scale was used. It is to be noted that each question had the option of "any other", in case any participant had anything else to add, which the Investigator should not have omitted.

The broader picture of the results using a 5-Likert Measure is displayed in a table format. Afterwards, to have two extreme measures and to present a model the 5-Likert scale was converted into two categories: critical and most critical were merged and given a new
name: "Critical" and important, not all that important and not important were also merged and given the name "Not critical".

Question 12 was asked to seek the respondents' views on the qualities required to provide efficient library services. The following table presents the results:

**TABLE 6.1**
A 5-LIKERT MEASURES OF QUALITIES REQUIRED TO PROVIDE EFFICIENT SERVICES

<table>
<thead>
<tr>
<th></th>
<th>Most Critical</th>
<th>Critical</th>
<th>Important</th>
<th>Not all that Important</th>
<th>Not Important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Count</td>
</tr>
<tr>
<td>Commitment</td>
<td>48</td>
<td>72.7</td>
<td>12</td>
<td>18.2</td>
<td>6</td>
<td>9.1</td>
</tr>
<tr>
<td>Capability</td>
<td>33</td>
<td>50.0</td>
<td>19</td>
<td>28.8</td>
<td>14</td>
<td>21.2</td>
</tr>
<tr>
<td>Innovative thinking</td>
<td>34</td>
<td>51.5</td>
<td>15</td>
<td>22.7</td>
<td>13</td>
<td>19.7</td>
</tr>
<tr>
<td>Understanding of library aims and objectives</td>
<td>31</td>
<td>47.0</td>
<td>16</td>
<td>24.2</td>
<td>17</td>
<td>25.8</td>
</tr>
<tr>
<td>Compliance with rules and procedures</td>
<td>14</td>
<td>21.9</td>
<td>17</td>
<td>26.6</td>
<td>28</td>
<td>43.8</td>
</tr>
<tr>
<td>Positive attitude</td>
<td>37</td>
<td>56.9</td>
<td>18</td>
<td>27.7</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>19</td>
<td>29.2</td>
<td>26</td>
<td>40.0</td>
<td>19</td>
<td>29.2</td>
</tr>
<tr>
<td>Stamina</td>
<td>9</td>
<td>14.3</td>
<td>22</td>
<td>34.9</td>
<td>28</td>
<td>44.4</td>
</tr>
<tr>
<td>Strategic approach and thinking</td>
<td>17</td>
<td>27.0</td>
<td>27</td>
<td>42.9</td>
<td>18</td>
<td>28.6</td>
</tr>
</tbody>
</table>
On looking at the above figure it is apparent that there is a discrepancy in participants' opinions. For instance, a majority of 71.2% participants perceived "understanding of library aims and objectives" to be critical, but at the same time only 51.6% felt that "compliance with rules and procedures" was critical. If they feel an understanding of library's aims and objectives is critical, one may ask why they do not think it is important to abide by those aims and objectives. It can be inferred here perhaps that they feel it does not matter how well or badly they perform to meet library aims and objectives, it does not
provide them with any extra recognition or benefits and therefore, they ask why they should put all their efforts into meeting these aims and objectives. Similarly, 84.6% participants perceived a positive attitude as critical while enthusiasm was viewed as critical only by 69.3% and stamina was further downgraded to 49.2%. If staff feel that having a positive attitude is one of the critical qualities required to provide efficient library services, they should be full of stamina, even in negative situation, but it does not appear so. This is a further indication that the participants are lacking certain incentives. A majority of 90.9% staff professed commitment to be critical but capability and innovative thinking was seen as less critical in comparison. If they are not innovative and capable how can they be committed to their work. This all suggests that motivation is needed to utilise library staff to their optimum potential.

Question 13 was asked to obtain the participants' views about the competencies needed by staff during the next five years to enhance library services. The results are displayed in the following table:

### TABLE 6.2
A 5-LIKERT MEASURES OF COMPETENCIES REQUIRED BY STAFF

<table>
<thead>
<tr>
<th>Competency</th>
<th>Most Critical</th>
<th>Critical</th>
<th>Important</th>
<th>Not all that Important</th>
<th>Not Important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Count</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Count</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Count</strong></td>
</tr>
<tr>
<td>Leadership</td>
<td>47</td>
<td>72.3</td>
<td>11</td>
<td>16.9</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Facilitating and implementing change</td>
<td>25</td>
<td>38.5</td>
<td>27</td>
<td>41.5</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>Team Building</td>
<td>22</td>
<td>33.8</td>
<td>24</td>
<td>36.9</td>
<td>19</td>
<td>29.2</td>
</tr>
<tr>
<td>Coaching</td>
<td>16</td>
<td>25.0</td>
<td>22</td>
<td>34.4</td>
<td>26</td>
<td>40.6</td>
</tr>
<tr>
<td>Cross-cultural communication</td>
<td>6</td>
<td>9.5</td>
<td>23</td>
<td>36.5</td>
<td>29</td>
<td>46.0</td>
</tr>
<tr>
<td>Technical expertise</td>
<td>20</td>
<td>31.3</td>
<td>19</td>
<td>29.7</td>
<td>24</td>
<td>37.5</td>
</tr>
<tr>
<td>Mentoring</td>
<td>14</td>
<td>21.9</td>
<td>17</td>
<td>26.6</td>
<td>33</td>
<td>51.6</td>
</tr>
</tbody>
</table>
In the above figure leadership competency is thought to be critical by 89.2%, facilitating and implementing change by 80% and team building by 70.7%, while technical expertise was supported by 61% only. If they do not think technical expertise to be as critical as
leadership and other competencies, this seems to suggest that the participants want their leader to take care of technical issues, and if coaching was critical for 59.4% and mentoring for 51.6%, it shows that these competencies are not critical for a large percentage of respondents. Cross-cultural communication was seen as critical only by 46%, which implies that the participants want their leader to do everything, including establishing a professional network with various libraries for better information sharing. It would appear to suggest that a strong leadership is essential to develop fully committed staff.

Question 14 sought the respondents' opinions about the impact of external factors on the provision of library services. The following table displays the results:

### TABLE 6.3
A 5-LIKERT MEASURES OF THE IMPACT OF EXTERNAL FACTORS

<table>
<thead>
<tr>
<th></th>
<th>Most Critical</th>
<th>Critical</th>
<th>Important</th>
<th>Not all that Important</th>
<th>Not Important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Information Technology</td>
<td>48</td>
<td>72.7</td>
<td>12</td>
<td>18.2</td>
<td>6</td>
<td>9.1</td>
</tr>
<tr>
<td>Changing employees' expectations about work</td>
<td>28</td>
<td>43.1</td>
<td>18</td>
<td>27.7</td>
<td>13</td>
<td>20.0</td>
</tr>
<tr>
<td>Changing needs of library customers</td>
<td>30</td>
<td>48.4</td>
<td>10</td>
<td>16.1</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>Shrinking budget</td>
<td>28</td>
<td>46.7</td>
<td>19</td>
<td>31.7</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Global competition</td>
<td>18</td>
<td>28.6</td>
<td>22</td>
<td>34.9</td>
<td>20</td>
<td>31.7</td>
</tr>
<tr>
<td>External environment</td>
<td>22</td>
<td>34.4</td>
<td>19</td>
<td>29.7</td>
<td>17</td>
<td>26.6</td>
</tr>
</tbody>
</table>
The above figure displays that all the external factors are perceived as critical by the respondents, but that information technology scores the highest rank, which is an indication that the participants acknowledge the importance of it. Information technology plays a key role in improving staff efficiency and effectiveness in organising, storing and retrieving information and disseminating better information services amongst customers.
This equips them with skills to compete globally, to survive shrinking budgets and to consider continually changing user needs.

Question 15 was intended to seek the participants’ opinions on issues related to strategic management. The responses are as follows:

**Table 6.4**

<table>
<thead>
<tr>
<th>A 5-LIKERT MEASURES RELATED TO STRATEGIC MANAGEMENT ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most Critical</strong></td>
</tr>
<tr>
<td>Count</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Customer orientation</td>
</tr>
<tr>
<td>Productivity improvement</td>
</tr>
<tr>
<td>Performance measurement system</td>
</tr>
<tr>
<td>Employee reward system</td>
</tr>
<tr>
<td>Employee recognition system</td>
</tr>
<tr>
<td>Transformational leadership</td>
</tr>
<tr>
<td>Cost control</td>
</tr>
<tr>
<td>Knowledge management</td>
</tr>
<tr>
<td>Organisational culture building</td>
</tr>
</tbody>
</table>
According to the above figure customer service (93.5%); performance measurement (86.2%); transformational leadership (78.1%); and productivity improvement (75.4%) were all found critical. This means that most participants are aware of the importance of the above-mentioned strategic issues. At the same time employee recognition (76.9%) and employee reward system (68.3%) were seen as critical, which implies that employee recognition and reward systems can play a crucial role in order to motivate staff to perform to their best ability. Organisational culture attracted equal placing for critical and
not critical, which suggests that some thought it was critical while others felt it could play an important role only if there was a strong culture.

Knowledge management was critical for 52.4% but nearly as many others did not think so. Cost control scored 53.1% which means that many felt that it was out of their hands; it was management’s responsibility.

Question 16 sought participants’ opinions on some staff issues. The results are as follows:

**TABLE 6.5**

<table>
<thead>
<tr>
<th>A 5-LIKERT MEASURES OF STAFF ISSUES AT WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Salary</td>
</tr>
<tr>
<td>Career development</td>
</tr>
<tr>
<td>Holiday bonus</td>
</tr>
<tr>
<td>Pensions</td>
</tr>
<tr>
<td>Status</td>
</tr>
<tr>
<td>Recognition</td>
</tr>
<tr>
<td>Companionship</td>
</tr>
<tr>
<td>Job security</td>
</tr>
<tr>
<td>Feeling of self-worth</td>
</tr>
<tr>
<td>Sense of a achievement</td>
</tr>
<tr>
<td>Sense of purpose</td>
</tr>
</tbody>
</table>
In figure 6.10, the highest score for career development (87.8%), advises that a proper career development plan can attract and retain the best employees in a library. Sense of achievement in 82.8%; feelings of self-worth in 80.9%; recognition by 71.9%; and sense of purpose in 67.1% participants were viewed as critical, while other issues did not compare well to the above. If the status (54.9%); pension (42.8%); holiday bonus (25.5%); job security (64.7%); and companionship (33.8%) factors are compared to these
issues it is apparent that feelings of self-worth; recognition; sense of purpose and career development are found to be more critical motivational factors. This indicates that intrinsic rewards play an important role in staff motivation.

Question 17 was asked to collect the participants' views on some motivational factors in relation to their job. The responses are given below:

### TABLE 6.6
A 5-LIKERT MEASURES OF MOTIVATIONAL FACTORS

<table>
<thead>
<tr>
<th></th>
<th>Most Critical</th>
<th>Critical</th>
<th>Important</th>
<th>Not all that Important</th>
<th>Not Important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Appropriate organisational goals</td>
<td>39</td>
<td>61.9</td>
<td>13</td>
<td>20.6</td>
<td>8</td>
<td>12.7</td>
</tr>
<tr>
<td>Participation in goal setting</td>
<td>28</td>
<td>43.8</td>
<td>23</td>
<td>35.9</td>
<td>10</td>
<td>15.6</td>
</tr>
<tr>
<td>Conducive working environment</td>
<td>41</td>
<td>63.1</td>
<td>19</td>
<td>29.2</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Performance feedback</td>
<td>40</td>
<td>62.5</td>
<td>18</td>
<td>28.1</td>
<td>6</td>
<td>9.4</td>
</tr>
<tr>
<td>Positive attitude</td>
<td>46</td>
<td>71.9</td>
<td>9</td>
<td>14.1</td>
<td>9</td>
<td>14.1</td>
</tr>
<tr>
<td>Clear job description</td>
<td>42</td>
<td>64.6</td>
<td>20</td>
<td>30.8</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Delegation of responsibility</td>
<td>17</td>
<td>25.8</td>
<td>33</td>
<td>50.0</td>
<td>14</td>
<td>21.2</td>
</tr>
<tr>
<td>High morale</td>
<td>32</td>
<td>50.0</td>
<td>20</td>
<td>31.3</td>
<td>11</td>
<td>17.2</td>
</tr>
<tr>
<td>Positive job environment</td>
<td>43</td>
<td>68.3</td>
<td>14</td>
<td>22.2</td>
<td>6</td>
<td>9.5</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>45</td>
<td>70.3</td>
<td>9</td>
<td>14.1</td>
<td>10</td>
<td>15.6</td>
</tr>
<tr>
<td>Effective communication</td>
<td>44</td>
<td>69.8</td>
<td>11</td>
<td>17.5</td>
<td>8</td>
<td>12.7</td>
</tr>
</tbody>
</table>
It is apparent from figure 6.11 that all the above motivational factors are perceived as critical by the participants. For a better understanding of the above factors all the variables of questions 16 and 17 were categorised into two categories. It is to be borne in mind that positive attitude and high morale were excluded from the list; they were treated as personal qualities not motivators.
### TABLE 6.7
EXTRINSIC AND INTRINSIC FACTORS

<table>
<thead>
<tr>
<th>Extrinsic</th>
<th>Intrinsic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>Career development</td>
</tr>
<tr>
<td>Holiday bonus</td>
<td>Status</td>
</tr>
<tr>
<td>Pensions</td>
<td>Recognition</td>
</tr>
<tr>
<td>Companionship</td>
<td>Feeling of self-worth</td>
</tr>
<tr>
<td>Job security</td>
<td>Sense of achievement</td>
</tr>
<tr>
<td>Sense of purpose</td>
<td>Positive job environment</td>
</tr>
<tr>
<td>Appropriate organizational goals</td>
<td>Job satisfaction</td>
</tr>
<tr>
<td>Participation in goal setting</td>
<td></td>
</tr>
<tr>
<td>Performance feedback</td>
<td></td>
</tr>
<tr>
<td>Effective communication</td>
<td></td>
</tr>
<tr>
<td>Clear job description</td>
<td></td>
</tr>
<tr>
<td>Delegation of responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Both the factors were further cross tabulated:

### TABLE 6.8
CROSS TABULATION OF EXTRINSIC AND INTRINSIC FACTORS

<table>
<thead>
<tr>
<th>Extrinsic/intrinsic Cross tabulation</th>
<th>Extrinsic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical</td>
<td>Not Critical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic</td>
<td>Count</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>18.2</td>
</tr>
<tr>
<td>Most Critical</td>
<td>intrinsic</td>
<td>87.5%</td>
</tr>
<tr>
<td></td>
<td>extrinsic</td>
<td>84.0%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>63.6%</td>
</tr>
<tr>
<td>Critical</td>
<td>Count</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>intrinsic</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>extrinsic</td>
<td>16.0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12.1%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>intrinsic</td>
<td>75.8%</td>
</tr>
<tr>
<td></td>
<td>extrinsic</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>75.8%</td>
</tr>
</tbody>
</table>
The table 6.8 displays that intrinsic motivational factors were perceived as more critical than extrinsic factors. Intrinsic were perceived most critical by 87.5% and extrinsic by 84.0%. This all appears to suggest that it is not enough to provide extrinsic rewards, like good salaries, to the staff; it is equally important to provide with intrinsic rewards to satisfy and motivate employees.

Question 18 was asked to obtain participants' opinions on issues related to the human resource strategy. The results are displayed in table 6.8:

<table>
<thead>
<tr>
<th></th>
<th>Most Critical</th>
<th>Critical</th>
<th>Important</th>
<th>Not all that Important</th>
<th>Not Important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Alignment of HR strategy with strategic management plan</td>
<td>33</td>
<td>54.1</td>
<td>22</td>
<td>36.1</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>Generating competitive advantage through human resources</td>
<td>19</td>
<td>30.6</td>
<td>25</td>
<td>40.3</td>
<td>16</td>
<td>25.8</td>
</tr>
<tr>
<td>Continuous education &amp; development</td>
<td>18</td>
<td>29.0</td>
<td>26</td>
<td>41.9</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>Motivation building among staff</td>
<td>26</td>
<td>40.6</td>
<td>27</td>
<td>42.2</td>
<td>11</td>
<td>17.2</td>
</tr>
</tbody>
</table>

201
FIGURE 6.12
TWO EXTREME MEASURES OF ISSUES RELATED TO HUMAN RESOURCE STRATEGY

The figure 6.12 indicates that all the issues related to human resource management were viewed as critical by the majority of the participants. This would appear to suggest that there is a need for a human resource management strategy in public libraries in Botswana.
Question 19 dealt with some important issues related to strategic human resource management. The results are displayed in 3 categories: "Yes"; "No"; and "No Reply", as follows:

**FIGURE 6.13**
STRATEGIC HUMAN RESOURCE MANAGEMENT ISSUES

![Bar chart showing the distribution of responses to various strategic human resource management issues.]

- **The issue of staff retention**: 54.5% Yes, 0% No, 9.5% No Reply
- **Lack of competent employees**: 57.6% Yes, 1.5% No, 2% No Reply
- **Allocation of human resource**: 53% Yes, 41% No, 6% No Reply
- **Staff dissatisfaction with library processes**: 57.6% Yes, 0% No, 3% No Reply
- **Change and conflict management**: 42% Yes, 52% No, 6% No Reply
- **Human resource strategy**: 16.7% Yes, 80.3% No, 3% No Reply
The results shown in the figure 6.13 indicate that the majority of staff feel that allocation of human resources is ad-hoc; a lack of competent staff is felt; change and conflict management are not management's priority; the staff are difficult to retain, therefore, staff are becoming dissatisfied; and consequently there is a need for a human resource strategy.

Question 20 sought the participants' views on the development of a human resource strategy in their libraries. A majority of 77.3% mentioned that a human resource strategy should be evolved immediately; 22.7% said there was no need of a human resource strategy.

6.2.4 STAFF PERFORMANCE APPRAISAL

The objective of this section was to seek information about staff performance appraisal because such an appraisal is one of the most important activities of strategic human resource management.

Question 21 was asked to discover how the participants personally experience the staff performance appraisal in terms of its purpose. The participants were given seven (7) options and in addition, there was an option for "any other" purpose to mention, that the Investigator may have left out. Everyone was free to opt for more than one option. The following figure displays the responses to the purpose of the staff performance appraisal:
This figure indicates that the most obvious purpose of the staff performance is seen to be for a salary increment, which is highlighted.

Question 22 was on training to determine if the participants had received any kind of training in the past five years. A majority of 86.4% participants indicated that they had gone for training; 12.1% indicated that they had not and 1.5% did not reply.

Question 23 was an extension to question 22: it asked that the participants had gone for training, what type of training had they gone for. This was one of the two qualitative questions. It was left open, to elicit original opinions on training from the participants. Only a few responded to the question, as follows:
Networking: 2; IT: 15; Training for trainers: 4; Database management: 3; PMS: 4; Library promotion and publicity: 3; Information system: 2; Knowledge management: 2; Internet: 4; Advocacy and lobbying: 3; and Compute applications: 2.

Question 24 concerned further training: whether the staff still needed it. Out of a total of 66 participants, 97.0% thought that they required further training and 3.0% did not reply to the question.

Question 25 was the second qualitative question and an extension to question 23. It was addressed to those participants who had never gone for any kind of training. The question was on what type of training they would like to attend. As with question 23, only a few answered this question. The responses were as follows:

Web design: 4; Database management: 4; ICT database management and administration: 1; Public relations: 3; Supervisory/leadership skills: 4; Information management: 2; IT: 6; and Internet: 3.

In question 26 the participants were asked to indicate whether the impact of training was assessed in their library. Of 66 people, 33.4% indicated that the impact of training was assessed in their library while 63.6% mentioned that this was not assessed.
Question 27 was asked to obtain information about who conducted the staff performance appraisal. A majority of 95.3% participants mentioned that their supervisors conducted this activity.

Question 28 concerned the frequency of staff performance appraisal activity. A majority of 89.4% participants mentioned that this activity took place annually.

Question 29 considered how the staff performance appraisal took place in the participating libraries. Here the participants were free to choose more than one option. Out of 66 participants; 62.1% indicated that it took place by filling in a form, 31.8% said by both an interview and a form and 6.1% did not reply.
Question 30 was designed to elicit some information on about staff performance appraisal. The results are as follows:

**FIGURE 6.15**
**STAFF PERFORMANCE APPRAISAL**

The above figure 6.15 demonstrates the strategic focus of performance appraisal in public libraries in Botswana. A majority of participants mentioned that they did not receive feedback about their performance appraisal; there was no proper implementation of the information received from staff performance appraisal; staff performance did not validate
staff selection; staff performance appraisal was not aligned with library mission; staff performance appraisal was not aligned with promotion. Consequently, staff do not seem to be happy with current methods of staff performance appraisal. This would appear to suggest that for staff to see performance appraisal's strategic effect it is important to provide proper feedback and alignment of performance appraisal with promotion; library mission; staff selection; staff motivation and implementation of information obtained from performance appraisal.

6.3 TESTING OF HYPOTHESES & INTERPRETATION

This section presents the results and interprets the hypotheses.

6.3.1 Research hypotheses

6.3.1.1 Introduction: Following the need to seek further meaning from the frequency distribution, the ‘sub-variables’ constituting the ‘principal variables’ were summed up and their various mean scores calculated and further utilised to compare their manifestations across the Headquarters and Public Libraries. The grouping of and cumulating of these variables was further justified by the fact that the same 5-point Likert scale measure was employed to investigate phenomena across them. The standard deviation from the various mean scores for each library was then calculated, after which the 2-sample t-test, assuming equal variances was employed to compare the mean scores for the Headquarters and Public Libraries. The t-test is the most elementary method for
comparing two groups' mean scores it assumes that the variables in the populations from which the sample is drawn are normally distributed, and also that the populations have homogeneity and variance (that they deviate equally from the mean).

The procedure for calculating t-test (t-value) consists of first computing the standard error from for the groups to be compared. The whole idea of this formula and all calculations involved is to obtain the t-value (used in determining the statistical significance of the variance between the two groups).

The SPSS uses Levene's test for equality of variance, which was first used to compare variability in responses, because the test statistic for comparing 2 sample means depend on whether variation in the two groups is the same or not.

Analyses were repeated using chi-squared test, test of no association between category of library and level of knowledge/agreement with each concept, (after the total score in each concept, such as competencies) was recoded into critical and nor critical.

SPSS was used to do the analysis. The SPSS results include computing relevant test statistic (t-statistic or f-statistic), their degree of freedom (df) and the p-value (significance). The f-ratio is the ratio of variance (used in ANOVA to test significant differences between two or more groups means).

In all the tests, the critical p-value was 5% or 0.05 as set in the previous chapter.
These hypotheses were formulated to test if the public libraries have different opinions from the Headquarters, on the issues related to strategic human resource management. However, it is to be noted that the data collected from the Headquarters has to be used with caution because the number of respondents from Headquarters was less than the respondents from public libraries.

For the purpose of hypothesis testing and data interpretation the "most critical" were merged with "critical" and given a name, "critical" and "important", "not all that important" and "not important" were merged together and were given a new name, "not critical". This adjustment was made for two reasons: first, it was not possible to run a Chi-Square test with a few responses scored by the two scales and second, to utilise these few responses for which the respondents had used their precious time. To get the two extreme measures the 5-Likert scale was converted into two main categories: critical and not critical.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>f - statistic</th>
<th>P-Value</th>
<th>t statistic</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>.309</td>
<td>.580</td>
<td>1.161</td>
<td>64</td>
<td>.250</td>
</tr>
<tr>
<td>Impact of external factors</td>
<td>.528</td>
<td>.470</td>
<td>3.228</td>
<td>64</td>
<td>.002</td>
</tr>
<tr>
<td>Strategic management</td>
<td>.088</td>
<td>.767</td>
<td>2.490</td>
<td>64</td>
<td>.015</td>
</tr>
<tr>
<td>Staff issues</td>
<td>.995</td>
<td>.322</td>
<td>1.578</td>
<td>64</td>
<td>.120</td>
</tr>
<tr>
<td>Motivational factors</td>
<td>.421</td>
<td>.519</td>
<td>2.498</td>
<td>64</td>
<td>.015</td>
</tr>
<tr>
<td>HR Strategy</td>
<td>2.205</td>
<td>.143</td>
<td>.895</td>
<td>63</td>
<td>.374</td>
</tr>
</tbody>
</table>
6.3.1.2 Hypothesis one

The perception by respondents about the qualities required to provide efficient library services is independent of the status of the library.

Following the 2-sample t-test, this hypothesis was accepted considering that the significant level (P=0.178) was higher than the set level of significance of \( P \leq 0.05 \), indicating the non-existence of any relationship between perceptions about efficient services and the status of the library (see table 6.10 above). Consequently, opinion about the qualities required to provide efficient services was not dependent on whether the staff worked in the Headquarters or a public Library.

When the different qualities were compared across library status in cross-tabulations the results further added to the assertion that opinions about qualities required to provide efficient library services are not dependent on the status of the library. For instance, a comparison of one quality, "commitment" against the library status (see table 6.11) shows a similar rating pattern amongst Headquarter and Public Library staff.

### TABLE 6.11
CROSS TABULATION: "COMMITMENT" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td>Count</td>
<td>44</td>
</tr>
<tr>
<td>Status of Library</td>
<td>89.8%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Not Critical</td>
<td>Count</td>
<td>5</td>
</tr>
<tr>
<td>Status of Library</td>
<td>10.2%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>49</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
These statistics all appear to suggest that the type of library in which the respondents work has no influence upon how a staff member perceives the qualities required to provide efficient library services. All the respondents hold similar opinions on the requirements of commitment, capability, innovative thinking, understanding of library aims and objectives, compliance with rules and procedures, positive attitude, enthusiasm, stamina, strategic approach and thinking about providing efficient library services; hence, the perception about the qualities required to provide efficient services is independent of the status of the library.

**TABLE 6.12**  
**CHI SQUARE TEST: "COMMITMENT" AGAINST STATUS OF THE LIBRARY**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.050</td>
<td>2</td>
<td>.359</td>
</tr>
</tbody>
</table>

In table 6.12, Pearson's Chi-Square with 2-degrees of freedom further confirmed acceptance of the hypothesis at the significant level of P=0.359, which is greater than the set value of P=0.05.

All the other qualities required to provide efficient library services: capability, innovative thinking, understanding of library aims and objectives, compliance to rules and procedures, positive attitudes, enthusiasm, stamina, and strategic approach and thinking were independent of the status of the library, hence, this null hypothesis was accepted. It can be concluded that the perception by staff about the qualities required to provide efficient library services is independent of the status of the library.
6.3.1.3 Hypothesis two

The opinion among respondents about the competencies required by staff during the next five years is independent of the status of the library.

The 2-sample t-test accepted the hypothesis at the significant level of P0.250 (see table 6.10), which is greater (P ≤ 0.05), and shows that there is no significant relationship between the status of the library and the participants' views. All the participants viewed competencies required by staff during the next five years to enhance library services as of equal importance, whether they worked in public branch libraries or the Headquarters.

The different competencies were compared against the library status in cross-tabulation, and the results further convinced one that opinions about competencies required to provide efficient library services are not dependent on the status of the library. For example, if one of the competencies, leadership, is compared against library status (table 6.13) below, it shows a similar rating pattern amongst Headquarters and public library staff.

**TABLE 6.13**

CROSS TABULATION: "LEADERSHIP" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>44</td>
<td>16</td>
</tr>
<tr>
<td>Status of Library</td>
<td>87.5%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Not Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Status of Library</td>
<td>12.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>48</td>
<td>17</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
This would appear to suggest that the type of library in which the respondents worked did not affect how they perceived the competencies required to enhance library services.

### TABLE 6.14

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>1.114</td>
<td>2</td>
<td>.573</td>
</tr>
</tbody>
</table>

In Pearson's Chi-Square test the significant level of P=0.573 (table 6.134 further verified the acceptance of this hypothesis. All the other competencies: facilitating and implementing change, team building, coaching, cross-cultural communication, technical expertise, and mentoring were regarded as equally important to enhance library services and had a similar rating pattern. Hence, the opinion amongst staff about the competencies required by staff during the next five years is independent of the status of the library.

#### 6.3.1.4 Hypothesis three

*The belief by respondents about the impact of external factors is independent of the status of the library.*

A 2-sample t-test was performed and subsequently this hypothesis was rejected at the significant level (P=0.002), which was less than the set significance of (P ≤ 0.05), demonstrating the existence of some relationship between observations on the impact of external factors and the status of the library (table 6.10 above). This suggests that the opinion about qualities required to provide efficient services was dependent on the status of the participants’ library. To identify the existence of this relationship, all of the cross-
tabulations on the impact of external factors against the status of the library were investigated. The differences between the opinions were traced on "changing employees' expectations at work". This is evidenced from the following cross-tabulation and the Chi-Square test below.

**TABLE 6.15**
CROSS TABULATION: "CHANGING EMPLOYEES' EXPECTATIONS ABOUT WORK" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>CHANGING EMPLOYEES EXPECTATIONS</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td>Count</td>
<td>39</td>
</tr>
<tr>
<td>Status of Library</td>
<td>81.2%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Not Critical</td>
<td>Count</td>
<td>9</td>
</tr>
<tr>
<td>Status of Library</td>
<td>18.8%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>48</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The above cross-tabulation shows that the changing employees' expectations about work were perceived as more critical by the respondents who worked in public libraries (81.2%) than by those who worked in Headquarters (41.2%). Similarly, they were not critical for 18.8% participants who worked in public libraries and 58.8% who were working in the Headquarters. This suggests that changing employees’ expectations were more important for those who worked in public libraries.

**TABLE 6.16**
CHI-SQUARE TEST: "CHANGING EMPLOYEES' EXPECTATIONS ABOUT WORK" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>12.161</td>
<td>2</td>
<td>.002</td>
</tr>
</tbody>
</table>

216
The $x^2$ test (table 6.16) for changing employees' expectations about work indicates the P value as 2% (0.002), which is less than 5%. This further confirmed the rejection of this hypothesis. This would appear to suggest that the type of library in which the respondents worked influenced their way of thinking on this issue. The other external issues: information technology, changing employees' expectations about work, changing needs of library customers, shrinking budget, global competition and external environment were all perceived critical without any significant difference of views, whether staff worked in Headquarters or in public libraries. However, because of the difference of perceptions on one of the external issues it can be concluded that the belief by staff about the impact of external factors is no independent of the status of the library.

6.3.1.5 Hypothesis four

The outlook held by respondents about the strategic human resource management is independent of the status of the library.

The 2-sample t-test established that the hypothesis was rejected because the significant level $P=0.015$ (see table 6.10) was less than 5%. This signifies the existence of some relationship between the respondents’ views on the strategic issues and their status of the library. Their views were influenced by the type of the libraries they worked for. To trace this relationship, all of the cross-tabulations on the strategic management issues against the status of the library were looked into. The differences between the opinions were traced in "transformational leadership". This is displayed in the following table.
TABLE 6.17
CROSS TABULATION: "TRANSFORMATIONAL LEADERSHIP" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>TRANSFORMATIONAL LEADERSHIP</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>Status of Library</td>
<td>85.4%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Not Critical</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Status of Library</td>
<td>14.6%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

This table shows that the transformational leadership was more critical for the staff who worked in public libraries than the Headquarters staff. This suggests that "transformational leadership" was more important for those who worked in public libraries than the staff in the Headquarters.

TABLE 6.18
CHI SQUARE TEST: "TRANSFORMATIONAL LEADERSHIP" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7459</td>
<td>2</td>
<td>.024</td>
</tr>
</tbody>
</table>

In addition to this cross-tabulation, the Pearson Chi-Square test's significant level of P=0.024 (table 6.18) also authenticates the existence of some relationship between the opinions of the respondents working in two different types of libraries.

It can be concluded that the type of library in which the respondents worked had significant control over their thinking about the issues related to strategic management.

All the other issues: customer orientation, productivity improvement, performance
measurement system, employee reward system, employee recognition system, cost control, knowledge management, and organisational culture building scored similar rating patterns from all of the participants. It can be summarised that because of the difference of perceptions on one of the strategic management issues the outlook held by staff on the strategic issues in strategic management are independent of the status of library.

6.3.1.6 Hypothesis five

The viewpoints on staff issues are independent of the status of the library.

The 2-sample t-test accepted the hypothesis at the significant level $P=0.120$ (table 6.10) which was greater than the significance level ($P \leq 0.05$), which points out the non-existence of any relationship between participants' opinions on the staff issues and the status of library. Consequently, perceptions of the staff issues were not dependent on whether the staff worked at Headquarters or the public libraries.

When different staff issues were cross-tabulated, the results established that the staff opinions on the issues were independent of the status of the library. For example, when "career development" is compared against library status (Table 6.19) it shows a similar rating structure amongst all the participants, whether they are working in Headquarters or at a public library.
TABLE 6.19
CROSS TABULATION: "CAREER DEVELOPMENT" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>CAREER DEVELOPMENT</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>43</td>
<td>16</td>
</tr>
<tr>
<td>Status of Library</td>
<td>87.9%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Not Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Status of Library</td>
<td>12.2%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>17</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

TABLE 6.20
CHI SQUARE TEST: "CAREER DEVELOPMENT" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.512</td>
<td>2</td>
</tr>
</tbody>
</table>

The significant level of P=0.173 of Pearson Chi-Square (table: 6.20) further confirmed the absence of any relationship between the participants of two types of libraries.

This would appear to suggest that the type of library in which the participants worked had no influence on their opinions. All other staff issues like salary, career development, holiday bonus, pensions, status, recognition, companionship, job security, feeling of self-worth, sense of achievement and sense of purpose were similarly important to all the participants. Hence, the viewpoints on staff issues are independent of the status of library.
6.3.1.7 Hypothesis six

The concept of motivational factors is independent of the status of the library.

This hypothesis was rejected by the 2-sample t-test at the significant level of $P=0.015$ (table 6.10), which was less than $P \leq 0.05$ indicating the existence of some relationship between the beliefs on motivational factors and the status of the library.

To identify the difference of perceptions all the different motivational factors were compared against library status in cross-tabulations and the differences of views were found in the following issues:

**TABLE 6.21**
CROSS TABULATION: "JOB SATISFACTION" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>JOB SATISFACTION</th>
<th>Status of Library</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
<td>Total</td>
</tr>
<tr>
<td>Critical</td>
<td>Count</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>Status of Library</td>
<td>89.4%</td>
<td>70.6%</td>
<td>84.4%</td>
</tr>
<tr>
<td>Not Critical</td>
<td>Count</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Status of Library</td>
<td>10.6%</td>
<td>29.4%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>47</td>
<td>17</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**TABLE 6.22**
CHI SQUARE TEST: "JOB SATISFACTION" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>6.072</td>
<td>2</td>
<td>.048</td>
</tr>
</tbody>
</table>
The significant level of \( P=0.048 \) (table 6.22) confirms the existence of relationship between the participants' views working in two types of libraries.

**TABLE 6.23**
CROSS TABULATION: "PERFORMANCE FEEDBACK" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>PERFORMANCE FEEDBACK</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>44</td>
<td>14</td>
</tr>
<tr>
<td>Status of Library</td>
<td>93.6%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Not Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Status of Library</td>
<td>6.4%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>47</td>
<td>17</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**TABLE 6.24**
CHI SQUARE TEST: "PERFORMANCE FEEDBACK" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7.382</td>
<td>2</td>
<td>.025</td>
</tr>
</tbody>
</table>

The significant level of \( P=0.025 \) (table 6.24) further verifies the existence of relationship between the participants' views working in two types of libraries.

**TABLE 6.25**
CROSS TABULATION: "DELEGATION OF RESPONSIBILITY" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th>DELEGATION OF RESPONSIBILITY</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>Status of Library</td>
<td>83.7%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Not Critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Status of Library</td>
<td>16.3%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>49</td>
<td>17</td>
</tr>
<tr>
<td>Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
TABLE 6.26
CHI SQUARE TEST: "DELEGATION OF RESPONSIBILITY" AGAINST STATUS OF THE LIBRARY

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7.014</td>
<td>2</td>
<td>.030</td>
</tr>
</tbody>
</table>

The significant level of \( P=0.030 \) (table 6.26) further confirmed the existence of relationship between the participants' views in two types of libraries.

This all points out that the type of library in which the participants worked had significant influence upon their views on motivational factors at work. Job satisfaction, performance feedback and delegation of responsibility were found more critical for public library staff than the BNLS staff. Other motivational factors: appropriate organisational goals, participation in goal setting, conducive working environment, high morale, positive job environment, and effective communication were perceived as being of similar importance. It can be concluded here that this hypothesis is rejected, hence the concept of motivational factors is dependent of the status of the library.

6.3.1.8 Hypothesis seven

The view regarding the human resource strategy is independent of the status of the library.

The 2-sample t-test accepted this hypothesis at the rate of a significant level \( P=0.374 \) (table 6.10), concerning participants' opinions on human resource strategy. Consequently, the opinions on the human resource strategy were not dependent on whether staff worked
in the Headquarters or public libraries. For further proof, the different human strategic issues were compared against library status and the cross-tabulation results provided further evidence of this fact. For instance, a comparison of "the alignment of human resource strategy" against library status (table: 6.27) shows a similar rating pattern amongst the Headquarters and public library staff.

**TABLE 6.27**

**CROSS TABULATION: "ALIGNMENT OF HUMAN RESOURCE (HR) STRATEGY" AGAINST STATUS OF THE LIBRARY**

<table>
<thead>
<tr>
<th>ALIGNMENT OF HR STRATEGY</th>
<th>Status of Library</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>HQ</td>
</tr>
<tr>
<td>Critical</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>% within Status of Library</td>
<td>91.1%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Not Critical</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>% within Status of Library</td>
<td>8.9%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>16</td>
</tr>
<tr>
<td>% within Status of Library</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**TABLE 6.28**

**CHI-SQUARE TEST: "ALIGNMENT OF HUMAN RESOURCE STRATEGY" AGAINST STATUS OF THE LIBRARY**

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.429</td>
<td>2</td>
</tr>
</tbody>
</table>

In Pearson Chi-Square test, the significant level of P=0.297 (table 6.28) further confirmed the absence of any relationship between the opinions of the respondents from the two types of libraries.

With all of this information, it would appear that librarians working in both public libraries and Headquarters perceived the measures of human resource strategy issues
without any significant difference. This would appear to suggest that the type of the library, in which the participants worked, had no influence upon their views. All the respondents perceived human resource strategy issues such as generating competitive advantage through human resources, continuous education and development and motivation building among staff as similarly important. Therefore, one concludes that the respondents' opinions on the human resource strategy are independent of the status of library.

6.3.2 Null hypotheses

6.3.2.1 Introduction

Using the similar procedure null hypotheses were tested. To test these hypotheses all of the participants were categorised into the following two categories based on their position, qualification and experience.

Based on position: 1. Senior (Director to Librarian); and 2. Junior (Below Librarian);

Based on qualification: 1. High (Degree & above); and 2. Low (Below Degree);

Based on experience: 1. Very experienced (11 years & above); and Less experienced (10 years & below).

The following three contingency tables show the frequency and percentages of the participants' job position, qualification and library work experience:
TABLE 6.29
JOB POSITION

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>16</td>
<td>24.2</td>
</tr>
<tr>
<td>Junior</td>
<td>50</td>
<td>75.8</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to this table 6.24 there were 24.2% (16) seniors and 75.8% (50) juniors, who participated in this study. At the Headquarters library structure, all of the participants hold their positions according to their qualification and work experience, and a similar pattern is used in this study to group the population into two categories.

TABLE 6.30
QUALIFICATION

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>44</td>
<td>66.7</td>
</tr>
<tr>
<td>High</td>
<td>22</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to table 6.30, 66.7% (44) participants fell into the low qualification category, whose library qualification was below degree level including certificates and diplomas, and 33.3% (22) participants fell into the high qualification category: degrees, postgraduate diplomas and Masters qualifications. Degrees are always treated as high qualifications.

TABLE 6.31
EXPERIENCE

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10</td>
<td>30</td>
<td>45.5</td>
</tr>
<tr>
<td>11 &amp; above</td>
<td>36</td>
<td>54.5</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to table 6.31, 45.5% (30) participants were less experienced, with library work experience up to 10 years and 54.5% (36) were more experienced, who had library work experience of 11 years and more. Participants were categorised in this way because more than 10 years of experience is assumed to be quite substantial for any type of work.

6.3.2.2 Hypothesis one

The position, qualifications and experience do not have any significant influence on the way the respondents perceived the qualities required to provide efficient library services.

<table>
<thead>
<tr>
<th></th>
<th>f statistic</th>
<th>P-value</th>
<th>t statistic</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities</td>
<td>.703</td>
<td>.405</td>
<td>.214</td>
<td>64</td>
<td>.831</td>
</tr>
</tbody>
</table>

Following the 2-sample t-test, this hypothesis was accepted at the significant level (P=0.831), which was higher than the critical value P0.05 (P < 0.05). This indicates that there is no relationship between opinions required to provide efficient services and the job positions of the respondents (see table 6.32). Accordingly, the perceptions on qualities required to provide efficient services were not dependent on the position of the participant, whether the staff were senior or junior.

All the qualities were cross-examined against seniority, and the results revealed that qualities required to provide efficient library services are not dependent on the position of
the respondents. For instance, a comparison of commitment (table 6.33) against position confirms the absence of any relationship between the opinion of the respondents and their positions.

### TABLE 6.33
CROSS TABULATION: "COMMITMENT" AGAINST JOB POSITION

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>JOB POSTION</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior</td>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical</td>
<td>Count</td>
<td>15</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Job Position</td>
<td>93.8%</td>
<td>90%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Not Critical</td>
<td>Count</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Job Position</td>
<td>6.3%</td>
<td>10.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>16</td>
<td>50</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Job Position</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

As shown in the above cross-tabulation seniors and juniors did not portray a significant difference in their views; they both perceived commitment to provide efficient library services as of equal importance.

### TABLE: 6.34
CHI SQUARE TEST: "COMMITMENT" AGAINST JOB POSITION

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.773</td>
<td>2</td>
</tr>
</tbody>
</table>

In table 6.34, Pearson Chi-Square with 2-degrees of freedom further confirmed the results of t-test and cross-tabulation at the significant value of P=0.679, which is higher than the set value of P=0.05.
QUALIFICATION

TABLE 6.35
T-TEST FOR EQUALITY OF MEANS FOR QUALIFICATION

<table>
<thead>
<tr>
<th></th>
<th>f - statistic</th>
<th>P-Value</th>
<th>t statistic</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities</td>
<td>2.826</td>
<td>.098</td>
<td>-.562</td>
<td>64</td>
<td>.576</td>
</tr>
</tbody>
</table>

Similarly the results for qualities required to provide efficient library services against qualifications showed that the null hypothesis should be accepted at the significant level of P=0.576 (table 6.35), which compared to the critical value of (P ≤ 0.05). This shows that there is no relationship between the opinions given by respondents of various qualities required to provide efficient library services. When the different qualities are compared across staff qualifications, the results further supported the assertion that staff qualifications do not have any significant influence on the way they observed qualities required to provide efficient library services. For instance, a comparison of "commitment" (table 6.36) against staff qualifications confirms the absence of a relationship between the two.

TABLE 6.36
CROSS TABULATION: "COMMITMENT" AGAINST QUALIFICATION

<table>
<thead>
<tr>
<th></th>
<th>Qualification</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Critical Count</td>
<td>39</td>
<td>21</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td>88.6%</td>
<td>95.4%</td>
<td>90.9%</td>
<td></td>
</tr>
<tr>
<td>Not Critical Count</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td>11.4%</td>
<td>4.5%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Total Count</td>
<td>44</td>
<td>22</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
According to cross-tabulation, both respondents with high and low qualifications perceived commitment to provide efficient library services to be similarly important. These results were confirmed by Pearson Chi-Square value of P=0.105 (table 6.37) which was higher than the critical value of P=0.05.

**TABLE: 6.37**

**CHI SQUARE TEST: "COMMITMENT" AGAINST QUALIFICATION**

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2</td>
<td>.105</td>
</tr>
</tbody>
</table>

**EXPERIENCE**

**TABLE 6.38**

**T-TEST FOR EQUALITY OF MEANS FOR EXPERIENCE**

<table>
<thead>
<tr>
<th>Qualities</th>
<th>f - statistic</th>
<th>P-Value</th>
<th>t statistic</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities</td>
<td>3.194</td>
<td>.079</td>
<td>1.411</td>
<td>64</td>
<td>.163</td>
</tr>
</tbody>
</table>

The 2-sample t-test accepted the null hypothesis at the significant level of P=0.163 (table 6.38), which was higher than P0.05 (P ≤ 0.05). This illustrates that there is no relationship between opinions required to provide efficient library services and the work experience of the respondents, hence, the respondents perceived qualities required to provide efficient library services independent of their work experience.

When the different qualities are compared across staff qualifications, the results further verify the assertion that staff work experience does not have any significant influence on the way they observed qualities required to provide efficient library services. For
instance, a comparison of "commitment" (table 6.39) against staff work experience proves the absence of a relationship between the two.

**TABLE 6.39**
**CROSS ABULATION: "COMMITMENT" AGAINST EXPERIENCE**

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Experience</th>
<th>0-10</th>
<th>11 &amp; above</th>
<th>Total</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical</td>
<td>Count</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td>26.7%</td>
<td>11.1%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Not Critical</td>
<td>Count</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td>6.7%</td>
<td>11.1%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>30</td>
<td>36</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the above cross-tabulation both more experienced and less experienced staff do not evidence a significant difference in their views.

**TABLE 6.40**
**CHI SQUARE TEST: "COMMITMENT" AGAINST EXPERIENCE**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.811</td>
<td>2</td>
<td>.245</td>
</tr>
</tbody>
</table>

In table 6.40, Pearson Chi-Square with 2-degrees of freedom accepted the null hypothesis at the significant value of P=0.245, which is greater than the decision rule of P=0.05. This is further confirmation of the non-existence of any relationship between staff work experience and their opinions on qualities required to provide efficient library services.
It can be concluded therefore, that commitment is one of the most critical qualities to have in order to provide efficient library services, which is well perceived by all the participants independent of their status, position, experience and qualification.

6.3.2.3 Hypothesis two

*The position, qualifications and experience do not have any significant influence on the way the respondents described competencies needed by staff during the next five years to enhance library services.*

6.3.2.4 Hypothesis three

*The position, qualifications and experience do not have any significant influence on the way the respondents viewed strategic issues.*

6.3.2.5 Hypothesis four

*The position, qualifications and experience do not have any significant influence on the way the respondents articulated motivational factors in relation to their job.*

6.3.2.6 Hypothesis five

*The position, qualifications and experience do not have any significant influence on the way the respondents expressed the issues related to library's human resource strategy.*

The results for other null hypotheses are similar to hypothesis one (discussed above) and are shown in the table (6.41) below:
TABLE 41: RESULTS OF OTHER SIX NULL HYPOTHESES

<table>
<thead>
<tr>
<th>NULL HYPOTHESES</th>
<th>TEST</th>
<th>P-VALUE</th>
<th>SET P-VALUE</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.2.3: Hypo.(2)Position Qualification</td>
<td>t-test</td>
<td>.692</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.285</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td>6.3.2.3: Hypo.(2)Position Experience</td>
<td>t-test</td>
<td>.537</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.814</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td>6.3.2.4: Hypo.(3)Position Qualification</td>
<td>t-test</td>
<td>.444</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.908</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td>6.3.2.4: Hypo.(3)Position Experience</td>
<td>t-test</td>
<td>.811</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.485</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td>6.3.2.5: Hypo.(4)Position Qualification</td>
<td>t-test</td>
<td>.138</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.080</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td>6.3.2.5: Hypo.(4)Position Experience</td>
<td>t-test</td>
<td>.173</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.996</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td>6.3.2.6: Hypo.(5)Position Qualification</td>
<td>t-test</td>
<td>.973</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.286</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td>6.3.2.6: Hypo.(5)Position Experience</td>
<td>t-test</td>
<td>.678</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.531</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>t-test</td>
<td>.246</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>.562</td>
<td>0.05</td>
<td>Accept</td>
</tr>
</tbody>
</table>

Note: It is to be noted that all these results above are confirmed by cross-tabulations as shown in table (1) to (12) in the (Appendix J)

All of these hypotheses testing accords extra weight to the research hypothesis where all the hypotheses were accepted. Therefore, all the null hypotheses are accepted.
6.4 SUMMARY OF FINDINGS

Participants were from 23 branch public libraries, the Headquarters of BNLS, the Library for the Disabled and the National Reference Services who participated in this study. Out of a total of 66 participants, 16 were seniors and 50 juniors; 22 highly qualified and 44 less qualified; 36 very experienced and 30 were less experienced. Forty nine (49) participants worked in the public libraries and 17 in the Headquarters. None of the public libraries is fully computerised. The population composition of the library users included 2% pre-school, 35% primary school, 30% secondary school, 13% young adults, 8% tertiary students, 10% adults and 2% aged.

The critical qualities were identified as: strategic approach and thinking; enthusiasm; positive attitude; understanding of library aims and objectives; innovative thinking; capability and commitment. Critical competencies were recognized as technical expertise; coaching; team-building; facilitating and implementing change and leadership. Critical external factors were observed as external environment; global competition; shrinking budget; changing library customers' needs; changing employees' expectations; and information technology. Strategic management issues were cost control; organizational culture; transformational leadership; employee recognition system; employee reward system; performance measurement system; productivity improvement; and customer orientation. Staff issues which were seen as critical were: a sense of purpose; sense of achievement; feeling of self-worth; job-security; recognition; status; career development; and salary. Motivational factors were effective communication; job
satisfaction; positive environment; high morale; delegation of authority; clear job
description; positive attitude; performance feedback; conducive working environment;
participation in goal setting; and appropriate organisational goals. Issues related to human
resource strategy were identified as motivation building among staff; continuous
education and development; generating competitive advantage through human resources;
and alignment of human resource strategy with strategic management plan.

A majority of the respondents indicated that staff retention was a problem; a lack of
competent staff was noticed in the libraries; the allocation of human resources was ad
hoc; the staff was increasingly dissatisfied with library processes; the change and conflict
management were not given priority by the top management; there was no human
resource strategy in their libraries and human resource strategy should be evolved
immediately. A majority of the staff mentioned that the main purpose of staff
performance appraisal was to establish any salary increment; they had received some
training; they still wanted to go for a further training; the impact of training was not
assessed; the staff appraisal was a yearly activity, conducted by the supervisors, which
takes place mostly by filling in a form and sometimes both filling in a form and by an
interview. A majority of the staff said that they did not receive any feedback about their
performance appraisal activity; there was no proper implementation of the information
received through this activity; it was not linked with motivation; it did not validate staff
selection; it was not aligned with the library's mission; it was not aligned with staff
promotion and they were not happy with their current staff performance appraisal.
Of 7 research hypotheses, 4 were accepted and 3 were rejected. The rejected hypotheses identified issues with difference of opinions as: changing employees’ expectations about work (the impact of external factors); transformational leadership (strategic management issues); job satisfaction; performance feedback; and delegation of responsibility (motivational factors). All of these issues were more critical for the public libraries’ staff than for the Headquarters' staff. All the five null hypotheses were accepted at the rate of 5%, which suggests that position, qualifications and work experience did not have any significant influence on the way the respondents perceived qualities, competencies, strategic management issues, motivational factors, and HR issues.
CHAPTER 7

DISCUSSION OF MAJOR FINDINGS

7.1 INTRODUCTION

This study sought to present a model for strategic human resource management (SHRM) for the public libraries in Botswana. This chapter discusses the meaning and implications of the major findings in relation to strategic human resource management. First of all, the structure of the library set-up is discussed since it might influence the performance appraisal and strategic management in these public libraries. Secondly, all of the major issues related to human resource management are considered, which might influence strategic human resource management of these libraries. Thirdly, issues regarding human resource strategy are discussed since the main purpose of this study is to present a model showing the role of performance appraisal in strategic human resource management. Finally, staff performance appraisal is considered because performance appraisal has a strategic focus in strategic human resource management.

7.2 ORGANISATIONAL STRUCTURE

As noted in the data analysis, all of the fund allocation is centralised at BNLS, the Headquarters of public libraries in Botswana, except for some consumable votes:
travelling and transport; subsistence costs; domestic and household requisites; and uniform and protective clothing. The public libraries have no authority to monitor their funds according to their own requirements and this might have an effect on their productivity level. Productivity improvement was perceived to be critical (72.3%), which suggests that the respondents were all aware of the importance of productivity improvement and aspire to be excellent performers. In a system where a librarian is responsible only for running a library, with no rights to use and monitor its funds for its various activities according to its own priorities, it is inaccurate to believe that any librarian would perform to his/her optimum potential. As one of the respondents commented,

"We are here to run the library with no power. For small things we rely on Headquarter, our head quarters. When we draw their attention to a problem, sometimes it can take months to resolve it".

On a similar note another observed,

"We are here to provide excellent services to our customers, yet we have no right. We are the service providers and understand our customers’ problems better than the Headquarter staff, who visit our libraries occasionally. In this bureaucratic set-up we can not perform to our best capability. We feel frustrated".

There is a need, therefore, for a de-centralised budget allocation system where a branch library head can monitor the training plans for each staff member, where public library
staff do not have to wait long for small issues to be solved by the Headquarters. If public libraries' budget allocation is decentralised, each branch library's head librarian will feel responsible and have a feeling of belonging to public branch library. Such head librarians will feel that they are delegated responsibilities in the true sense. Delegation of the responsibility of running the libraries on a day-to-day basis is incomplete without delegation of authority to the usage of available finance resources. Delegation is the key to organisation and the dynamics of management.

7.3 STRATEGIC HUMAN RESOURCE MANAGEMENT

This section discusses the main issues of human resource management. It is to be noted throughout the discussion that all of the human resource management issues were tested hypothetically. Majority of the issues were perceived as equally important by the respondents; the status of the library, work experience, qualification and position did not have much influence on the way they perceived the issues. Based on the status of the libraries, the rejected hypotheses identified the issues with difference of opinions as: changing employees’ expectations about work (the impact of external factors); transformational leadership (strategic management issues); job satisfaction; performance feedback; and delegation of responsibility (motivational factors), which were perceived more critical to the public libraries’ staff than the staff working in the Headquarters. All the other issues like qualities, competencies, staff issues and human resource strategy were equally critical to all the respondents whether they worked for public libraries or the Headquarters. The only differences of opinion were found on two issues: "opinions about
changing employees' expectations", where the public libraries’ staff perceived this to be more important than the Headquarters staff, and, in "performance feedback", where the juniors found performance feedback more critical than the seniors. The following discussion is based on the above understanding.

**7.3.1 Qualities required to provide efficient library services**

**Commitment** received the highest score, being seen by 90.9% respondents as critical to provide efficient library services. The other qualities such as: capability, innovative thinking, understanding of library's rules and procedures, positive attitude, compliance with rules and regulations, enthusiasm, stamina, strategic approach and thinking were also well perceived. In fact, they all seem to be inter-related. The pre-requisites for improving qualities to provide library services are commitment, knowledge and empowerment.

According to Armstrong and Baron (2002:152), the concept of commitment refers to "feelings of attachments and loyalty to the organisation and willingness to contribute to organisational objectives". On a similar note Hannagan (2002:304) defines commitment as "employees' loyalty to the organisation, personal motivation and liking for their work". Both the above definitions have a common factor: loyalty to the organisation. It is important to win employees' commitment in order to instil a feeling of belonging in them. "Committed employees are the keys to a firm's competitive edge" (Dessler 1993:5).
The first and foremost strategy: it is important to understand library’s rules and procedures; if one does not understand them, he/she will fail to abide by them. In such a situation, things are bound to go wrong. Frustration and fear generally provoke toward negativity. In this context Armstrong and Baron (2002:153) emphasise the importance of good communication by arguing that "commitment will only be gained if people understand what they are expected to commit to. But management too often fail to pay sufficient attention to delivering the message in terms which recognise that the frame of reference for those who receive it is likely to be from their own".

Attention needs to be paid to the fact that 54.5% of respondents said that the issue of retention of employees was a major problem in libraries; 57.6% indicated that there was a lack of competent employees in libraries; 53% indicated that the allocation of human resources was ad hoc; consequently, the library staff are getting increasingly dissatisfied with library procedures, which is highlighted by 57.6% of respondents.

Hence, there is a need for library management to identify how to develop and attract highly committed employees.

Commitment can occur in various ways:

**Training:** According to (Armstrong & Baron 2002), commitment is enhanced if team confidence and respect can be won; hence, "training to improve the quality of management should form an important part of any programme for increasing commitment" (Armstrong & Baron 2002:154). From the responses it is obvious that
majority of the staff felt they need further training. From the number of areas they would like to be trained in it appears that this can only be achieved through short courses and on the job training. Through this type of refresher courses staff would be able to sharpen their skills to cater for ever changing users needs and consequently feel committed to their jobs.

**Developing ownership:** If the working environment and the job itself are conducive, the employees inwardly develop a feeling of ownership towards their work, which boosts their commitment and dedication. It has been truly said that "a sense of belongingness is enhanced if there is a feeling of 'ownership' among employees - not just in the literal sense of owning shares but in the sense of believing they are genuinely accepted by management as key stakeholders in the organisation" (Armstrong & Baron 2002:154). Majority of the staff expressed that participation in goal-setting is critical for them while others mentioned that job satisfaction, conducive working environment, recognition, reward system and continuous education and development were critical for them. If staff are provided with such an environment that can instil in them a culture of ownership and consequently commitment towards their work.

**Developing job engagement:** This is another way of developing commitment among employees, which can be pursued if intrinsic factors are considered while designing jobs. Intrinsic factors have more motivating power than extrinsic. Extrinsic are seen as necessities to earn one's living, but intrinsic factors develop a feeling of satisfaction. This can be accomplished by job engagement. “Job engagement - interest in and commitment to achieving the purpose of the job - can be created when designing jobs by concentrating
on intrinsic motivating factors such as responsibility, achievement and recognition”
(Armstrong & Baron 2002:154). By indicating intrinsic factors more important than the
extrinsic, participants have witnessed the similar scenario in this study. Extrinsic factors
are means of living and intrinsic factors such as; recognition, status, job satisfaction
provide real internal satisfaction and a feeling of self-worth and a sense of achievement
by making jobs more interesting and therefore can feel engaged and committed towards
their job and organisation. Hence, it is essential to cater for intrinsic motivators in order
to develop and retain committed staff.

**Performance management:** Performance management strategies can be used to ensure
that individuals have a clear understanding of where they fit in the organisation, of what
is expected of them, and of the skills and abilities they need to carry out their duties
effectively. Performance measurement, clear job description, appropriate organisational
goals and understanding library aims and objectives were perceived critical but
compliance to rules and procedures and organisational culture building were not that
critical. This may be interpreted that in spite of the awareness of importance of these
issues, staff perhaps do not fully understand what is expected of them. Adapting
performance management strategies ensures a clear understanding between an employer
and employee. It is vital to use performance by management system to develop and
maintain commitment among staff.

**Climate of trust:** Armstrong & Baron (2002:90) referred the Institute of Personnel
Development in terms of climate of trust, which suggested in its statement *People Make*
the Difference, that a strategy for building trust is the only basis upon which commitment can be generated. These authors emphasised that trust can be developed if management acts fairly, equitably and consistently, if there is a policy of transparency; if intensions and decisions are communicated to employees and if the reward system is developed with employees involvement and if mutual expectations are agreed through performance management (Armstrong & Baron, 2002:156). If management is good and transparent, it can instil trust in its employees; Thomson (1998) strongly believed that trust is an outcome of good management. Transformational leadership and effective communication were critical for the majority of staff, yet they expressed their dissatisfaction with library process and change and conflict management were not management's priority. Being the key resources humans have the greatest impact on an organisation's well-being or deterioration it is important to create a culture of trust in them to win their commitment. Employees' trust is the measure of good management.

Gary Dessler (1993:11), one of the proponents of good management, has suggested a commitment wheel with 8 high commitment practices:

- people-first values
- double-talk;
- communion;
- transcendental meditation; these are referred to as the foundation of two-way communication, the sense of a shared fate, and the sense of mission.
- value-based hiring;
- scrutinizing;
hard-side reward practices; Dessler (1993) emphasises that practices will succeed only if an organisation is committed to the basic keys of people-first values, two-way communication, a sense of shared fate and a sense of mission.

- actualising employees; this is the final ring of the wheel which is building on the first seven practices that facilitate employees become "all they can be,"

More recently, Dessler (2000:370) noted that "the continuing waves of mergers and downsizing have undermined the psychological contract between employer and employee, and thereby complicated the task of fostering employee commitment". To improve the above situation Dessler linked commitment with career management and suggested that "one way is to give employees an opportunity to self-actualise and to develop their potential. Doing so fosters commitment - most employees appreciate and respond well to having their potential and skills enhanced; and to knowing that they'll be more marketable".

Drucker (1988:45) had rightly recommended more than a decade ago that "the firms today and tomorrow will have to rely not on yesterday's command and control, but on self-discipline; simple, clear, common objectives; and self-governing work teams".

These are some of the ways which could be used to win employees' commitment in Botswana's libraries. In the context of the above debate and on the basis of this study's findings, it is obvious and vital to gain the employees commitment in order to management library staff strategically. It is recommended that the Botswana libraries
constantly endeavour to develop and attract committed, capable, enthusiastic employees, who can understand library aims and objectives, who can think innovatively and align the strategic approach with their thinking in order to provide efficient library services to their users. This will all become possible only by providing staff a conducive working environment. If the staff find their work place congenial they will be committed and dedicated to their jobs; they will have a derive to work in unfavourable conditions and they will generate a competitive edge through their strategic thinking and planning.

7.3.2 Competencies required by staff

This study sought to establish perceptions on leadership, facilitating and implementing change, team building, coaching, cross-cultural communication, technical expertise and mentoring. Leadership was perceived as critical (89.2%).

The word "lead" means to guide, to direct or to show the way. A leader is a forward looking person, who always aspires to steer to lead his or her people in an agreed upon direction. "Leadership is the process of motivating other people to act in a particular way in order to achieve specific goals" (Hannagan 2002:37). It provides a challenge to the ability of a leader, to how he/she can best influence the behaviour of his or her subordinates to convince them to work towards team objectives with confidence, passion and pride.

The success or failure of any manager is judged by his leadership style. In this ever-changing world it has become more critical to have a dynamic leader. It can be argued
here that people can exhibit their leadership qualities in various ways, not necessarily by being a manager or a director of the organisation. For instance, participating in decision making is one form of showing leadership quality and communicating effectively is another way of expressing leadership quality. This study reveals that 52% of respondents felt that change and conflict management was not given priority by the top management. This suggests that a library leader/manager needs to be flexible in his/her approach, who can accommodate changes as the time demands. It is a challenge for the leader to realise how he/she can best convince her parent organisation and stakeholders about her strategies, and the funds required to translate these plans into action, for the betterment of her staff and consequently of library services.

Today there is a need of a dynamic, visionary and a committed leader, who can influence his/her team to behave in a certain desired way; who can coach his/her staff; who is a good cross-cultural communicator; who has technical expertise; who can mentor his/her staff in order to create high morale and confidence in employees; who can co-ordinate various individual efforts; who sets goals and facilitates change; and who can represent his/her team outside the library in a respected manner. There is a need of a leader, who can listen hard, talk straight, reward results, practice what is preached (Reichheld 2001); there is a need of a leader, who can translate innovative strategies into action. With this type of leadership a library manager can manage her staff strategically.
7.3.3 External factors

Opinions were sought from the respondents on the external factors: information technology, changing employees’ expectations about work, changing library customers' needs, shrinking budget, global competition and external environments. Information technology was perceived as the most critical (90.9%) external factor to make an impact on the provision of library services.

It can be argued here that although all the above external factors are important for strategic human resource management, information technology seems to be playing the most crucial role in this age. This is evident from the fact that library customers’ needs are changing because of the rapid changes in information technology; global competition is increasing; the external environment is influenced by the rapid change of information technology; employees’ expectations are changing because of these rapid changes, which are always keen to catch up; the shrinking budget is also exaggerated because of the rapid changes in information technology. It is suggested therefore that the public libraries in Botswana should be equipped with a sound information technology infrastructure including information technology expertise, so as to use the infrastructure to manage human resources strategically.

"An environmental scanning process would provide inputs for the formulation of the human resource strategy and an insight into current economic variables, the economy, social changes, technological upgradation, culture, structure, etc., through which the organisation has to chart its progress" (Chanda & Kabara 2000:97).
Chanda and Kabra (2000:98) provide a 4-action process to formulate a human resource strategy:

1. Identify environmental factors affecting human resource
2. Assess the environment
3. Use tools and carry out analysis
4. Integrate into main human resource strategy.

They further suggest the following principles for a sound human resource strategy:

- Top management mandate and commitment
- Concerted efforts by the human resource team
- Existence of an appropriate forum/apex council
- Inter-functional involvement of human resource and businesses

7.3.4 Strategic issues

The respondents were asked to give their perceptions on customer orientation, productivity improvement, performance measurement, employee reward system, employee recognition system, transformational leadership, cost control, knowledge management and organisational culture. The respondents perceived all these issues as important.

7.3.4.1 Customer orientation

Customer orientation was perceived the most critical (93.5%). This indicates that the respondents were aware of the increasing importance of this topical issue. It is true that a
customer focus is one of the most critical strategic issues today. This is being taken into account by most organisations, whether service oriented or production oriented. One cannot exist in the market without customers and every day there are new entrants in the market, which makes it worse. All the time an organisation has to look for new ways and strategies to attract new customers and retain the existing ones. For instance, injecting energy into establishing emotional connectivity is becoming a vital factor in delivering profitable customer services (Freemantle 1998). "The long term and mutually satisfying relationship with the customer is achieved through the development of a service culture that focuses on the best practice initiatives. Best practice initiatives recognise customer needs and expectations, and concentrate every effort into fulfilling them" (Murphy 2000:72). Literature emphasises that “There is no relationship with best customers without the active engagement of the people of the organisation. Their interaction provides the feel and flavour of the organisation for the best customers, they personify and exemplify the relationship" (Tony 2001:66). Therefore, "the HR leader should understand and value the importance of internal and external customers. Good leadership starts with the customer. An organisation's goal is to meet and exceed customer needs, to give lasting value to the customer. This in turn should be met by and through the HR function" (Chanda & Kabara, 2000:132).

It is suggested that library staff should be trained in customer service, who can recapture old customers and keep them loyal (Griffin 2001); retain the existing customers and at the same time attract new ones. This is one of the important issues to be considered in managing human resources strategically. Sometimes customers' needs are ignored when
organisations are bureaucratic. There is a need of a service culture in Botswana public libraries, which is customer friendly, convincing and sustainable. Transformational leadership is another important issue to be considered in strategic management. Transformational leadership is the relationship between emotion, motivation and leadership (Maddock & Fulton 1998). Attention needs to be paid to rewards and recognition. Rewards can be both internal and external. Extrinsic rewards are a good salary, pension etc. which are important to fulfil the basic needs of an employee; once they are fulfilled an employee looks for intrinsic rewards such as recognition. Both are important for an employee, and need to be considered in order to boost the motivation of employees.

7.3.5 Motivation

The results of this study have revealed that although all the motivational factors were critical for the participants, some were more critical to public library staff than to the Headquarters staff. For example, performance feedback and delegation of authority were more critical to public library staff. Today the most challenging phenomenon for managers is to keep the balance between human needs and organisational needs: “What management needs most is not so much revolutionary technique for motivating employees, but a new perspective” (Kovach 1996:9). Motivation is an integral part of leading/directing, which can be used as a measure of a manager's performance as a leader because the key to a successful and effective manager is for him or her to understand what motivates his/her staff and then to influence their behaviour in the most desired
way. Highly motivated staff can lead their libraries toward higher productivity and poorly motivated people can undermine the soundest library.

Kovach (1996) suggests the following tips to motivate staff; which can be applied universally to any type of organisation:

1. Grant individual freedom but maintain control;
2. Create an atmosphere conducive to growth;
3. Foster good communication within the organisation;
4. Preserve competence; and
5. Change the organisation's structure.

This study concurs with the above suggestions. "Grant individual freedom" refers to the delegation of responsibility/authority. In this study a majority of 75.8% of participants perceived delegation of responsibility as critical. Delegation of responsibility fosters independence and confidence in subordinates, trains them for decision making and executive tasks, provides them with an opportunity for their personal contribution. It is important to provide individual independence in order to motivate them and win their commitment.

A conducive environment was perceived critical (92.3%) of respondents. A conducive and growth oriented environment refers to a workplace where each staff member can afford to utilise his/her skill and knowledge to improve library productivity and effectiveness. In the presence of such an environment the management can derive the
greatest benefits from its human resources. It is vital therefore, that Botswana National Library Services management create a conducive and growth oriented environment.

Effective communication was perceived critical (97.3%). The word "communication" is derived from the Latin word "communis", which means common. Lussier (1997:320) defines communication as “the process of transmitting information and meaning”. Communication means sharing ideas in common. "Communication occurs when the messages flowing between two parties arrive at a stage where the image and ideas that each is trying to pass to the other, have the same meaning to the receiver as to the sender" (Bryson 1999:267).

Communication is the process/technique by which meanings or thoughts are exchanged between individuals through a commonly understood language or symbol in order to communicate ideas effectively. In other words communication can be considered as a bridge of understanding between people. "High-level interpersonal and communication skills are a necessary requisite of the information services manager and their staff", because "information service personnel are required to communicate with all levels of staff within the organization as well as assess, select, manage and disseminate information to meet customer needs" (Bryson 1999:274). Indeed, a librarian or an information service provider has to be in constant interaction with people within the organisation as well as outside organisation in order to disseminate, share, select, organise and retrieve information to serve his/her customers. Hence, good communication is a core necessity if a librarian intends to provide excellent services. It is
recommended that libraries have a two-way communication system, where each staff member is aware of what is happening in the library.

The participants were asked about various capabilities: leadership, facilitating and implementing change, team building, coaching, cross-cultural communication, technical expertise and mentoring, and they were all well-perceived by the respondents. It is suggested that “management must try to keep the problem of competence in perspective and avoid overly pessimistic conclusions about human capabilities” (Kovach 1996:11).

Changing the library’s structure is another issue discussed separately which seems to conform with Kovach’s suggestions. This study suggests that library funds should be decentralised in order to motivate library staff by delegating to them the responsibility and authority to use library funds according to each library’s priorities and consequently, with motivated and committed staff services will be more effective.

Managers have to change their attitudes towards working patterns so as to implant motivation among staff. Motivation comes from within; it cannot be thrust upon employees. “You can create a climate in which most of your people will motivate themselves to help the company reach its objectives. Move decision making power lower in the organisation structure so it is closer to the level of implementation. Then watch your employees’ responses” (Kovach 1996:12). Motivation is possible by providing both extrinsic and intrinsic rewards.
7.3.5.1 Extrinsic vs. Intrinsic

There are two types of reward systems, which are known as extrinsic and intrinsic. They are the most effective motivational tools. Extrinsic rewards, (also known as hygiene) are directly controlled and distributed by the organisation such as pay, formal recognition, fringe benefits, incentive payments, promotion, social relationships and so on. On the other hand, intrinsic rewards are internal to the individual and are self-initiated. They provide personal satisfaction to an employee, such as achievement, feelings of accomplishment, informal recognition, status, personal growth, having pride in one's work and job satisfaction.

“A wide gap exists between what workers want and what management thinks they want from their jobs” (Kovach 1996:1). These days management cannot decide for employees what motivates them most. Employees are capable enough of deciding what motivates them. "Organisation should learn what employees perceive as meaningful rewards, which is not necessarily what management perceives" (Byars & Rue 2000:300). Management needs to survey and understand about employees' motivating factors.

This study consequently sought opinions on several motivational issues. All the issues were categorised into two categories; extrinsic and intrinsic. Extrinsic encompassed a holiday bonus, pension, job security etc. and intrinsic included career development, status, recognition, sense of achievement, conducive work environment and job satisfaction. Both of them were cross-tabulated to establish which factors were more critical for the respondents: extrinsic or intrinsic. The intrinsic issues were perceived as
more critical by the respondents than the extrinsic ones. There was a significant
difference in the way the respondents perceived the intrinsic and extrinsic issues. This
supports Herzberg’s two-factor theory. Herzberg, Mausner and Snyderman (1957)
designed two sets of needs, which they termed two factors:
1. Hygiene/Maintenance: Lower level needs; also known as extrinsic motivators: pay,
   job security, working conditions and relationships.
2. Motivators: Higher level needs. People are motivated by motivators rather than
   hygiene factors; intrinsic motivators at work include: achievement, challenge and
   recognition.

As the respondents perceived intrinsic factors as more critical than the extrinsic factors, it
can be argued that a salary is important to provide food, shelter, safety and security, but
does not provide intrinsic satisfaction. "Recognition and monetary gain are not final
goals; what matters after all is the intrinsic satisfaction one derives”. Recently Armstrong
(2001:492) emphasised that "effective performance and genuine satisfaction in work
follow mainly from the intrinsic content of the job. This is related to the fundamental
concept that people are motivated when they are provided with the means to achieve their
goals”. Armstrong argues that job design and role building are greatly influenced by the
process of intrinsic motivation; therefore, they should be designed in such a way that if
one's work can provide one with means to earn money as an extrinsic reward, it should
also provide with means to furnish intrinsic rewards. It is suggested, therefore, that the
library staff should be provided with both extrinsic and intrinsic rewards. Extrinsic
rewards alone are not enough to motivate the staff.
7.3.5.2 Delegation of responsibility

Delegation of responsibility is also important to motivate the staff, which was perceived critical (75.8%). “Being given additional responsibilities is perceived as trust in and respect for the individual’s abilities. Increased status is further evidence of importance and worth to the organization. In the absence of this form of recognition managers are faced with the challenge of helping people to create a new type of vision. People still need to feel valued, trusted, and respected” (Mendes 1996:32). Delegation motivates and creates self-confidence, morale, initiative and self-esteem amongst subordinates. Delegation trains subordinates and consequently facilitates the growth and expansion of the organisation. In the absence of delegation, the staff and library cannot expand and grow to their optimum potential.

7.3.5.3 Career development

Career development was perceived the most critical (87.8%). "Career development is an ongoing, formalised effort by an organisation that focuses on developing and enriching the organisation's human resources in light of both the employees' and the organisation's needs" (Byars & Rue 2000:248). In many organisations, “career development programs are designed to assist employees in advancing their work lives. The focus of career development is to provide the necessary information and assessment in helping employees realize their career goals” (Dessler 1999:14). From the organisational point of view career development means “tracking career paths and developing career ladders” in order to ensure that capable professional, managerial and technical talent are available to
meet organisational needs (Dessler 1999:255), which are very important for each employee.

According to Byars and Rue (2000:249), there are three main objectives of career development:

- To meet the immediate and future human resource needs of the organisation on a timely basis.
- To better inform the organisation and the individual about the potential career paths within the organisation.
- To utilise existing human resource programme to the fullest by integrating the activities that select, assign, develop, and manage individual careers with the organisation's plans.

Thus, career development provides several benefits to an organisation, such as: ensuring availability of required talent when required; improving the organisation’s ability to attract and retain highly talented staff; reducing employee frustration and enhancing cultural diversity. It is important to remember "the broader the paths, the greater the opportunity for employees to acquire skills that are relevant to many functional areas" (Schuler 1999:165).

Related to career development, there is a debate in the literature on “who is responsible for career development?”. According to Byars and Rue (2000:250), "the organisation is the entity that has primary responsibility for instigating and ensuring that career
development takes place”. It is an organisation's responsibility to develop and communicate career options to employees by providing them with information about organisational mission; policies; self-assessment, training; and development plans. It is true that "significant career development occurs when individual initiative combines with organisational opportunity. It is up to each individual to identify his or her own knowledge, skills, abilities, interests, and values and seek out information about career options in order to set goals and develop career plans” (Bohlander, Snell & Sherman, 2001:249). To summarise: an employee is responsible individually for preparing career plans for him/herself because it is the employee who knows what she/he wants to pursue as a career. A successful implementation of career development involves four basic steps:

- an assessment by the individual of his or her abilities, interests, and career goals;
- an assessment by the organisation of the individual's abilities and potentials;
- communication of career options and opportunities within the organisation; and
- career counselling to set realistic goals and plans for their accomplishment (Byars & Rue 2000:251). Bohlander, Snell and Sherman (2001) suggest that managers should be concerned about their subordinates' potential while appraising them and should encourage their growth in that direction.

BNLS has a “Scheme of Service”. For career purposes, the National Library Service Cadre will be treated as a single entity. Vacancies in a particular grade, are normally filled by promotion of the most qualified officers in the next lower grade irrespective of the Ministry or Department where they may be serving. Recruitment and promotion are dealt with by the Directorate of Public Service Management in consultation with the
Permanent Secretary and Director of Libraries (Botswana *Directive No. 35 of 1993 Scheme of Services:*2). This study suggests that Botswana public libraries should have a proper career development plan in place in order to attract and retain the most motivated and committed staff.

7.3.5.4 *Job satisfaction*

Job satisfaction was perceived as critical (84.4%). According to Motowidlo (1996) job satisfaction is “a judgement about the favourability of one’s work environment”. Also, "Job satisfaction is an all embracing concept that refers to job-related attitudes about various job-related characteristics, such as an organisation’s structure, pay and reward policies, leadership behaviours, management styles, co-workers, etc” (Hannagan 2002:304). Over twenty years ago, Locke (1976:1300) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”, which is still true. All of this basically indicates that job satisfaction comes from both the job and the environment.

Byres and Rue (2000) feel that dispersion of extrinsic rewards can influence the intrinsic rewards and therefore employee satisfaction. For instance, if every one in the library receives an 8% annual salary increment, an employee will not have a feeling of self-accomplishment, but if an annual increment is linked with staff performance, an employee can have a feeling of accomplishment and satisfaction. Byres and Rue (2000:302-303) quoted five major components of job satisfaction:

- Attitude toward the work group;
• General working conditions;
• Attitude toward the company;
• Monetary benefits;
• Attitude toward management.

Bohlander, Snell and Sherman (2001:101) believe that "the motivated, satisfied and productive employee is one who:

• experiences meaningfulness of the work performed
• experiences responsibility for work outcomes, and
• has knowledge of the results of the work performed.

Achieving these three psychological states serves as reinforcement to the employee and as a source of internal motivation to continue doing the job well". If someone has job satisfaction, he/she feels committed to the job and it becomes part and parcel of this employee. If one does not have this feeling, he/she cannot perform well. There is a need for a conducive working environment in the public libraries of Botswana, if they want to provide excellent services to their customers. Only then can staff be managed strategically.

**7.4 HUMAN RESOURCE STRATEGY**

Since the purpose of the study is to present a human resource management model for the public libraries of Botswana, it is important to discuss a human resource strategy. The
respondents were asked to give their opinions on several human resource issues:
alignment of human resource strategy with strategic management plan; generating
competitive advantage through human resources, continuous education and development;
and motivation building among staff. All the issues were found to be important by the
respondents.

7.4.1 Alignment of HR strategy with strategic management plan

"The central idea behind strategic human resource management is that all initiatives
involving how people are managed need to be aligned with and in support of the
organization's overall strategy. No organization can expect to be successful if it has
people management systems that are at odds with its vision and mission" (Mello 2002:
62). A majority of 90.2% respondents mentioned that alignment of human resource
strategy with strategic plan was critical; 80.3% responded that their libraries had no
human strategy plan while 77.3% indicated that there is an immediate need for a human
resource strategy. Specifically, on this issue the respondents commented that they hoped
this study would bring about some change in their libraries. This all demonstrates that
there is a need for a human resource strategy in Botswana’s public libraries in order to
manage staff strategically.

Human resource strategy is "a long-term direction of the HR function in an organisation.
It describes the best options suitable to an organisation for managing its human resources
in line with the available systems and processes, resources and environment" (Chanda &
Kabra 2000:41). This means that a human resource strategy must keep pace with the
changing environment in terms of changing needs and expectations of customers and employees.

“The formulation of HR strategies is conceived as a process that is closely aligned to the formulation of business strategies” (Armstrong & Baron 2002:85). In the context of libraries “business” refers to services and consequently, formulation of business strategy means formulation of library strategies, that is, of a library’s overall plan, both short and long-term, because “it is the linking of HR policies and practices to the firm’s business objectives and plans that defines strategic human resource management and differentiates it from the older practice of personnel management” (Schuler 1992).

“People management strategy will influence as well as be influenced by business strategy” (Armstrong & Baron 2002:85). Again, business strategy here refers to library strategy. The intellectual knowledge that a library already has may influence the library to adapt a particular strategy. For example, if a library has quality oriented staff, the library may adopt a strategy to provide quality services to its customers; if a library already has information technology oriented staff, it may formulate a strategy to be automated and provide the fastest services to its customers; if a library has research oriented staff, who can always keep a watch on what their competitors are providing, it can diversify in a particular direction to provide the services which differentiate it from the others. “This contribution may be more significant if strategy formulation is an emergent or evolutionary process such that the organisation builds upon its knowledge of
the capability of its people or capitalises on improvements in skills and abilities”
(Armstrong & Baron 2002:85).

A human resource management strategy is also influenced by library strategy. Suppose a library formulates a strategy to provide unique services to its customers; it then has to plan to recruit more research oriented staff, who can always look out for what other libraries are not providing; their libraries can then provide these services and differentiate their services from those of other libraries.

A human resource strategy should be treated like any other strategy, such as new technology, customer focus, library seating capacity development, collections development and so on. To align the human resource strategy with a library's overall strategy "account must be taken of the fact that strategies for change have additionally to be integrated with changes in external and internal environments. Fit may exist at one point in time, but when circumstances change there may no longer be fit" (Armstrong & Baron 2002:86).

Armstrong and Baron (2002) have identified the key areas of human resource policy and practice, to formulate a human resource strategy as: resourcing, human resource development, performance management, the development and use of a competency framework, reward, employee relations, health and safety, equal opportunities and management of diversity, and the provision of effective human resource services including the use of information technology.
For the success of a human resource strategy and its strategic focus it is important to align this strategy with the library's overall plan. "If strategies are developed piecemeal, there will be a greater risk of a lack of fit between them, and in extreme cases we might even find strategies working against one another" (Armstrong & Baron 2002:90).

Gratton (2000) has suggested a six-step approach for the formulation of a human resource strategy:

1. Involve everyone;
2. Create a shared vision of the strategic issue;
3. Understand the existing intellectual capabilities and identify the gaps between aspirations for the future and the reality of the present;
4. Create a map of the system which shows that united all the parts can play a meaningful role;
5. Ensure that the dynamic nature of the future is taken into account;
6. Translate the plans into action because "there is no great strategy, only great execution".

In the context of the foregoing debate on human resource strategy formulation and procedure it is suggested that a human resource strategy should be evolved as soon as possible in public libraries in Botswana and it should be aligned with these libraries' overall management plan.
7.5 STRATEGIC FOCUS OF STAFF PERFORMANCE APPRAISAL

"Strategic relevance refers to the extent to which standards relate to the strategic objectives of the organisation" (Bohlander, Snell & Sherman 2001:322). For example, if a library has set a standard that 45 books have to be catalogued every day, then the technical service head should use this criterion for evaluation of her/his three staff in terms of the fact that each of the cataloguers has catalogued 15 books each day.

Various questions were asked to establish whether libraries in Botswana are using performance appraisal strategically or not. According to the literature, staff performance appraisal is strategic: if it is aligned with an organisation’s mission; if it is linked with motivation, and if it is aligned with staff selection. An organisation’s mission indicates the reason an organisation is in existence, the linkage with motivation indicates when the staff performance appraisal is seen as an instrument to motivate staff and the linkage with promotion takes place when the staff member is promoted as a result of his/her excellent performance, not because of years of experience and higher qualifications.

In this study 60.6% of respondents said that the staff performance appraisal is not linked with motivation; 51.5% specified that it does not validate staff selection; 51.6% indicated that staff performance appraisal is not aligned with library mission; while 54.6% responded that it was not related to staff promotion.

Schuler & Jackson (1996:344) gave 4 reasons for aligning performance appraisal with strategic objectives:
1. When performance appraisal is linked with organisational goals, it aligns individual goals with organisational goals;

2. This activity works as a means to measure each employee and unit contribution;

3. This process facilitates the administrative functions and decisions, which in turn facilitates strategy. This activity is specifically useful during strategic transformation periods when new strategies are adopted and new skills are required. Suppose Botswana National Library Services develops a strategic plan to computerise all public libraries in Botswana. This implies that all the staff members require computer literacy. The decision has to be made whether new librarians should be recruited or the current librarians developed. Performance appraisal facilitates this decision making by providing information about the skills of the present librarians.

4. Finally, performance appraisal should be linked with library objectives and requirements because of its potential to identify the need for new strategies. For example, if the public libraries aim to develop an efficient information storage and retrieval system and to provide a nation-wide library and information service, in order to make library services accessible to all members of the community for the purpose of education, recreation, research and information, libraries have to plan strategically. To achieve this objective, if BNLS formulates a strategy to computerise all the public libraries by the end of 2005 to provide the fastest and most user-friendly services to the community, BNLS needs to conduct a staff appraisal to identify existing staff skills and to build the staff skills required for computerised libraries. If the existing staff have the potential to be trained, they should be provided with in-depth information technology/computer training so as be able to work in computerised libraries and train library users
for automated libraries. If new staff needs to be recruited, this should be planned accordingly.

In this study the impact of information technology was perceived the most critical (90.9%) external factor for the provision of library services and they mentioned that they would like to receive information technology training.

Literature on staff performance appraisal argues performance appraisal attains its fullest purpose and strategic values:

1. When it is aligned with organisational strategic goals and when individual goals are aligned with organisation goals too. In this way a staff performance appraisal can serve in two ways: firstly, improving job performance by directing employees' behaviour toward organisational goals and, secondly, monitoring employees' behaviour.

2. When an effective performance appraisal is linked with an organisation's competitive advantage, by making the right decision about employees' promotions, training and salary increments. These types of positive decisions through staff performance appraisals provide a competitive edge to an organisation. By doing so staff members’ good performance is acknowledged, their morale is boosted and consequently, they perform better.

3. When it is related to motivation. If it is not seen as a motivational tool, it loses its importance.

4. When it is linked with staff selection. By appraising staff the management can verify whether the right staff member was selected to fill a position or not.
The foregoing discussion means that when performance appraisal is aligned with library goals and objectives, it accomplishes its fullest purpose and strategic value. "The strategic use of performance appraisals seeks to be sure that measures of performance reflect business objectives. This approach is gaining in popularity as firms begin to understand how performance appraisals can be used to enhance organisational effectiveness. Employees tend to do what is expected and what they believe is valued by ‘the system’ as generally defined by the performance appraisal system" (Schuler & Jackson 1996:378). So when public libraries develop their performance appraisal criteria they should reflect what libraries expect from their staff. If customer satisfaction is expected from staff, this should reflect in the performance appraisal. Even if libraries are moving toward a performance management system, "the activity of performance appraisal is part of a performance management system that evolves over time. An effective performance management system generally serves two purposes:

(1) an evaluative purpose of letting people know where they stand and
(2) a developmental purpose of providing specific information and direction to individuals, so that they can improve their performance.

"Performance appraisal is, therefore, linked to other human resource activities such as compensation, promotion, planning, development and training, and validation of selection systems for compliance" (Schuler & Jackson 1996:379). It is suggested therefore that staff performance in Botswana’s public libraries be aligned with their goals and objectives.
7.5.1 Performance feedback

Motivation derives from various sources. Providing performance feedback is one of the factors which most motivates staff. A majority of 90.6% of respondents felt that performance feedback was critical; while only 36.3% mentioned that they receive performance feedback. “Performance appraisal is a means for correcting past behaviour and encouraging motivation” (Daley 1992), which focuses on both positive and negative behaviour.

According to Byars and Rue (2000:216,) "feedback facilitates employees' learning process. They argue that "keeping employees informed of their progress as measured against some standard helps in setting goals for what remains to be learned". Knowing about “well done” is as important as about “poorly done”. Feedback on good performance boosts an employee’s morale and feedback on poor performance provides an opportunity to improve upon one’s performance and develops oneself.

To sum-up, "individuals must receive feedback about their performance, preferably evaluating their own performance and defining the feedback" (Armstrong 2001:494). Armstrong recognises feedback as one of the important characteristics of intrinsic motivation. The literature also indicates that "ideally, performance feedback should be an ongoing part of a manager's job" (Bohlander, Snell & Sherman 2001:348). It should not be linked only with performance appraisal but be a continuous process, taking place whenever it is required.
A majority of 89.4% of respondents mentioned that staff performance appraisal was an annual event; 62.1% said that they were appraised by filling in a form while 31.8% indicated that they were appraised both by filling in a form and by an interview. A majority of 86.4% of respondents indicated that the main purpose of the staff appraisal was to determine any salary increment. It can be argued here that if the staff are appraised only once a year by filling a form in most cases, this does not have much meaning for the staff. It is just seen as a yearly event, which takes place only to fulfil the formality of a staff performance appraisal. In such a system, staff will begin to perform excellently while approaching the time for appraisal, in order to impress their superiors, disregarding what they have done throughout the year. Once the activity is over, they return to their normal performance. Those supervisors who appraise their staff based on a few days’ good or bad performance are not fair in their judgements. It is important to have a continuous assessment, where the staff performance can be monitored constantly. Training and promotion should be based on the performance appraisal. Perhaps owing to the above-mentioned problems, 68.2% of respondents are not happy with the current system.

Sometimes performance feedback may be provided in such a way that staff does not even understand it, which is as good as not providing feedback. It is recommended that staff be provided with proper performance feedback in a format which can be well understood and acted upon by staff. It has been emphasised by Schuler (1996:384) that "performance measurement, which necessarily reflects the past, is not an end to be achieved. Rather, it is a means for moving into a more productive future. For performance appraisals to
achieve their potential, it is not sufficient to just do them; employees must act on them. Usually, supervisors have responsibility for communicating the results of appraisals to their subordinates and helping their subordinates improve in the future. Conversely, subordinates usually have responsibility for seeking honest feedback and using it to improve their performance”.

7.5.2 Objective performance appraisal

Here the intention is not to discuss the system as such but to highlight that matters can be improved in libraries, if the system is used objectively. No matter what system a library uses, some points are universally applicable to each system. Much literature is available on the effectiveness of staff appraisal. The format and purpose of the staff appraisal should be clearly mentioned and understood by the staff. For instance, if it is supposed to be conducted both by an interview and by filling in a form, every one should be appraised using the same format, not some by a form and others by both a form and an interview. This type of situation is an indication that there is a gap in the implementation of the system. There is a need for uniformity in the procedure so that no staff feel discriminated against and this uniformity can contribute to staff motivation. The purpose of a staff performance appraisal needs to be articulated properly. For example, if the purpose is to use it to determine promotions, it should be clear to the staff that promotions are based on performance, not on years of experience. To sum up, the factors influencing an effective staff performance appraisal are: proper design of the form, which must be appropriate to a particular library; the interpersonal relationship among appraiser and the appraised; people's confidence in and acceptance of the system; clear articulation of the objective of
the system; appraiser training; follow-up plans; concrete feedback; proper legislation affecting performance appraisal; and full implementation of the system.

It is important to align the staff performance appraisal with the library mission so that staff are appraised while ensuring that they are working towards the library’s vision and mission. At the end of this activity it should emerge clearly whether the staff member is fulfilling the expectations for which he/she was selected. This all implies that to reap the strategic benefits of a staff performance appraisal system, libraries should have an objective appraisal system, which provides concrete feedback to each staff member on his/her performance; which rewards a good performer and develops a poor performer; which is aligned with the library mission, staff selection, promotion; and which works as a motivational tool for the staff.

7.6 SUMMARY

This chapter briefly discussed the major findings of the study and sketched how its main findings are related to the issue of strategic human resource management. To sum up, most respondents were much aware of all the strategic human resource management issues and they were all very excited to have human resource management adopted in their libraries. There is a need for a leadership which is of dynamic, visionary, cross-culturally communicative, able to build teams and adaptive to change: which can translate innovative strategies into action, which can develop and attract highly committed, innovative, customer-oriented, team-oriented, and enthusiastic staff. For
human resource management in libraries a proper information technology infrastructure is required to equip the staff with the most modern facilities to access, store, organise, retrieve and disseminate information to the customers in the shortest time. A conducive working environment, concrete performance feedback and the evolution of a human resource strategy are identified as important for strategic human resource management. Staff performance appraisal can be used strategically only if it is aligned with the library mission, with staff selection and motivation.
CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

This study was carried out within the context of a growing interest in strategic management all over the world. In addition, in the literature review on strategic human resource management in libraries no study has been retrieved. The recommendations which follow seek to suggest how strategic human resource management is possible in public libraries in Botswana. According to Armstrong (1994:38) strategic human resource management is "an approach to making decisions on the intentions of the organisation concerning people, which are an essential component of the organisation’s corporate or business strategy. It is about the relationship between human resource management and strategic management in the organisation". If library services are to be improved, particular attention should be given to management. This Investigator feels that there is a need to change the working environment library structure and staff appraisal. This study concludes its final chapter with a presentation of a management model, which is based on the data collected by means of this study and through the literature review.
The main objectives of the study were to collect bibliographical information about the libraries; to collect librarians' opinions on the staff performance appraisal in their libraries; to collect the perceptions from library staff on strategic human resource management issues; to find out, if the public libraries have a HR strategy; to establish whether there was proper use of the information received through staff performance activity; to establish the extent to which the status/type of the library; to determine the extent to which the position, qualification and experience influence the respondents’ opinions about strategic human resource management issues and to establish what

8.2 OBJECTIVES OF THE STUDY

To achieve the purpose of the study of presenting a SHRM model through an effective performance appraisal system in order to enhance the provision of delivery of information services the following objectives were addressed:

1. The first objective of the study was to collect bibliographical information about the libraries. The objective has been accomplished by collecting the following information. There are 23 public libraries, and 1 National Reference library, 1 Library services for people with disabilities in Botswana run by BNLS. There are 17 library assistants, 2 senior library assistants, 20 library officers, 2 librarian II, 5 librarians, 4 senior librarians, 1 principal librarian I, 1 principal librarian II, 1 chief librarian, and 1 director working and managing these libraries, of which, 19 have certificates, 25 diplomas, 15 degrees, 2 post graduate diploma, and 5 hold Masters degrees.
2. The second objective of the study was to collect librarians' opinions on the staff performance appraisal in their libraries. The main purpose of the staff performance appraisal is identified as the salary increment (86.4%); a majority of the respondents (80.3%) that there was no proper implementation of the information received through staff appraisal; 66.7% mentioned that it did not validate the selection; 68.2% respondents that they were not happy with their existing staff performance appraisal.

3. The third objective was to collect the perceptions from library staff on strategic human resource management issues; the objective is met. A five-Point Likert Scale was developed to collect librarians' opinions on strategic human resource management issues. The most critical issues are identified as commitment, dynamic leadership, innovative thinking, team building, information technology, customer orientation, career development, performance feedback, job satisfaction, a conducive working environment; and immediate evolution of HR strategy.

4. The fourth objective was to find out, if the public libraries have a HR strategy. The objective has been met. It was indicated by 80.3% participants that their libraries did not have a HR strategy and 77.3% said that HR strategy should be evolved immediately.

5. The fifth objective was to establish whether there was proper use of the information received through staff performance activity. The objective has been
accomplished by identifying that 65.2% replied that there was no implementation of information obtained from staff performance appraisal.

6. The sixth objective was to establish the extent to which the status/type of the library influences librarians' perceptions on strategic human resource management issues. The objective has been fulfilled by establishing that the status of the library did have some influence on the respondents opinions. The difference of opinions were identified on: changing employees' expectations about work; transformational leadership; and job satisfaction. All these issues were more critical for public library staff than the staff working for the Headquarters. All the other issue were perceived similarly by the staff working in any type of the library.

7. The seventh objective was to determine the extent to which the position, qualification and experience influence the respondents’ opinions about strategic human resource management issues. The objective has been achieved by establishing that the position, experience and qualification did not influence the respondents' opinions on strategic human resource management issues.

8. The eighth objective was to identify most critical issues relating to staff motivation. The objective has been fulfilled by identifying that intrinsic motivators such as: status, recognition, feeling of self-worth, sense of achievement, job satisfaction and positive work environment are more important for the staff. This suggests that only extrinsic motivators are not enough to attract and retain committed and capable staff.
8.3 SUMMARY OF FINDINGS BY RESEARCH HYPOTHESES

For the purpose of the testing of the research hypotheses the respondents were divided into two main categories: public libraries (49), and Headquarters (17). This was done to establish whether the respondents working in the two different set-ups think alike or not. Of 7 research hypotheses, 4 were accepted and 3 were rejected. The rejected hypotheses identified issues with difference of opinions as: changing employees’ expectations about work (the impact of external factors); transformational leadership (strategic management issues); job satisfaction; performance feedback; and delegation of responsibility (motivational factors). All of these issues were perceived more critical by the public libraries’ staff than by the Headquarters' staff. Other issues like qualities, competencies, staff issues and human resource strategies were perceived as equally critical by all respondents.

Another set of hypotheses tests was null hypotheses testing, for which participants were categorised into three categories based on job position, work experience and library qualification: senior and juniors, much experience and less experience and highly qualified and low qualified respectively. All the null hypotheses were accepted at the rate of 5%, which suggests that position, qualifications and experience did not influence significantly the way the respondents perceived qualities, competencies, strategic management issues, motivational factors, and HR issues. Every one found these issues
equally important. In general, the participants were found to be very much aware of strategic human resource management issues and participated in the study willingly.

8.4 RECOMMENDATIONS

MISSION STATEMENT OF BNLS

“Botswana National Library Service provides the Nation with information and promotes its utilization for the purpose of education, research and recreation. The Department promotes literacy and the culture of reading. Provision of information services is through an efficient and effective network of Public, Educational and Special Libraries at national level” (BNLS Draft Strategic Plan 2001-2006).

Aims

To develop an efficient information storage and retrieval system and provide a nation-wide library and information service in order to support and promote formal education and to facilitate recreation and cultural enrichment.

To promote the preservation, conservation and usage of the national documented cultural heritage by developing a national bibliographic control system and service (Botswana National Library Service…[n.d.]).

This study presents the following strategic human resource management model for public libraries in Botswana, which may assist in enhancing the provision of library services and fulfill the aims of the BNLS more efficiently by integrating all HR programmes and policies in order to accomplish its mission. "Ideally, HR strategy will serve to ensure a 'fit' between corporate strategy and individual HR programs and policies. It is important
to remember that there is no universal 'model' to manage human resources strategically. Every organisation is different and unique, so any 'best practices' that are considered or even adopted should be evaluated within the context of the specific organization in which they are being implemented" (Mello 2002:67). The following model is based on the research findings and related literature in this area:

**FIGURE 8.1**
A RECOMMENDED STRATEGIC HUMAN RESOURCE MANAGEMENT MODEL
EXPLANATION OF MODEL

**Introduction:** If the external factors and the internal environment change, the mission statement and overall objectives have to be revised. Strategic focus of performance appraisal will again depend on the external factors and internal environment. Therefore, the arrows are pointing both ways.

**Library Mission and Objectives:** First and foremost are the Library Mission and the Library's overall objectives, which will be the foundation stone for strategic human resource management. Without a mission no library can plan strategically. The strategic human resource management plan is linked with the library mission.

**Strategic human resource management:** As is apparent from the model, various points need to be considered for a strategic human resource management plan:

- **Proper selection and retention of staff:** who have appropriate qualities and competencies in order to provide efficient library services. As discussed in chapter 6 of the data analysis, this study sought the opinions of the respondents on various qualities in order to provide efficient library services; the qualities which received a 50% and above score were: commitment (90.9%), capability (78.8%), innovative thinking (74.2%), understanding of library aims and objectives (71.2%), positive attitudes (56.9%), enthusiasm (69.3%) and strategic approach and thinking (69.9%).

- **Proper competencies:** Respondents' opinions were sought on several competencies needed by staff during the next five years. The competencies with a 50% and above score
were: technical expertise (61%), coaching (59.4%), team building (70.7%), facilitating and implementing change (80%) and leadership (89.2%).

- **Proper customer focus:** Customer focus obtained 93.5% responses, which witnessed to respondents' knowledge about the importance of customers.

**Change and conflict Management:** are important management elements in this ever-changing world. A majority of 52% respondents indicated that change and conflict management were not seen as the priority by the top management.

**Optimum utilisation of employees:** Literature indicates that optimum utilisation of employees is one of the benefits one can reap from strategic human resource management (See Chanda & Kabra:2000).

**Transformational leadership:** A majority of 78.1% respondents found transformational leadership important for strategic management.

**Proper reward system:** Two questions (16 and 17) were asked on motivational factors. All the variables got categorised into two intrinsic and extrinsic factors and got cross-tabulated. The results revealed that intrinsic were more important than the extrinsic factors, which supported Herzberg's, Mausner's and Snyderman's (1957) "Two Factor Theory" that extrinsic rewards are hygiene, which are important for maintenance while intrinsic rewards are important for self-recognition."
Concrete feedback: Two questions were asked on the feedback. A majority of 90.6% perceived feedback as a critical motivational factor and 57.6% said that they did not receive any feedback.

Evolution of (HR) human resource strategy: A majority of 80.3% participants indicated that there was no human resource strategy in Botswana National Library Service and mentioned that human resource strategy should evolve immediately and should be aligned with library strategic plan.

Performance appraisal: The study looked at performance appraisal from a strategic point of view. Various questions were asked on the performance appraisal. A majority of 51.6% participants mentioned that performance appraisal was not aligned with library mission; 51.6% felt that it did not validate staff selection; 60.6% said it was not aligned with motivation; and 54.6% believed that it was not related with promotion. A majority of 97.0% mentioned that they needed a further training and 63.3% indicated that the impact of training was not assessed while 65.2% said that there was no implementation of the information received from the performance appraisal. Performance measurement system was perceived critical by a majority of 86.7% respondents.

Motivational Factors: For 87.8% career development; 87.3% effective communication 92.3% conducive work environment; 90.6% feedback; while for 95.4% clear job description was critical.
Strategic human resource management is affected by the internal and external environment. The external factors listed in the model include global competition (63.5%); shrinking budget (78.4%); changing library customer needs (64.5%); changing employees' expectations (70.7%); and information technology (90.9%) were perceived critical in this study; while the importance of legislative (Lundy & Cowling 1996, Schuler & Jackson 1999, DeCenzo & Robbins 1999, Bryson 1999, Hendry & Pettigrew 1990), social (Schuler & Jackson 1999, Bryson 1999, Mello 2002, Hendry & Pettigrew 1990) and political (Schuler & Jackson 1999, Bryson 1999, Mello 2002, Hendry & Pettigrew 1990) external factors is well-documented in the literature.

The internal factors considered to be important for strategic human resource management are well-cited in the literature. Employee skills play a significant role in formulation of strategic human resource management, which has been voiced by Lundy and Cowling 1996, Mello 2002, and various competencies are perceived most critical in this study (Bryson 1999, Lundy & Cowling 1996). Organisational culture building is professed most critical by 50% respondents in this study and organisational culture and internal environment is widely supported in the literature (Bryson 1999, Mello 2002, Prytherch 1998, Terblanche & Grobler 2000). Organisational structure is a very critical well-cited factor affecting strategic human resource management plan (Schuler & Jackson 1999, Bryson 1999, Mello 2002, Hendry & Pettigrew 1990). Management style is another important factor which plays a crucial role in strategic human resource management. In today's rapid changing world a management with a strong vision and transformational outlook can succeed (Bryson 1999). By scanning the environment, strengths, weaknesses,
opportunities and threats are identified in order to prepare a library to meet those challenges and utilise the available opportunities by aligning library strengths to external opportunities.

By considering all the above points if BNLS will formulate its strategic human resource management plan, library staff will increase their performance, consequently provide better customer and employee satisfaction. This will enhance stakeholder value.

On the above mentioned grounds this study has presented a model for public libraries in Botswana, hoping that this will facilitate the strategic plan process of Botswana National Library Service, which is currently working on its strategic plan.

**SUMMARY OF THE RECOMMENDATIONS**

1. There should be conducive working environment
2. There should be a proper IT infrastructure for each library to equip the staff with modern technology to store, organise, retrieve and disseminate information to their customers.
3. The staff should be trained for excellent customer-service, who can be able to trace lost customers, maintain existing ones and attract new customers.
4. There should be a reward based staff performance appraisal system, where the excellent performers can be rewarded and the poor performers can be developed to their optimum potential.
5. Staff performance appraisal should be objective.
6. Library funds should be decentralised in order to empower each public library officer with responsibility and delegation.
7. A concrete feedback should be provided to each staff about their performance.
8. HR strategy should evolve in the libraries immediately.
8.5 FURTHER RESEARCH

The following are problem areas on which further research could be done:

1. What employees perceive as meaningful reward to motivate them
2. An environmental scanning to identify user and community needs.

8.6 CONCLUSIONS

8.6.1 Salient issues from the study: The major issues arising from this study are:

1. Training & development for diploma holders to degree level and for degree holders short refresher courses.
2. Staff recognition and reward system by involving them in decision making. Planning should be bottom-up to make them feel they contribute and belong to their library.
3. Strategic usage of staff performance appraisal by aligning performance appraisal to staff motivation, promotion, selection and library mission and objectives.
4. Proper provision of performance feedback to each staff member.
5. Proper implementation of information obtained from the performance appraisal.
6. Evolution of human resource strategy and its alignment with library strategic plan. From the responses it seems that staff are highly motivated to provide better and excellent services to their library customers provided above-mentioned requirements are catered for.

8.6.2 Achievement of objectives: As mentioned earlier this study has achieved its objectives.
8.6.3 Evaluation of objectives: The hypotheses were evaluated using Chi-Square test supplemented by t-test. These are proven methods in Social Sciences and Natural Sciences of course as efficient tools of measurement.

8.6.4 Way forward: This study suggests the following way forward:

1. These findings will be disseminated to various institutions in Botswana as legal depository. Some of the institutions are: Office of the President, Botswana National Library Services, Public libraries, University of Botswana, and Botswana National Archives.

2. At the end of the study summaries of the study will be made available to various institutions.

3. Papers will be extracted from the study and published in various academic and professional journals.

INVESTIGATOR'S REMARK

Thus performance appraisal has a continuous role to play in strategic human resource management. This research concludes with these final remarks:

If any organisation or library aspires to be growth-oriented, people need to be trained, motivated, rewarded, recognised and empowered to perform to their optimum capability. If human resources are working well, library productivity rises, old customers are retained new customers are attracted, consequently, library image enhances. This all can be accomplished by regular monitoring of human resources performance against pre-set performance objectives, which is used periodically for formal evaluation and identifies employees' potentials for career advancement and weaknesses for self-improvement. To use performance appraisal strategically, it is vital to align performance appraisal with employees' motivation, promotion, library mission, employees’ selection and proper implementation of the information obtained from performance appraisal as well as providing concrete feedback to the employees about their performance.
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