

Management development needs of library managers in South African university libraries regarding human resources management tasks and activities

by

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Summary

In most organizations human resources management is more challenging and complex than ever before, because of the changing political, social and economic environment within which these organizations are operating. In library and information service organizations managers have received very little training in management at undergraduate level and no training in human resources management specifically. As a result, most librarians find it difficult to effectively manage staff as they move into management positions. To equip them effectively for the tasks they have to perform, other methods have to be found to train them in the required areas.

This research project is an attempt to discover what human resources managers really do. The place of human resources management in the management process is discussed, as well as the challenges facing human resources managers in the environment, in the organization and those pertaining to the individual. The tasks and activities human resources managers should perform are discussed in detail. The tasks are: human resources planning and organizing, (including job analysis, job design, human resources strategies and planning), human resources provision and acquisition or staffing, (including recruitment, selection, placement and induction), human resources utilization and development (including motivation, performance appraisal, training and development and career management) and human resources maintenance and control (including collective bargaining, maintaining discipline, communication, working conditions and compensation).

The application of human resources management principles, as applied to information services organizations and libraries are discussed. Although the principles are the same in any organization, the application has to be adapted to a particular environment, taking its unique characteristics into consideration.

In order to discover what the training needs of managers in academic libraries regarding human resources management are, a survey by means of a questionnaire based on the Graham and Mihal model was conducted, using six South African university libraries, from the Gauteng and Environs Library and Information Consortium (GAELIC). The results of this research project showed that most library managers in academic libraries in South Africa need training and development in human resources management tasks, especially those related to utilization and development of staff. They need to know more about conducting performance appraisals, motivating staff, improving staff relations, and delegating responsibilities. They also need training and development related to managing labour relations. This includes understanding employment legislation, communicating with employees, maintaining and improving working conditions as well as maintaining discipline. Although few library managers indicated a need for training and development in tasks related to human resource planning and provision, some indicated they need training and development in formulating human resource strategy and selecting and appointing library employees. Programmes that address these needs must be developed in South Africa. These programmes should be designed to equip library managers with skills and competencies that will enable library managers to manage staff effectively.

Keywords

Management

Human resources management

Human resources planning and organizing

Human resources provision and acquisition

Human resources utilization and development

Human resources maintenance and control

Academic libraries

Library managers

Staffing

Training needs

Development needs

Training programmes

Dedication

This work is dedicated to my late mother **Mrs. Fredericka Ntebatje Bopape.**

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

It is generally accepted that the people working in an organization, are its most important asset and crucial to the success of that organization. It stands to reason that this asset, the human resources, should also be managed as effectively as the other resources of the organization. This aspect of management has received increasing emphasis in organizations today. To be an effective human resources manager, however requires training.

Library and information service organizations exist to render services to its users. The way in which these services are rendered, depends on those working in the organization. They have to be managed and developed correctly to attain the vision and mission of the particular library and information service. Managers on all levels in these organizations are almost always appointed because they are good information workers with appropriate qualifications, and not because they are good managers.

Some managers will instinctively know how to manage the people working under them, but even they will benefit from training in the particular skills a human resources manager needs. The vast majority, however, will need a lot of training in all aspects of human resources management before they will be able to do this well.

General management principles, and also human resources management principles, are applicable in all organizations, but each kind of organization, and even different

organizations of the same kind, differ in some ways, requiring specific solutions. Managers in library and information services need to adapt general management principles for application in individual organizations. As most of these managers did not receive much management training as part of their qualifications, or received training a long time ago on management principles that have become obsolete, they are not properly equipped for their job.

Very little information could be found in the literature about management of library and information services management in general and even less on human resources management in particular. This lack of attention to the needs of human resources managers in these organizations should receive attention in order to enable them to do their job as effectively as possible.

In this study the specific needs of library managers regarding human resources management activities and tasks are investigated by means of a questionnaire based on the Graham and Mihal model for identifying management development needs (1986:38-42).

1.2 Background to the problem

The changing social and political climate in South Africa has an important influence not only on the whole society, but also on the way in which organizations are managed. These changes have created a lot of complex and challenging opportunities in most organizations, especially in the management of human resources. Apart from the challenges facing human resources managers in general, and which will be discussed in Chapter 2, there are a number of problems facing South African organizations such as a shortage of skilled labour and professional people, an imbalance between skilled and

unskilled workers, as well as slow growth in employment opportunities (Nel, et al., 2001:4).

Some of the social and political developments in South Africa, which have an important influence on the way in which human resources are managed are:

- democratization of the workplace through the introduction of new laws such as the Labour Relations Act, the Basic Conditions of Employment Act, the Employment Equity Act, as well as parts of the Constitution;
- evolving of concepts such as affirmative action, employee empowerment, employment equity, cultural diversity, restructuring of the organization, new management techniques;
- development of information and communication technology and
- the spread of HIV / AIDS in the workplace

These factors play an important role in human resources management in South Africa. Performing human resources management tasks and activities has become one of the most difficult and complex functions in an organization.

Managers need to be proactive in determining the learning needs of their employees in the context of rapidly changing technology, the role of government, new workplace legislation and practices as well as other threats to productivity.

1.2.1 Legislation affecting the workplace

A number of laws govern the South African workplace. Apart from labour laws , there are other laws governing aspects of labour. These include common law, contract of employment, collective agreements entered into between employers and trade unions,

international labour standards, workplace practices as well as the values enshrined in the Bill of Rights contained in the Constitution (Act 108 of 1996).

The most important labour laws are :

Labour Relations Act (no. 66 of 1995)

The purpose of this Act is to advance economic development, social justice, labour peace and the democratisation of the workplace by fulfilling the primary objects of this Act, which are-

- to give effect to and regulate the fundamental rights conferred by section 27 of the Constitution ;
- to give effect to obligations incurred by the Republic as a member state of the International Labour Organisation;
- to provide a framework within which employees and their trade unions, employers and employers' organisations can-
 - collectively bargain to determine wages, terms and conditions of employment and other matters of mutual interest; and
 - formulate industrial policy

Basic Conditions of Employment Act (no. 75 of 1997)

The purpose of this Act is to advance economic development and social justice by fulfilling the primary objects of this Act which are—

- to give effect to and regulate the right to fair labour practices conferred section 23(1) of the Constitution—
- by establishing and enforcing basic conditions of

- employment; and
- by regulating the variation of basic conditions of employment;
- to give effect to obligations incurred by the Republic as a member state of the International Labour Organisation.

Occupational Health and Safety Act (no. 85 of 1993)

The purpose of this Act is to provide for the health and safety of persons at work and for the health and safety of persons in connection with the use of plant and machinery by:

- the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work;
- to establish an advisory council for occupational health and safety; and
- to provide for matters connected therewith

Employment Equity Act (no. 55 of 1998)

The purpose of this Act is to achieve equity in the workplace by:

- promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and
- implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce

Human resources management today requires not only strong interpersonal skills and sensitivity, but also an understanding and appreciation of employment legislation. Organizational managers must observe this legislation at all stages of staff appointment and employment.

1.2.2 Affirmative action and cultural diversity

Affirmative action evolved as one of the measures for eradicating inequalities in the workplace, which resulted from apartheid. To achieve equity in the workplace, affirmative action has also been legalized in new South African laws. The Republic of South Africa Constitution Act 108 (1996:7-8) legislate affirmative action under Section 9 (1) and 9 (2) respectively. The Labour Relations Act 55 (1995:253) also legislate affirmative action in schedule 7(2) of the act and the Employment Equity Act 55 (1998:10-16) legislate affirmative action in Chapter Three.

The need for affirmative action and achieving employment equity in the workplace goes hand in hand with managing cultural diversity. As previously disadvantaged or designated groups are reaffirmed, management of a diversity of cultures also emerges as another human resources practice in the workplace. New human resources management practices, combined with affirmative action will create a multicultural workforce.

1.2.3 Employee empowerment

Employee empowerment is another concept that is being used widely in the workplace. Von Dran (1993:4) describes empowerment as the new management "buzz word" of the 90's, hailed as the solution to organizational productivity. The idea of empowering employees is used to describe movements to foster the democratization of the workplace and development of staff. In South Africa the perception exists that employee

empowerment means the processes of moving black people into management positions, and is known as black empowerment. In this research project the concept is used to describe the process of delegating power, responsibility and accountability to the lower level employees in the workplace.

1.2.4 Technological developments

A revolution in information and communication technology is also taking place in the world. This results in a shift from an industrial society to an information society with individuals, organizations, governments, etc. becoming more and more interconnected through computers and online systems like the Internet. A new concept, the "virtual workplace" is developing in most companies in South Africa. According to Wallace (1999:4) of 27 South African companies surveyed in October 1999, sixty percent (60%) are considering using the virtual workplace as a competitive advantage in business in the next three to five years. This will result in new training and development needs for all employees.

1.2.5 Spread of the HIV/AIDS epidemic

Another serious threat to organizational human resources and future productivity is the spread of the HIV/AIDS epidemic. The greatest threat created by the HIV/AIDS in terms of costs in the workplace, is not the costs of providing health care, preventing infection or finding a cure, but the largest component of costs appears likely to be that attributable to loss of productivity in the workplace and supply of the workforce.

Given the current incidence of HIV/AIDS, new infections will occur among those who are already employed as well as those applying for jobs. Career planning for employees will have less significance in the light of the need to be constantly recruiting and training new

workers. Productivity will inevitably suffer, as HIV/AIDS becomes more widespread. It is not just the primary victims who will be affected. Absenteeism will escalate among afflicted workers, as they struggle with a succession of minor ailments in the early days and with protracted periods of hospitalization later on. But those not affected will increasingly be called upon to attend funerals, to help ill relatives, or to care for children whose parents can no longer cope or are already deceased (Advtech Training, 2000:2)

Careful human resources planning will therefore, be necessary in virtually every organization to address this threat. Activities required range from the development of appropriate employee benefits structures, health care and support, training and education. This also needs to be taken into consideration by organizational managers who are drawing up an employment equity plan as required by the Employment Equity Act (no. 55 of 1998).

1.2.6 Addressing the challenges

Organizations as micro-representative of the greater economic, social and political environment are, therefore, confronted with what Gerber, et al., (1987:344) and Van Dyk (1997:199) call "crucible challenges" in creating new workplace cultures. This is the responsibility of managers at all levels of the organization. To achieve this aim they require unique leadership skills. This means that organizational managers need to assess how human resources activities, policies and programmes will be affected by changes inside and outside the organization today and in the future. Dealing with these challenges involves different competencies and skills at different levels of management in the organization and it requires new ways of thinking, solving problems, communicating, developing and motivating staff. Erasmus (1997:21) emphasizes that managers are compelled to make certain mind set changes to ensure long term survival of their

organizations. This implies that the human resources development function can no longer be applied as it was in the past because new challenges require new solutions.

1.3 Statement of the problem

The people working in an organization are regarded by many as its most important resource. That means that this resource must be managed as effectively as possible to contribute to the success of the organization. The challenges mentioned above does not only affect profit - making businesses and industries, but also non - profit organizations, such as academic or university libraries. As academic library managers strive to provide information services to their clientele, they also face challenges relating to human resources. These challenges must be overcome in order to create an acceptable work environment and to deliver an effective service.

Few librarians occupying the management positions in most university libraries have been academically trained or prepared as managers, especially in the management of human resources. Most librarians don't have skills and competencies needed in human resources management, because of the following reasons:

- Academic library managers have been selected for their position because of their extensive knowledge and experience in the field of library and information service. They have often served time in a particular area of the library, such as technical or information services, and have been promoted to positions of increasing responsibility. McCabe and Person (1995:95) maintain that little attention is paid to the person's skills in management, administration, personnel and staff development. They are left to develop such skills and knowledge on their own.

- This might be as result of the fact that management forms only a part of library and information science education and very little time, if any, is allocated to human resources management. According to Kinnel (1996:209) the initial professional education for library and information science workers does not prepare them to undertake many of the complex managerial activities expected of them when they assume responsibility as managers. Many in management positions completed their studies a long time ago and do not remember much they have learnt. Even if they do remember, most of the knowledge gained during their studies have since become obsolete. Human resources management skills required when they assume responsibility as library managers have to be learnt as required while on the job. This situation usually results in a trial and error approach, which is not only expensive, but also counterproductive.
- In most universities, human resources management activities and tasks are centralized at one human resources department for the whole organization. Most library managers therefore, tend to disregard the need for some of the human resources management activities and tasks. Some human resources tasks and activities can however not be done from a remote location, and have to be done by the managers in the library itself. If this is not done, it can lead to low morale and poor performance on the part of library staff.

From the above it can be seen that most people appointed in management positions do not possess the necessary skills and competencies to manage effectively. This also applies to human resources managers, or managers who have responsibilities for staff as part of their job.

Human resources management skills must therefore be acquired to conduct the operation of the library effectively. Library managers must be able to plan, recruit, select and appoint

people who are willing to carry out day to day operations of the library effectively. They must motivate, persuade, manage conflicts, maintain discipline, delegate, solve problems, build teams and establish rapport with each individual within the library and information services. They must also train, coach and develop staff and provide on-going education and development of staff to make the best use of human resources.

Since most librarians did not study human resources management at both undergraduate and graduate level, or studied it too long ago, it cannot be expected of them to execute those activities and tasks when they assume responsibility as managers. This state of affairs is also complicated further by the ever-changing social and political environment in which libraries and information services are operating today.

With all the above in mind, it is clear that those human resources management activities and tasks which most library managers will require for growth and development, as they assume responsibility as library managers, must be identified and prioritized. Their development needs have to be identified and recommendations made on how this gap in their training can be addressed.

1.4 Aims of the study

This study aims to achieve the following objectives:

- to identify and measure management development needs of top, middle and lower managers in academic libraries, regarding human resources management activities and tasks;
- to establish and bridge the gap that exists in the education and training of librarians and information workers;

- to emphasize the value of human resources management in the education and training of librarians and information workers;
- to emphasize the value of managing human resources effectively in academic libraries and information services;
- to determine which human resources management tasks and activities library managers perceive to be important and which need improvement or development, and
- to recommend a basis for human resources management development programmes for academic library managers in South Africa.

1.5 Research questions

The research questions that need to be answered in this research project are:

- Which human resources management activities and tasks do most library managers regard as important?
- What are the management development needs of library managers to be able to manage library staff effectively?
- Are there differences in age, gender, experience, qualifications, and position held that may help to explain the differences between management development needs of top, middle and lower managers?

1.6 Delimitation of the study

The study is limited to identifying the management development needs of library managers to perform human resources management activities and tasks in selected

academic libraries in South Africa. The reason for choosing academic libraries only was that they have a major role to play in supporting their parent institutions in contributing towards economic and social development of the country. Six academic libraries belonging to the Gauteng and Environs Library and Information Consortium (GAELIC) were selected for the study. They are:

University of the North (UNIN)

University of Pretoria (UP)

University of Venda (Venda)

University North - West (UNW)

University of South Africa (UNISA)

Rand Afrikaans University (RAU)

The study was initially aimed at identifying management development needs of library managers at the University of the North only, because the researcher works there. For comparative purposes, however, a decision was made to select three libraries from historically black institutions and three from historically white institutions. The main reason for arriving at such a decision was to ascertain if there are significant differences in the two groups of universities selected regarding management development needs of top, middle and lower managers. The study attempts to establish if perceived management development needs of librarians differ according to demographic factors such as age and gender as well as job related issues such as experience, position held and qualifications. Generally demographic factors are issues pertaining to individuals which quite often contribute to generalizations or perceptions about what people are. These factors influence the way people perceive others and are perceived by other people. They contribute to the way in which people employed by organizations think and behave, in terms of their needs, goals and beliefs. As a result of demographic factors, diverse management and leadership styles emerge. This study also looks at how these demographic factors influence management development needs of academic library

managers in South African university libraries. Questions about race was not included in the questionnaire, because most of these institutions have employees belonging to different races.

This study is also limited to management development needs of library top, middle and lower managers. Top managers are the chief executives of academic libraries. They are responsible for the evaluation of the performance of the staff under them. Top managers are perhaps the best source of evaluating the need for development of both middle and lower managers. Middle managers are included in this study because according to the Green Paper on Skills Development Strategy (1997:9) there has been a serious failure to address middle level competency requirements in most organizations. This results in poor job performance on the part of middle level managers as they progress into higher-level management positions. Library middle managers, therefore, should be included in this type of study in order to identify their management development needs. Lower managers are also included in the study because more information on the skills and abilities of young librarians is needed as they move into managerial positions.

This study is also limited to human resources management tasks and activities where library managers require growth and development, and not management in the broadest sense.

1.7 Definition of concepts

1.7.1 Managers of libraries and academic information services

In this research project managers refer to those persons occupying top, middle and lower management positions in academic libraries. Although an organizational structure can be

transformed from a hierarchical to a matrix structure, a hierarchical structure is used in this research project, because it has been the one most common in library and information service organizations. Top managers refer to library directors and their assistants or deputies.. They represent a relatively small group of people responsible for the general management of the academic library. Middle managers are at the head of major departments or sections in the library. They are responsible for implementing policy, plans and strategies. Lower managers are primarily those who supervise clerical or non-professional staff and student assistants, also known as first level supervisors. Lower level managers are concerned with the daily tasks performed in the library.

Since the university libraries selected for research project differ in size and have different organizational structures, any person who has a certain number of employees to supervise, is referred to as a library manager.

1.7.2 Management development

Management literature emphasises the close link between the concepts training and development. However, in this research project training should be seen as providing the skill base from which development can take place. Training is provided for non-managerial employees, whereas development is associated with management (Rowley 1995:6). Training focuses on technical skills employees require for performing a specific task effectively. Development focuses on the necessary experience, skills and disposition the managers in the organization must possess. (De Beer, et al. ,1998:181).

The concept management development is used in most cases to encompass the total process by which people occupying management positions are educated and trained to learn and grow in effectiveness as managers. Erasmus & van Dyk (1999:210) define management development as a process of preparing and training managers to successfully

manage their subordinates.

It also refers to the preparation of managers for higher level jobs or for possible changes in the future. In the process of management development, managers are assisted in managing change and adapting to the general external and internal changes taking place in the organization. Management development is aimed at improving productivity, performance and achieving organizational objectives. It is a total process of preparing and providing effective managers and refining their performance today and in the future (Erasmus & van Dyk, 1999:210-211).

For the purpose of this research project management development will be defined as the process of preparing and training managers to successfully manage their subordinates (Erasmus & van Dyk 1999:210). It also refers to development and preparation to perform human resources activities and tasks in academic libraries, because this is an important part of the whole management process. This research project deals only with human resources management development and not management as a whole.

1.7.3 Training and development needs

Needs can be defined as a lack of essential knowledge, skills or attitudes that in turn prevent satisfactory job performance or interferes with an individual's potential for assuming different or greater responsibility (Ochai, 1985:358). A need exists when an individual or a group lacks the necessary skills or knowledge to perform an assigned task satisfactorily. In this study attention is focussed on identifying knowledge and skills that library managers lack to effectively perform human resources management activities and tasks or to manage library staff in academic libraries effectively.

1.7.4 Human resources management

Hall & Goodale as quoted by Nel (2001:18) define human resources management as: "... the process through which an optimal fit is achieved among the employee, job, organization and environment so that employees reach their desired level of satisfaction and performance and the organization meets its goals." Human resources react when acted upon, and are not static, but dynamic (Nel, et al., 2001:4).

Other definitions are: "Human resources management refers to activities, policies, beliefs and the general function that relates to employees or the personnel department" (Nel, et al., 2001:17). According to Gomez-Mejia, et al., (1998:2) human resources management expresses the belief that workers are a valuable and sometimes irreplaceable resource. Effective human resources management is a major component of any manager's job". Graham & Bennett (1998:3) says human resources management "concerns the human side of the management of enterprises and employees' relations with their firms." "Human resources managers must constantly deal with the often volatile and unpredictable element" of an organization (Mondy, et al., 1999:4). "The best organization also addresses the concerns of their employees and managing human resources is everyone's responsibility" (Sparrow & Marchington, 1998:xix).

The term "activity" means a specific and distinguishable line of work performed by one or more organizational components for the purpose of performing a particular function. For the purpose of this research project, for example, developing human resources in an organization is a specific activity performed for the purpose of achieving the human resources management function.

The term "task" means a major element or combination of a job as defined in the International Dictionary of Management (Johannsen & Page, 1996:302). According to this

definition a task is a specific responsibility or item of work with a discrete completion point in time. In this research project a task can be seen as an element of an activity. A task is done to accomplish an activity, for example, performance appraisal can be regarded as a task that is done for the accomplishment of developing the employees in an organization, which in turn is part of the human resources function.

The term “supervise” means to oversee the execution of a task or to oversee the actions or work of a person.

1.8 Research methodology

1.8.1 Literature review

A literature search on human resources management in general and on management development needs of library managers in academic libraries in particular was conducted to analyse the concepts to provide a theoretical base for the research project.

The literature search revealed that Ochai (1983:357-369) conducted a similar study in university libraries in Nigeria on the management development needs of library managers. The study concentrated on four topics, namely:

- management/ administration;
- personnel management;
- communication and
- leadership.

This study revealed that most of the library managers in university libraries in Nigeria need development on personnel administration. This research project wants to establish which personnel management tasks and activities of library managers in South Africa need development. This research project differs from the one conducted in Nigeria in that it concentrates specifically on human resources management activities and tasks rather than on management in the broadest sense.

Most of the articles in the library and information field dealing with the subject of this research project, express concern about the challenges posed by social and technological changes and the need for training and development of library human resources managers to meet those challenges (Brindley, 1987:235-243; Corral, 1994:209-223; 1995:35-43; Rowley, 1995:5 -10). This research project however, also aims at establishing and measuring the needs of library managers to meet the training and development needs of staff under them.

Literature searches also showed that there is a lack of literature of applications in the library and information field, particularly in South Africa. This is perhaps because the management development needs of library managers to perform human resources management activities and tasks were not investigated in South Africa before.

When looking for literature about management development needs, particularly in South Africa, it is clear that the topic has received consideration in management literature but not applied to management development needs of library managers. Perhaps this is because human resources management is seen as relevant to business organizations only and is seldom an issue for non-profit-making organizations, such as academic library and information service organizations. Literature for this research project was therefore mostly obtained from the management sciences and applied to the library environment.

1.8.2 Questionnaire

A structured questionnaire based on the Graham and Mihal model (1986:38-42) of identifying management development needs was used as the measuring instrument and the collection of data in this study. This questionnaire was designed to gather information about:

- the degree of importance library managers attach to each human resources management task;
- specific development needs of library managers regarding human resources management tasks;
- skills and competencies that library managers need to develop in order to manage their staff effectively and
- variables that influence the perceived management development needs of library managers. These include variables such as age, sex, experience, number of subordinates' etc.

The details of the data collection method will be explained in chapter four of this research project and the results will be interpreted in chapter five. Chapter six will provide recommendations based on the findings of the questionnaire.

1.9 Outline of chapters

Chapter one is as a general introduction to the research project. It gives background information to the problem that is being investigated. It outlines the aims of the study and defines relevant terms, including the main focus, namely the management development needs of library managers enabling them to perform human resources management

activities and tasks in academic libraries. It also gives a brief overview of the research methodology used.

Chapter two discusses the human resources management process, describing what its place within management in general is. It also discusses the aspects for human resources management process, namely activities and tasks forming part of this process. This chapter also deals with the role of line managers in the human resources management process. It attempts to answer the question of who performs human resources management activities and tasks in academic libraries.

Chapter three describes how human resources management activities and tasks discussed in chapter two are applicable to the academic library environment. Important human resources management activities and tasks are selected and applied to an academic library environment. Justification for the importance of selected human resources management activities is also provided in this chapter.

Chapter four describes the design, development and implementation of the data collection method used in the research project. Steps followed in designing, developing and implementing the questionnaire are discussed. The methods and procedures of analysing data are also discussed.

Chapter five gives the results of the study and are presented with a basic statistical analysis of all the questions as replied to by respondents.

Chapter six provides a discussion and interpretation of the results as well as recommendations on what should be done to provide managers in academic libraries in South Africa with training in human resources management.

CHAPTER TWO

HUMAN RESOURCES MANAGEMENT

2.1 Introduction

This chapter deals with the place of human resources management within the whole management process, the functions of human resources management activities and tasks, of human resources managers, as well as the role of line managers in this regard. Its purpose is to provide a theoretical background on the human resources management process, based on available literature.

The human resources management process is divided into four functions, which are subdivided further into tasks (Erasmus, et al., 1998:13). Confusion which might exist as to who must perform human resources management, necessitates the discussion of the role of line managers or supervisors in the human resources management process.

The importance of human resources management functions, activities and tasks as listed by various authors will be discussed. This is done to justify the need for development.

2.2. The place of human resources management in the management process

Managers are people who are in charge of others and are responsible for the timely and correct execution of actions that promote the successful performance of an organization (Gomez-Mejia et al., 1998 :3). Organizations have different structures, with modern

trends towards so-called “flat” structures, as opposed to “tall” structures of a hierarchical nature.

Management in organizations consist of a number of functions such as:

- technical or operational;
- production;
- financial;
- marketing;
- public relations and
- human resources (Erasmus, et al.,1998:12-13)

To fulfill these functions, an organization is usually divided in a number of divisions, which can be something like:

- executive / legal;
- marketing and promotional publications;
- operations and administration;
- finance;
- production / technology;
- quality control and
- sales / contracts.

Human resources management usually fit in under operations and administration. Human resources management can be described as the human side of management and deals with the relationship of the employee with the organization (Graham & Bennett, 1998:3) It forms a very important part of management as a whole.

2.3 Human resources management: the challenges

A number of challenges face managers today. If these challenges are dealt with effectively an organization will perform satisfactorily. The challenges can be categorized according to their primary focus:

- the environment;
- the organization or
- the individual. (Gomez-Mejia, et al., 1998:3-17; Nel, et al., 2001:19-22; Mondy, et al., 1999:4; Sparrow & Marchington, 1998:3-22).

2.3.1 Environmental challenges

These challenges are beyond the control of management and are the result of external factors. They have to be monitored and reacted to quickly. They include the following:

- rapid changes in the environment, such as politics, economic conditions, changing demands, share prices;
- work force diversity, such as other ethnic groups, immigrants, women workers, age of workers;
- globalization, referring to competition against foreign organizations, forming of global alliances;
- evolving work and family roles, when both members of a couple work and provision has to be made for example for flexibility in working hours;
- being fully aware of legislation to ensure staying out of trouble with the law and
- skills shortages, which makes it difficult to find suitable staff and which makes training necessary (Gomez-Mejia, et al., 1998:3-7).

2.3.2 Organizational challenges

These challenges are internal to the organization and include the following:

- competitive position, costs, quality or distinctive capabilities. Human resources is the most important cost in many organizations and has to be managed effectively;
- decentralization, which transfers responsibility and decision making from a central office closer to where it is needed;
- downsizing, leading to reduction in staff;
- organizational restructuring, when the structure is changed, alliances are formed, joint ventures are undertaken, evolving of self managed work teams ;
- growth of small businesses;
- organizational culture, referring to basic assumptions and beliefs shared by members of an organization;
- technology, leading to changes in job duties, the impact of information technology and the Internet and
- outsourcing, when work which was performed internally is shifted to outside suppliers and contractors (Gomez-Mejia, et al., 1998:7-14).

2.3.3 Individual challenges

These challenges refer to the employees of an organization and include the following:

- matching people to the organization, involving strategies to attract and retain the most suitable staff members;

- ethics and social responsibility of the organization, outlining principles and standards of personal conduct;
- productivity, measuring how much value individual employees; add to goods and services;
- empowerment, giving individual control over and responsibility for work that needs to be done;
- brain drain, involving the loss of intellectual property when the competition lures away key employees and
- job insecurity as result of restructuring and downsizing (Gomez-Mejia, et al., 1998:14-17).

2.4 The human resources management functions

The human resources function was formerly known as the personnel function. The difference is largely academic, because human resources management is regarded as the responsibility of all managers in an organization, and not only of those dealing with the more administrative matters pertaining to employees. Human resources management emerged from personnel management and uses the techniques and procedures of personnel management (Graham & Bennett, 1998:6-8). In any organization, staff is needed to convert other resources such as raw materials, capital, machinery etc. into products or services. Because all organizations have staff, they have a human resources function. Without staff to convert other resources into products and services, there is no organization.

The functions of human resources management are divided in different ways by different authors. Mondy, et al. (1999:4-8) distinguish five functional areas, namely:

- planning, which includes recruitment and selection;

- human resources development;
- compensation and benefits;
- safety and health, and
- employee and labour relations.

Sparrow & Marchington, (1998:26) distinguishes between:

- selection;
- appraisal;
- development and
- reward.

For the purposes of this study, the division of Erasmus, et al., (1998:12-13) will be used, where the human resources management process as such is divided into:

- planning and organizing ;
- provision and acquisition (staffing);
- utilization and development, and
- maintenance and controlling of human resources.

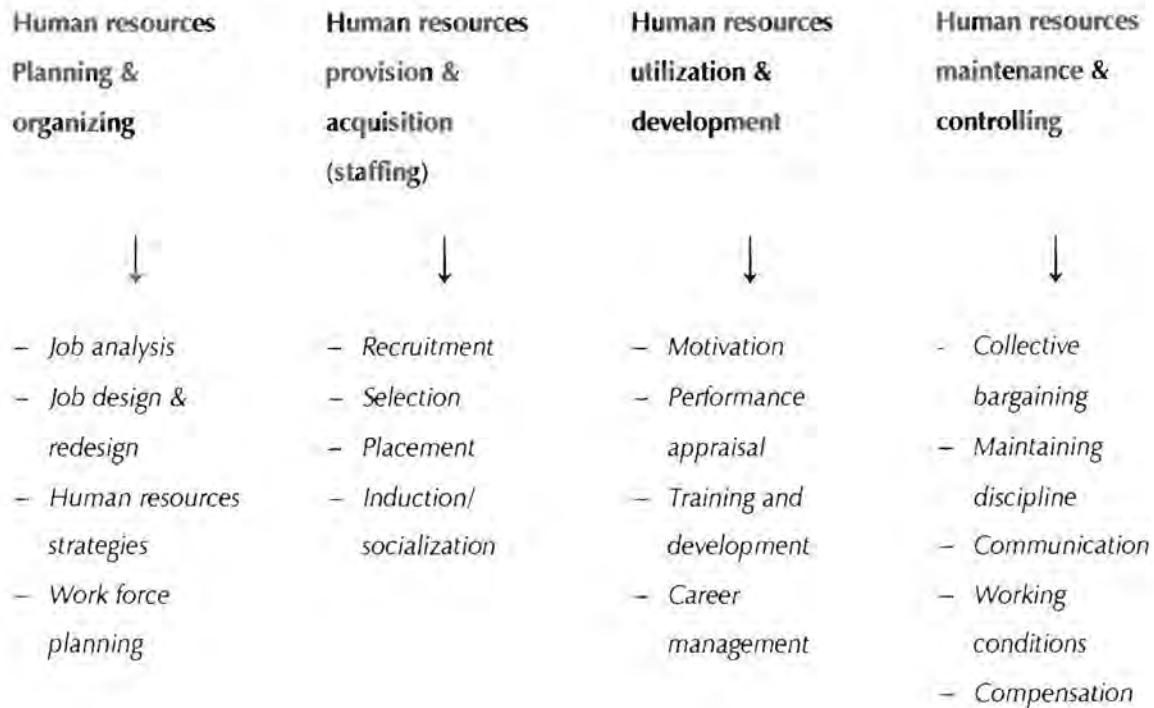


Figure 2.1 Human resources management activities and tasks (Erasmus, et al., 1998:12-13)

2.4.1 Human resources planning and organizing

In order to provide goods or services any organization needs the following:

- to have some sort of work to be done;
- the people who must do the work, as well as
- the strategies to enable the people to do the work.

Planning and organizing of the human resources management process, revolves around organizing the work and the people to do the work, as well as formulating strategies on when and how to do the work.

Work analysis is the first step in the human resources management planning process. This is a process of gathering information about the duties, responsibilities and accountability involved in a job. The purpose of work analysis is to generate two outcomes, namely, job description and job specification. Job description is the name of the post and the activities the post entails. Job specification includes the personal qualities that the employee must have to be able to perform his or her job successfully.

De Beer, et al. (1998:174) differentiate between job description and job specification as follows:

<i>Job description</i>	<i>Job specification</i>
name of the post	training
duties and responsibilities of the employee	experience
decisions employee must take	skills
physical ability	intelligence
aids the employee will use	personal qualities

On the basis of work analysis, jobs are designed or redesigned. This means that new jobs are created and existing ones are enhanced or eliminated. The purpose of job design is to group certain jobs that are related together into positions and categories. Jobs are grouped to create work groups, teams, divisions and departments. As the external forces within which the organization is operating change, the duties and responsibilities also need to be reallocated. This is the reason for job redesign (Mondy, et al., 1999:6).

After designing a job, it must be decided how many people with which skills are required to do the work. Workforce planning or forecasting must be undertaken (Erasmus, et al., 1998:14). This is the process of assessing human resources requirements to ensure that the right number of people with the right skills are placed in the right jobs and at the right time

(Grobler, 1993:14).

After determining the work to be done, positions and job categories as well as the skills of people needed to do the work, it is equally important to decide when and how these people should do the work. Strategies are formulated and work rules, policies and procedures are also designed (Erasmus, et al.,1998:14)

Human resources planning is the basis on which other human resources management functions, activities and tasks can take place. Planning in general has long been accepted as the major and basic management task. In the 1960's planning was popular and it was largely based on the assumption that current trends would continue into the future and change would be evolutionary and incremental. By the 1980's the pace of change affecting all types of organizations had become so rapid and radical, that new approaches were needed. Strategic planning emerged as a way of coping with the changes taking place in the workplace (Webb, 1995:429).

Human resources strategic planning is the process of relating the organization and its people to their changing environment and the opportunities and threats in the marketplace. The White Paper on the Management of Human Resources in the Public Service (South Africa, Dept. of Public Service and Administration,1997b:16) lists the three main steps involved in strategic human resources planning:

- assessment of human resources which will be required by the organization for the accomplishment of its overall strategic plan;
- assessment of the existing organizational human resources capacity and
- a plan of how the gap between existing human resources capacity and the future human resources requirement will be filled.

Assessment of human resources requirements helps to identify the number of staff members as well as the skills required to meet organizational objectives. This is what is referred to as human resources forecasting (Rothwell & Kazanas, 1994:167-188). The assessment of human resources capacity will identify the number of skills of staff the organization currently employs and the potential in meeting the future objectives of the organization. Rothwell & Kazanas (1994:114-131) refer to this as human resources. Having identified the gap between present and required employees, a strategy is then devised to enable the organization to meet its human resources needs. Rothwell & Kazanas (1994:223-243) refer to this as human resources.

2.4.2 Human resources provision and acquisition (Staffing)

Once everything has been decided upon and arranged, the human resources subsystem has to be activated. People required to do the work have to be identified, interviewed, appointed and utilized. This can also be referred to as the process of staffing the organization. The activities and tasks involved in this stage of the human resources management process include:

- recruitment;
- selection;
- appointment, and
- induction of new employees .

2.4.2.1 Recruitment

Recruitment involves those activities undertaken to attract sufficient job candidates with the necessary skills and competencies to perform the job. Before an organization can start recruiting potential employees, it must decide on a recruitment policy and procedure.

These are guidelines on how the organization intends to deal with recruitment. Policies and procedures assist to promote and achieve consistency in whatever decisions are taken concerning recruitment of staff.

In most cases recruitment and policy procedure is influenced by external and internal factors. External factors are factors outside the organization, such as labour conditions, legislation and trade union influence. Internal factors are those decided by the organization such as its affirmative action policy, costs and selection criteria. Besides external and internal factors, ethical issues such as information privacy should also be taken into consideration (Erasmus, et al., 1998:293-294).

Recruitment of employees for the organization is one of the most important tasks and serves as a vehicle through which the organization sells its image, not only to the potential employees, but to the general public as well. The White Paper on New Employment Policies for the Public Service (South Africa, Dept. of Public Service and Administration, 1997a:31) regards recruitment as the prime instrument for achieving employment equity. In drawing up recruitment policies and procedures, managers should also strive to achieve a race, gender and disability balance.

Generally, recruiting employees for the organization is an expensive process. The costs involved in this process are, advertising, interviews, travel, moving expenses, relocations etc. Since organizations spend a lot of money, time and energy in striving to recruit high performing employees, it is essential that the recruitment process is evaluated to establish whether the recruitment target was reached. Organizations often fail to recruit quality staff, because they do not evaluate their recruitment efforts. Evaluation of the recruitment process can result in implementing new recruitment methods.

2.4.2.2 Selection and appointment

Recruitment will result in a pool of qualified applicants from which suitable employees can be selected and appointed. Selection is the process of predicting which individual will best match a particular job. Using predictors, such as interviewing, aptitude tests, and other methods assist organizations in making selection decisions. Guidelines can be formulated for use when conducting interviews (Erasmus, et al., 1998:314-322).

Deciding on the right employee for a particular position is one of the most critical decisions the human resources manager must make. The success of the organization is dependent on the quality of the staff it appoints. Managers who are responsible for the appointment of employees, should have the skills to identify an appropriate match between the individual, the job, the work, the work group and the organization as a whole. Careful human resources selection enables employers to identify the training and development needs of new employees, taking into consideration their knowledge, skills and abilities upon entry.

As soon as the selection process is completed and the final decision on a suitable candidate made, the employer and the newly appointed employee must agree on certain terms and conditions of employment. A letter of appointment is then given to the successful candidate. As soon as someone is employed and started work, the human resources system of the organization has been activated (Erasmus, et al., 1998:14).

2.4.2.3 Induction

According to the model for the human resources management process by Erasmus, et al. (1998:13), the staffing process is not completed until the new employee is adequately familiar with the job and the organization. This process is referred to as induction or

orientation of new employees. Staff induction is the process by which the organization helps its newly appointed employees to settle in. It involves introducing new employees to colleagues, new surroundings and the organization, work units in which they will be working and what the job entails. The purpose of induction is to make the new employee feel at ease as soon as possible. It provides an early opportunity to establish a positive relationship between the new employee and his or her immediate supervisor (Parry, 1995:1). First impressions are often the most lasting and the way in which the new employees are treated by the organization may well have a significant impact upon their attitude and performance for many years to come.

2.4.2.4 Human resources utilization and development

As the employees settle in, they are also expected to carry out tasks and duties in accordance with the work performance standards and criteria (Erasmus, et al., 1998:14). The employee's work performance is appraised or managed. Erasmus, et al. (1998:402) define performance appraisal as the process by which the strengths and weaknesses of employees are identified, observed, measured, recorded and developed. The most common reasons for introducing performance appraisal are:

- identifying training and development needs;
- improving individual and organizational performance and
- encouraging manager-subordinate dialogue.

The White Paper on Human Resources Management in the Public Service (South Africa, Dept. of Public Service and Administration, 1997c:4) states that managing performance of employees is a key management tool to ensure that:

- employees know what is expected of them;

- managers know whether the employee's performance is achieving the required objectives;
- poor performance is identified and improved, and
- good performance is recognized and rewarded.

Performance appraisal is one of the most important facets of the human resources management process. It provides management with information on wage and salary decisions, promotions, dismissals and training and development needs. On the other hand it provides employees with feedback as to how well they are doing in their jobs, specifying their weaknesses and strengths. As the performance appraisal is carried out, the employee's needs for training and development are identified and addressed. Even if the organization hire suitable employees, additional training is always necessary to provide them with job-specific skills. When designing training and development programmes, it is essential to understand the broader national developments in training and development, that form the parameters within which organizations can train their employees. The human resources manager must be aware of guidelines for a skills development strategy for South Africa and related legislation, the National Qualification Framework (NQF) and the requirements set by the South African Qualification Authority. The work by Erasmus & van Dyk (1999) also covers all the steps and aspects of training for management in South Africa.

The training process starts with assessing the training needs of employees and formulating objectives for training programmes. The next step is to design the training programme and implement it by using various training methods that are likely to address the training needs of employees. The training programmes are then evaluated to ensure that the objectives are met. The reasons why organizations train and educate their employees are:

- to improve the performance of employees who do not meet the required

- standards of performance;
- to prepare employees for future positions;
 - to prepare employees for forthcoming organizational restructuring or changes in technology;
 - to increase the level of literacy of employees;
 - to benefit the individual employee, and
 - to improve interpersonal skills and make the organization a better place to work. (Erasmus, et al., 1998:480)

Most managers appreciate the fact that training is a good thing, but they fail to treat the evaluation of training as a priority. Establishing whether training achieves what it has set out to do is either done poorly or not done at all. There is a general assumption that once training has been provided to staff, their skills are automatically enhanced. Evaluation of the effectiveness of costly training efforts is paramount to the success of any training programme (Whetherly, 1994:24-27). This is the reason for inclusion of evaluation for training in this research project.

2.4.2.5 Human resources maintenance and controlling

It is also necessary to maintain and control labour relations in South Africa by ensuring employees are adequately compensated and that their health, safety and general well-being are maintained. Because these areas did not receive the necessary attention in the past, this resulted in the formation of trade unions in the workplace. The trade unions act as the representative of the workers. Managing labour and employment relations has become one of the management functions. Labour and employment or industrial relations affect all human resources functions from recruitment to communicating with employees.

Managers should be knowledgeable about labour legislation to be able to manage labour or industrial relations in the organization. Many laws, as mentioned in chapter one, govern employment relations in South Africa to regulate and maintain the relationship between employers and employees as well as the state.

Managers should familiarize themselves with these laws to be able to deal with certain aspects within the workplace, such as, maintaining discipline, handling grievances and managing conflicts among employees. The cost of a lack of knowledge on employment laws are extremely high. It leads to poor quality of work, low productivity, court cases, strikes, violence, grievances, a bad public image, and poor quality of work life.

To complete the human resources management cycle, the process of control is important throughout. Performance levels have to be monitored and kept in line with the requirements of the organization (Erasmus, et al., 1998:15)

In the process of utilizing employees to achieve the aims and objectives of the organization, it is important for managers to have certain skills and competencies. These include communication, motivational and leadership skills. These skills are required to utilize the full potential of each employee in the organization. This is the reason for inclusion of skills and competency needs of library managers in this research project.

2.5 The role of immediate managers in human resources management

One of the problems relating to human resources management is that there is no consensus as to who must perform the human resources function. Should it be performed by the human resources department or by the immediate or line manager? In larger organizations there is usually a separate department which performs the human resources

functions and is solely responsible for the well-being of employees. In smaller organizations the managers of the various departments are often responsible for the well-being of the employees who report to them (Erasmus, et al., 1998:19).

When an employee resigns and has to be replaced, the line manager or immediate supervisor is usually one of the first to know about the vacancy and is the one who will consider replacement by means of an internal promotion or transfer or external recruitment. The line manager is usually the one who is involved in the execution of most human resources management activities and tasks. This will include ensuring that the vacant post is advertised, making selection decision regarding a new appointment, introducing the new employee to colleagues and the work environment, appraising the employee's performance, recommending pay increases and promotions, and dealing with employee problems and grievances and maintaining discipline. The immediate supervisor performs most human resources tasks and activities. The targeted population in this research project is therefore, line managers and supervisors in a university library, rather than the staff in the human resources department of the university as a whole.

2.6 Conclusion

Before the organization recruits and selects employees, the job to be done must be clearly defined and job descriptions and job specifications completed. Suitable employees from inside or outside the organization are then recruited and selected to fill the vacant posts. Once hired, employees from outside the organization need to be inducted into the organization. Specific objectives and action plans are set for the employees and their performance is assessed according to these objectives and action plans. Training and development needs are identified through assessment of performance and addressed through training and development programmes. Employees are rewarded and control is

done to determine if the employees perform in line with the objectives of the organization. All these tasks and activities are usually performed by line managers or supervisors at all levels of the organization. In order to perform those tasks effectively managers should have communication, motivation and leadership skills.

In the next chapter attention will be given to human resources management in academic libraries specifically. Although there are similarities, specific environments such as academic libraries, sometime require a different perspective.

CHAPTER THREE

HUMAN RESOURCES MANAGEMENT IN ACADEMIC LIBRARIES

3.1 Introduction

The purpose of this chapter is to indicate how the general principles of human resources management, discussed in the previous chapter, can be applied in an academic library environment. Although management principles remain the same in all organizations, the unique character of specific organizations imply that these principles must be applied in a way that takes the specific requirements of a work environment into consideration. The university environment in South Africa has changed drastically since 1994 and libraries, forming part of the university, had to change as well.

Various factors are playing a role at present, such as changes in the educational policy of the government, financial constraints, student profiles, demands by the workplace, advances in information technology, etc. To enable academic libraries to deliver effective service to its clients, drastic changes had to be made in the way these libraries operate. This has had a tremendous impact on the staff required to deliver services and meet ever increasing demands by its clients. The traditional tasks performed by these institutions have changed and new skills are needed. To be able to meet the challenges, human resources management in academic libraries requires a unique approach. Managers on all levels have to be trained and retrained continuously to be able to manage staff effectively. More has to be achieved with less staff. Because most of the staff members working in academic libraries deal with clients themselves, skills required for these tasks become particularly important.

Library and information work is affected by new developments and by the context surrounding it. Academic libraries have to supply information to the university of which it forms a part and has to support the vision and mission of the institution as a whole. The vision and mission is to provide information on learning, teaching and research as well as community service. Academic libraries support these activities by acquiring, storing, organizing and disseminating information. Academic libraries are predominantly organized by functions such as acquisition, cataloguing, reference and circulation. In some libraries however, these functions are decentralized.

3.2 The impact of information technology on academic libraries

With the emergence of new technologies for storing, accessing and transmitting information, the traditional role of the academic library as the sole repository and supplier of information needed to support teaching, learning, research and community development, is no longer adequate. People working in the higher education environment and elsewhere also have to get access to the new technologies of storing and accessing information. The information services they must have access to, range from the Internet, online encyclopaedias, dictionaries and journals to online companies that specialize in digitized text (Joint, 1993:1). Students also increasingly utilize the Internet and other electronic sources to do research. To provide access to all available information, academic libraries are therefore required to integrate traditional resources with electronic resources (Smith & Phillips, 1999:1) .

People in the academic community no longer rely mainly on libraries for information they need for learning, teaching and research. Emphasis will shift away from the academic library as a place, away from the books and the journals it holds, towards the information to which it can provide access. This can therefore be characterized as moving from

"holdings" to "access", with access provided in many different ways (Joint, 1993:1). Changes in teaching and learning in higher education, combined with rapid development in electronic communications and resources, point to a new role for the information intermediary, which can be called a "networked learner support" (Fowell & Levy, 1995:1). Changes brought about by the extensive use of technology is one of the major forces that have and will continue to affect the work performed in academic libraries (Sullivan, 1992:1).

3.3 Other factors impacting on academic libraries

Apart from significant changes brought about by developments in information and communication technology, there are also other factors affecting the higher education environment in South Africa. These include the present and future envisaged transformation of higher education, new government policies towards higher education, the development of new academic programmes to meet requirements of the workplace, the increasing demand for up to date relevant information by staff, students and researchers, an increase in the volume of available information, as well as new formats in which information become available.

One of the greatest challenges academic and research libraries face today, is to prepare staff for the future. This requires serious attention to human resources programmes and consideration of needs and interests of staff at all levels (Sullivan, 1992:1). The aim of this research project is to identify the specific needs of managers in academic libraries to enable them to face and overcome the challenges facing them. The same human resources management functions discussed in Chapter two, will form the basis of this discussion.

3.4 Human resources planning and organizing in the academic library

Academic libraries should develop strategic plans incorporating human resources issues, to enable them to meet the needs of their clients. Jurow (1992:7) identifies strategic planning as one of the key weaknesses in the human resources management in academic libraries. The reason can be that academic libraries mostly do not do their own strategic planning. In most universities strategic planning is done by university administrators. This can lead to a situation where libraries are not included in the institutional strategic plan.

In Great Britain in the late 1980's and early 1990, the new higher education funding councils invited higher education institutions to present their strategic plans in the light of developments affecting higher education. In these strategic plans it was discovered that no attention was given to the funding of library and information services, nor to learning and teaching support services in general (Joint,1993:1).

Looking at the situation in South Africa, the Green Paper on Higher Education Transformation (South Africa, Dept. Of Education,1996:1-55) focussed mainly on topics like democratization, equality, structure, governance, and funding. No explicit attention was given to higher education support services such as libraries and information services. The Working Group on Libraries and Information Technology (South Africa, National Commission on Higher Education,1996) gave attention to this aspect.

The responsibility for identifying, assessing and forecasting human resources needs of academic libraries should be the duty of library managers instead of university administrators. The current library and information environment in which libraries operate, requires an organized and comprehensive approach to human resources planning. It is therefore vital for library managers to recognize and understand the forces that influence the management of human resources in academic libraries.

New technologies, rising prices of library materials, diminishing budgets, new legislation, government policies, institutional policies, practices affecting employment as well as increasing user expectations and demands, are just some of the forces that will have an effect on the operations of academic libraries. A sound strategic plan will take all these factors into consideration and utilize them as opportunities rather than threats.

3.5 Human resources provision and acquisition (staffing) in the academic library

The labour market in library and information service organizations is affected by trends, both locally and nationally. These trends relate to the workforce in general and in the library profession in particular. Poor economic conditions can create unemployment and little growth in the workforce. Healthy economic conditions can create employment and shortages in the available workforce (Rubin, 1993:35). A growing population with high rate of unemployment and a low skill base, characterizes the South Africa's labour market. According to the Labour market statistics (<http://www.statsa.co.za>), the number of students registered at universities and technikons in South Africa in 2000, is 546 758. A large number of these students will not be employed upon completion of their education, due to the economic conditions of the country and lack of skills required by potential employers. Most jobs are demanding higher skill levels and more education (Dyckman, 1992).

The number of technikons and universities that offer library and information science courses have decreased significantly over the past few years. A large number of graduate librarians are also not equipped with appropriate skills, especially skills relating to technology. This situation also has implications for library managers who strive to recruit and select quality library staff. Skills and competencies required when applying for jobs in the library and information services professions include:

- **information handling skills:** cataloguing, indexing, general management and organization of information, knowledge organization, information retrieval;
- **training and facilitating skills:** helping people to use the library and information resources in any media, user support, user instruction. Subject librarians will also have to understand teaching / learning and research skills so that they can perform their para-academic functions;
- **evaluation skills:** selection, critical evaluation and review, quality assurance information, fitness for purpose, as needed in both traditional and digital library environments;
- **interpersonal skills:** communication, customer care, teamwork, flexibility, advisory, guidance and user education;
- **technological skills:** networking, the Internet, multimedia, word processing, document imaging, electronic databases, web pages etc., and
- **management skills:** strategic planning, project management, financial management, problem solving, leadership, and marketing (Elkin, 1997:3).

Information professionals are the gateway of the new age, as mediators, interpreters, guides and navigators. In order to keep a major role in the information chain across the spectrum of information opportunities, information professional require the following characteristics (Elkin, 1997:7) :

- high level information handling skills;
- high level management and leadership skills;
- transferable skills, perhaps moving between sectors;
- to be good in communication;
- to be flexible and adaptable;
- to be innovative and imaginative, and

- the ability to be proactive.

These are some of the skills and competencies that library managers will be looking for when recruiting and selecting potential employees. Most library managers however, devote little time, energy and resources when recruiting and selecting staff. Rubin (1993:1) lists some of the reasons for this:

- the need to hire someone as quickly as possible so that work routines can be completed;
- lack of time available to library managers;
- small amount of money available for the recruitment and hiring process, and
- the need to quickly appease other staff members who may be forced to take on extra duties during a vacancy.

Rubin (1993:57-105) provides some guidelines for conducting the hiring process, specifically of library staff. Recruiting and selecting quality staff depends on the approach adopted by library managers. Careful human resources recruitment and selection enables library managers to identify training and development needs of the new librarians, taking into account their knowledge, skills and abilities upon entry.

3.6 Human resources utilization and development in the academic library

Information technology and other developments within the higher education environment, have implications not only for people who apply for jobs in libraries and information service organizations, but also for people who are already working in these organizations. Library managers should ensure that the skills and competencies of library

staff are continuously enhanced or developed. The Working Group on Libraries and Information Technology (South Africa, National Commission on Higher Education, 1996:1-7) states that investment in human resources development and training is the key factor in raising the quality of library and information services. It is emphasized that poor levels of service in a library because of inadequate staff training and development, may lead to an apparent lowering of user demand, and hence the perception in institutions that increased overall funding support may be unnecessary.

There is also an overall shortage of skilled human resources distributed along the career paths of the information technology departments and libraries in the higher education sector. The probable cause of this shortage is the poor match between pre-service education and training programmes offered by tertiary institutions on the one hand and lack of opportunities for continuing education for upgrading of skills on the other.

The Working Group on Libraries and Information Technology (South Africa, National Commission on Higher Education, 1996:3) emphasizes that staff training for library practitioners requires recognition of the matrix of training needs, including those of senior managers, supervisory staff, technical staff and public service providers.

Managers and supervisors in libraries need skills of a more general management type, including financial, personnel, project and change management and also in the field of industrial and labour relations. Specific groups, such as subject librarians and technical services staff on whom the greatest demand are likely to be placed by the changing electronic library environment, also have specific training needs. Elkin (1997:3) lists major areas of training and development needs for librarians as:

- developing and updating information technology skills;
- customer service skills and associated questions of interpersonal behaviour;

- management skills, especially financial, to support management of change;
- programmes on leadership, and
- strategic thinking skills.

Training and development of library staff does not only involve organizing formal training and development programmes. Another way of developing library staff is through delegation, especially for management and leadership skills. The future of the library and information service profession lies in the hands of young librarians, currently occupying lower and middle positions. Library managers must therefore allocate more responsibilities to these librarians so as to make optimum use of their skills. Unfortunately, most managers are reluctant to delegate or they use it incorrectly. This might be because:

- they worry that employees will make mistakes;
- they dislike sharing credit for success with subordinates;
- they believe they don't have time to teach workers how to do the delegated work;
- they don't trust the methods employees would use, and
- they prefer to retain control over their job by doing everything.

3.7 Human resources maintenance and control in the academic library

Library and information service organizations all have a shortage of funds. They are non-profit making organizations and their situation is worsened by the rising costs of library materials, budget cuts and ignorance of the value of library services by university administrators. They spend large sums of money on recruitment, selection and compensation of library staff. It is therefore essential for library managers to ensure that the staff that they have, remains as employees of the library.

In most organizations, people work because they need money to feed, clothe and house themselves and their families. In order to make the people work harder, the best way is to offer them more money. The problem with academic libraries is that they don't have enough money to compensate their employees adequately. Library managers are faced with the challenge to convince their employees that there are other motivating factors beside money. Industry week (<http://www.ilma.org>) did a survey among its readers on the question: " what is the biggest long term motivator for you?" The results showed that money didn't make the number one spot. Other motivating factors except money were: working for a leader with vision, values, being given greater responsibility, developing the respect of subordinates and peers and recognition from supervisors.

Library managers who do not want their staff to be lost to other organizations should therefore demonstrate that they are worthy of respect and have personal integrity. This calls for the need for managers to maintain good working relations with their staff.

3.8 Conclusion

Human resources have to be managed in academic libraries as in any other organization. Decisions relating to human resources in libraries and information services are important but difficult to make. This might be the reason why some human resources management activities and tasks are ignored or neglected. Academic libraries usually do not have full-time human resources managers to oversee this part of management. Managers on all levels have responsibilities in this regard, although they have to do it as part of their job. Even so, they need to be conversant with what is needed to manage staff effectively.

The skills and knowledge to perform human resources management tasks and activities can determine the quality of library services. Not only do these human resources

management activities and tasks affect the productivity and morale of staff, but they are also fraught with legal pitfalls. They are subject to uncertainty, ambiguity and conflict. This is true of tasks and activities related to hiring or employment, utilization, training and development as well as maintenance of human resources in the library. For this reason, a systematic determination of the development needs of library managers to perform these human resources management tasks and activities is critical.

CHAPTER FOUR

ASSESSMENT OF MANAGEMENT DEVELOPMENT NEEDS

4.1 Introduction

In Chapter four the identified human resources management activities and tasks are used in designing, developing and implementing the questionnaire. The questionnaire includes skills and competencies required of library managers to perform human resources management activities and tasks effectively.

Ways of determining or identifying management development needs are also discussed in this chapter, as well as the model used to identify the management development needs of library managers.

4.2 Needs assessment

Needs assessment can be defined as the systematic explorations of the way things are and the way they should be. This means that needs assessment deals with identifying the gap between current and expected performance and results. The needs assessment process is conducted mainly to consider the benefits of any development programme that may be employed to satisfy the needs. Development programmes should therefore directly respond to a discrepancy identified by the needs assessment process.

Needs assessment can become necessary due to a variety of situations. This may include organizational or individual performance problems, technological developments, political,

social and economic conditions, new directions the organization is taking, opportunities, work content, etc. An attempt is made in this research project to determine the needs of library managers to deal with human resources issues, due to the changing environment in which academic libraries operate at present.

There are several methods or techniques for needs assessment, such as interviews, questionnaires, observation, consultation with people in key positions, tests, focus groups etc. Using only a questionnaire was selected for the purpose of this research project. The reasons will be discussed in 4.4.

4.3 Model for identifying management development needs

There are various methods that can be used for identifying management development needs. It can be done by asking managers to describe the type of training they would like to receive. In other cases managers can be asked to report how they need to improve themselves in various areas of expertise. Performance appraisal as a means of identifying management development needs can also be used (Graham & Mihal, 1986:38).

Using surveys for determining management development needs has several advantages. They encourage managers to take the responsibility for identifying their own development needs. The needs identified in such surveys are real needs, rather than perceived needs.

The Graham and Mihal model of identifying management development needs (1986:38-42), with some modifications was selected for the purpose of this research project. This model is specifically directed at determining development needs of library managers, based on the objectives of academic libraries rather than on the perceived needs of individual managers.

The Graham and Mihai model requires specific steps to be followed (Erasmus & Van Dyk 1998:114; Graham & Mihai, 1986:38-42). The steps are the following:

The **first step** requires compiling a comprehensive list of tasks, competencies and characteristics related to what managers do.

In **step two** managers are requested to indicate which tasks they like to perform more effectively, which areas of specialization they would like to know more about and which skills they would like to improve. In this research project library managers were requested to indicate the tasks they regard as the most important and they would like to perform more effectively. They were also requested to indicate the skills and competencies they would like to improve. They were not asked about areas of specialization they would like to know more about.

In **step three** library managers are requested to place their needs in order of priority and to link the objectives of those needs.

Step four requires immediate supervisors to evaluate tasks and to establish a final list of development needs.

The Graham and Mihai model can only be applied in the form of a questionnaire.

4.4. Questionnaire design

The questionnaire was selected as the most convenient method for this research project. The reason for selecting the questionnaire was that it is the only data collection method that can be used with the Graham and Mihai model. It was also decided to use a

questionnaire because of time constraints and because respondents are in different geographic locations. Other data collection methods such as interviews, group discussions and telephonic interviews were considered, but due to distance, costs and time constraints, other data collection methods could not be used in this research project. Group discussions would not be feasible, as this would require lengthy group sessions. Telephone interviews were also not possible because it would be impossible to interview all library top, middle and lower managers in the six selected university libraries. The questionnaire can be completed by respondents in their own time.

According to the model selected, making a list of potential training and development needs should be the first step in the needs assessment process. A list of twenty tasks associated with the four aspects of human resources management activities discussed in chapter two, was compiled. Five tasks from each human resources management activity were listed. The list of human resources management activities and tasks were obtained from relevant literature on the subject.

The first part of the questionnaire aims to gather general information about the institution, the age, gender, level of management, experience, number of subordinates and qualifications of the library managers in the institution. The reason for including these factors was to determine the extent to which these variables influence the management development needs.

The tasks listed in the questionnaire were based on those that are part of the human resources function of the academic library. In order to determine how library managers rate these tasks, they were requested to indicate the degree of importance they attach to each human resources management task. The importance and value attached to each task was given weights:

- 1 = not important at all;
- 2 = not important;
- 3 = important;
- 4 = very important;
- 5 = no opinion.

The main purpose of this research project is to identify and measure specific needs of library managers in performing human resources management activities and tasks. They were requested to indicate the degree of need for development for each human resources management task. The development needs scale was also assigned weights:

- 1 = no need at all;
- 2 = no need;
- 3 = need;
- 4 = strong need;
- 5 = no opinion.

The next step in the Graham and Mihai model is to request managers to place their needs in order of priority and to link the objectives to these needs. Library managers were also requested to indicate in order of preference ten of the most important human resources management tasks they would like to develop their performance in.

In identifying management development needs, library managers were also requested to identify skills and competencies they need in order to manage staff effectively. These were also assigned weights:

- 1 = strongly disagree;
- 2 = disagree;

- 3 = agree;
- 4 = strongly agree;
- 5 = No opinion

The list of human resources management tasks selected for the purpose of this research project is not as comprehensive as required by the Graham and Mihal model. Library managers were also requested to make a list of human resources management activities and tasks that they feel are important and would like to know more about or improve their performance in, but which were not included in the questionnaire.

4.5 Questionnaire development

4.5.1 Pilot study

The questionnaire was sent to a few selected library staff members at the University of the North where the researcher is employed. The purpose of the pilot study was to establish the feasibility of using the data collection method and the understandability of the questions. The results indicated some of the questions needed to be changed for consistency.

4.5.2 Changes made to the questionnaire

In section A, library managers were requested to indicate the level of management to which they belong: top, middle or lower level. The pilot study showed that some library managers, who are in fact middle managers, regarded themselves as top managers. This indicated that there would be problems as to which positions are regarded as top, middle or lower management. Institutions can also use different terminology. Some institutions

regard senior librarians as top management while in other institutions they are regarded as middle managers. A decision was therefore made to ask the respondents about the positions they hold in the library to assist deciding whether a particular position falls within the top, middle or lower management level.

Section B was combined with section C because they both deal with the importance and value library managers attach to each human resources management task. Section B was divided into B1 and B2, with B1 dealing with the importance attached to selected human resources management tasks and B2 dealing with the prioritization of those tasks.

In all the sections the tasks, skills and competencies to which the answer was "no opinion", are considered to be those the respondent feels he/she does not know anything about or does not fall within his / her job description. This needed to be mentioned in the covering letter to ensure that all the questions are answered.

4.5.3 Final questionnaire

The final questionnaire (Annexure A) consists of five sections:

Section A consists of demographic information, including the age, gender, qualifications and length of service or experience. Other job related information such as job title or position and number of subordinates is also included in this section.

Section B deals with the degree of importance and value library managers attach to each human resources management task they perform.

Section C deals with the need of library managers for development in order to work more effectively.

Section D looks at the skills and competencies library managers require in order to manage their staff effectively. This may also serve as guidelines to develop a programme for library managers in South African university libraries.

Section E deals with any human resources management tasks that are considered important but are not covered by the questionnaire.

4.5.4 Questionnaire Implementation

The questionnaires were given personally to staff members of five selected academic libraries at the Gaelic seminar held on the 30th and 31st May 2001 at the UNISA library. They were requested to hand them to the head of libraries or the director for distribution. Because the University of the Northwest was not represented at the seminar, their questionnaires were sent by mail.

The number of top, middle and lower managers in the selected academic libraries were not known and twenty questionnaires were therefore sent to each library for distribution among appropriate managers. A covering letter (Annexure B), directed to the heads or directors of the six academic libraries was written, requesting their cooperation.

The purpose and scope of the questionnaire was explained to the respondents in the introduction. The respondents were requested to return the questionnaire to the researcher on the predefined date.

4.6 Conclusion

After considering all data collection methods available, it was decided to make use of a questionnaire, based on the Graham and Mihai model of identifying management development needs. The questionnaire was designed and a pilot study was conducted to test its validity and reliability. The draft questionnaire was then amended and the final questionnaire distributed to six selected academic libraries. The results of the questionnaire will be presented and discussed in the next chapter.

CHAPTER FIVE

RESULTS OF THE QUESTIONNAIRE

5.1 Introduction

In this chapter the results of each section in the questionnaire are presented in the form of tables. These tables are followed by a discussion of the results, which analyse and interpret the responses to each section. The results are given in the sequence followed in the questionnaire.

Section A deals with the response rate as well as demographic factors or variables that may have an influence on the management development needs of library top, middle and lower managers.

Section B deals with the importance and value library managers attach to selected human resources management tasks. The analysis of the results was based on the most frequently occurring ranking or the mode. The total sum of scores or the mean will also be used for the purpose of analysing the results. The results on prioritization of human resources management tasks will be presented in the order in which the respondents rate these tasks.

Section C deals with the results on the need for development by library managers to perform human resources activities and tasks effectively. Analysis will also be based on the most frequently occurring ranking or mode and the total sum of scores or the mean.

Section D presents the results on the skills and competencies required by library managers to perform human resources management activities and tasks effectively. The results in this section will be analysed according to the mean and mode as in sections B and C.

Section E deals with tasks that were not included in the questionnaire but rated necessary by some respondents.

Some respondents did not answer all the questions. The total number of responses will therefore differ in some questions and this will affect the statistical analysis. Because it was not possible to establish how many managers on the different levels work in a particular academic library and if all of them completed the questionnaire, the results of this survey only indicates that the problem under investigation exists and should be addressed.

No absolute deductions are possible, but trends can be identified.

5.2 Results of the questionnaire

5.2.1 Section A : Response rate and demographic factors

5.2.1.1 Response rate

Library managers from five academic libraries responded to the questionnaire. Managers from one of the selected university libraries did not respond at all. It is not known whether the questionnaires mailed to the University of the North West were in fact received. The results represent a relatively high response rate per institution, but the number of responses received from the University of Pretoria was disappointingly low, as this is one of the biggest university libraries in South Africa and only three responses were received. This might make the validity of the survey questionable. As the original intention was to

include three historically white and three historically black universities in the survey, the lack of response by University of the Northwest might be regarded as balanced by the low response of the University of Pretoria. The aim of this study is mainly an attempt to establish trends present in academic libraries in South Africa regarding human resources management development needs, rather than a statistically correct analysis of these needs. The aim is mainly to ascertain if there is a need among the respondents for development and which aspects deserve attention in the future.

The response rate was also affected by the number of managers from individual university libraries who responded. Table 5.1 indicates the number of individual responses that were received from each library. According to this table the total number of responses received is forty-four. These responses could however not be analysed in terms of percentages, because it is not known what the number of top, middle and lower managers in most selected academic libraries is. Less than the expected number of responses was received. The number of responses received from each selected university library should reflect the size of the library and the number of managers each library has. Large academic libraries with more library staff should have more responses than small academic libraries with few library staff. The library that sent more responses is one of the largest university libraries in South Africa, namely UNISA. The responses from other big libraries such as the University of Pretoria, with only three responses, cannot be correct and will distort results. In the tables abbreviations for the five universities are used.

Table 5.1 Response rate to questionnaires sent out

Institution		Responses
University of South Africa	UNISA	14
University of the North	UNIN	11
Rand Afrikaans University	RAU	8
University of Venda	Venda	8
University of Pretoria	UP	3
University of North West	UNW	–
Total		44

The number of responses received might also be dependent upon the cost of postage. Individual library managers might not have returned questionnaires because of expenses.

The procedures followed in individual university libraries might also have an influence on the number of responses received. In some academic libraries the respondents might be requested to fill in the questionnaires and submit them to someone, who will then be responsible to return all their responses. Two university libraries returned their responses in one envelope. This procedure might result in a higher return. Some libraries distributed the questionnaire to respondents to complete and return on their own. This was done by most of the university libraries, but it lowered the number of responses received.

Distance might also influence the return of responses. In the University of the North library, where the researcher works, he was able to make sure that all questionnaires were completed and submitted.

One university library did not respond to the questionnaire. This is the only university library where the questionnaire was sent by post, and it might not have reached its destination.

5.2.1.2 Gender of respondents

Out of forty-four responses that were received, twenty-nine (65.9%) of the respondents were females and fifteen (34.1%) of them were males (Table 5.2). These results reveal that the library and information service profession predominantly consists of female workers. Despite their numbers, most women are still occupying middle and lower management positions.

All the questionnaires completed by women were analysed to determine the number of women occupying top management positions. Only one female respondent is employed as library director and five as deputy directors or deputy librarians. This shows that the number of women holding top-level management positions in academic libraries is still low, compared to men.

Table 5.2 Gender of respondents

Gender	Frequency					Total (%)
	UNIN	RAU	UP	Venda	UNISA	
Males	4	6	2	6	11	29 (65.9)
Females	7	2	1	2	3	15 (34)
Total	11	8	3	8	14	44 (100)

One may agree with Erasmus, et al.' (1998:76) statement that, although managers accept affirmative action in relation to blacks, it is not the case regarding women in South African

organizations. Many people continue to see female and male differences as having implications for work performance abilities. Women managers are still subject to gender-based barriers and discrimination even in organizations where they are in the majority.

5.2.1.3 Age groups of respondents

Most library managers or respondents belong to the age group between 40-49 years. Out of forty-four respondents, fifteen respondents (34%) are within this age group. Thirteen respondents (29.5%) each are in the age groups 30-39 and 50-59 years. Only two (4.5 %) of the respondents fall within the age group of 18-29. Only one (2,2%) respondent is within the age group of 60 years and older (Table 5.3).

Table 5.3 Age groups of respondents

Age	Frequency					Total (%)
	UNIN	RAU	UP	Venda	UNISA	
18-29	2	-	-	-	-	2 (4.5)
30-39	5	2	1	4	1	13 (29.5)
40-49	2	1	2	3	7	15 (34.1)
50-59	2	5	-	-	6	13 (29.5)
60 & older	-	-	-	1	-	1 (2.3)
Total	11	8	3	8	14	44 (100)

There is a general perception that management abilities are linked to age. The deterioration of physical abilities does not imply that work performance also deteriorate.

Table 5.4 Management levels

Management Level	Age					Total
	18-29	30-39	40-49	50-59	60 & older	
Top	-	-	4	6	1	11
Middle	-	7	7	4	-	18
Lower	2	6	4	3	-	15
Total	2	13	15	13	1	44

The results in table 5.3 were also manipulated to determine the age group, of most of the management positions. The biggest age group is between 40-49 years and most of library managers in this age group, hold the middle level positions (Table 5.4).

Only four respondents in the age group of between 40-49 years hold top management positions. Most of the top management positions are held by respondents between 50-59 years old, namely six respondents. Most of the managers holding top management positions are reaching retirement age.

Yadavalli (1999:26) identifies aging managers occupying top management positions in the workplace as one of the major challenges posing a serious threat to the workforce in the future. Leadership training and development of the managers who are occupying middle and lower management positions are therefore essential in order to replace the aging managers. Training and development of middle level competencies is also emphasized in the White Paper on Skills Development Strategy in South Africa.

5.2.1.4 Qualifications of respondents

Fourteen respondents (31.8%) have a Masters degree in Library and Information Science. Thirteen respondents (29.5%) have an Honours degree in Library and Information Science, followed by seven respondents (15,9%) who have a B. Bibl degree or a degree plus Higher Diploma in Library and Information Science (HDL). Four (9%) respondents have a Technikon diploma in Library and Information science. Three respondents (6.8 %) have Matric and two respondents (4.5 %) have a Doctorate in Library and Information Science. One of the respondents (2.2%) has another qualification, which was not included in the questionnaire. Table 5.5 indicates the respondents' highest qualifications.

Table 5.5 Qualifications of respondents

Qualification	Frequency					Total (%)
	UNIN	RAU	UP	Venda	UNISA	
Matric	-	2	-	-	1	3 (6.8)
Technikon Diploma	-	1	-	1	2	4 (9)
B.Bibl + HDL	2	1	1	-	3	7 (15.9)
B.Bibl (Hons)	3	1	2	2	5	13 (29.5)
M.Bibl	6	2	-	3	3	14 (31.8)
D.Bibl	1	-	-	1	-	2 (4.5)
Other	-	1	-	-	-	1 (2.2)
Total	13	8	3	9	13	44 (100)

Qualifications and level of education also have a major influence on the management abilities of library managers. Professional qualifications increase the individual's awareness of his/her management development needs. It helps the individual manager understand

his/her needs and also those of others. These results were manipulated to determine which positions the library managers hold and what their level of professional qualification is. The results (Table 5.6) show that most library managers with Masters degrees in Library and Information Science, hold the middle management positions.

The results (Table 5.6) also show that most of those who have an Honours degree in Library and Information Science, hold top management positions, contrary to expectations that those who have a Masters degree would hold top management positions.

Table 5.6 Level of Management vs Qualifications of respondents

Qualification	Top	Middle	Lower	Total
Matric	-	2	1	3
Technikon Diploma	-	-	4	4
B.Bibl + HDL	3	3	1	7
B.Bibl (Hons)	4	5	4	13
M.Bibl	3	6	5	14
D.Bibl	1	1	-	2
Other	-	1	-	1
Total	11	18	15	44

It is possible that some top managers have additional qualifications which were not provided for when designing the questionnaire for this research project. Respondents should have been requested to list any further qualifications which were not included in the questionnaire.

5.2.1.5 Positions held

Eleven respondents (25%) hold middle management positions. Top managers, that is, directors and their deputies, scored five (11.3%) and six (13.6%) respectively. The lowest number of respondents hold lower management positions with two respondents (4.5%). Two respondents (4.5%) did not indicate the management level to which they belong. There were ten (22.7%) of respondents who occupy positions that are not included in the questionnaire (Table 5.7). Because respondents were requested to indicate the positions they hold, this would make it possible to decide to which management level they belong.

Table 5.7 Positions held by respondents from various institutions

Positions	Frequency					Total (%)
	UNIN	RAU	UP	Venda	UNISA	
Director/Chief Librarian	1	-	-	1	3	5 (11.3)
Deputy Director	-	1	-	-	5	6 (13.6)
Senior/Principal Librarian	4	1	1	1	1	8 (18.1)
Librarian	6	1	-	4	-	11 (25)
Assistant Librarian	1	-	-	-	1	2 (4.5)
Other	-	4	2	1	3	10 (22.7)
Did not answer	-	1	-	-	1	2 (4.5)
Total	12	8	3	7	14	44 (100)

Six of the respondents referred to themselves as assistant directors. This was equated to the position of senior or principal librarian and is regarded as a middle level management position. One respondent referred to himself as a unit leader. This was also equated with a middle level management position.

Another respondent just wrote “leader”. It was very difficult to determine whether this respondent is the head of the whole library or the head of unit or section within the library. For the purposes of this research project, this was equated with a middle level management position. The last two respondents referred to themselves as an administration officer and a chief library assistant. These were equated with lower management positions.

5.2.1.6 Experience of respondents

The majority of the respondents (43.1%) have been in the library and information service profession for 10-19 years. Thirteen respondents (29.5%) have 20-29 years experience. Eight respondents (18.2%) have 1-9 years experience. Three respondents (6.8%) have 30-39 years experience and one respondent (2.2%) has 40 and more years of experience (Table 5.8).

Table 5.8 Years of experience of respondents

Experience	Frequency					Total (%)
	UNIN	RAU	UP	Venda	UNISA	
01-09	4	1	1	2	-	8 (18.2)
10-19	5	3	1	5	5	19 (43.2)
20-29	1	3	1	-	8	13 (29.5)
30-39	1	1	-	-	1	3 (6.8)
40 years & more	-	-	-	1	-	1 (2.3)
Total	11	8	3	8	14	44 (100)

The above results were also manipulated to determine the management positions occupied in terms of experience (Table 5.9)

Table 5.9 Years of experience vs management level of respondents

Management Level	Experience					Total
	01-09	10-19	20-29	30-39	40 years & more	
Top	-	3	5	2	1	11
Middle	3	9	6	-	-	18
Lower	5	7	2	1	-	15
Total	8	19	13	3	1	44

From the results as shown in Table 5.9 it is apparent that most respondents in top level management positions have 20-29 years of experience and those in middle level management positions have 10-19 years experience. Most library managers in lower management positions have 1-9 years of experience (Table 5.9).

5.2.1.7 Number of subordinates of managers

Eighteen (40.9%) have 1-5 subordinates working under them. Ten respondents have 6-10 subordinates, seven respondents (15.9%) have 11-15 subordinates, whilst five respondents (11.3%) have 12 and more subordinates. Two respondents (4.5%) have 16-20 subordinates. Two respondents (4.5%) did not indicate how many subordinates are working under them (Table 5.10).

Table 5.10 Subordinates working under respondents

Number of subordinates	Frequency					Total (%)
	UNIN	RAU	UP	Venda	UNISA	
1-5	6	3	-	4	4	17 (38.6)
6-10	1	3	1	2	3	10 (22.7)
11-15	2	-	2	1	3	8 (18.2)
16-20	1	-	-	-	1	2 (4.5)
21 & more	1	1	-	-	3	5 (11.4)
Did not answer	-	1	-	1	-	2 (4.5)
Total	11	8	3	8	14	44 (100)

The number of library staff or subordinates each library manager supervises, can also have an influence on the management abilities of library managers. The library managers with a large number of staff directly under him or her may experience problems in, for example, communicating with employees. Differences in terms of values, abilities, skills, personalities, attitudes, etc. may also have an impact on the management abilities of a manager.

5.2.2 Section B: Importance attached to human resources management tasks and prioritization

Section B was divided into two questions. The first question deals with the importance or value respondents attach to each selected human resources management task. The second question deals with the prioritization of those tasks.

5.2.2.1 Importance attached to human resources management activities and tasks

The respondents were requested to indicate how they rate selected human resources management tasks by indicating (Table 5.11):

- | | | |
|---|---|-------------------------------|
| 1 | = | Not important at all |
| 2 | = | Not Important |
| 3 | = | Important |
| 4 | = | Very important |
| 5 | = | No opinion or not applicable. |

These results reveal that most respondents rate the tasks involved in utilizing and developing human resources as the most important. These tasks include:

- improving human relations with forty respondents (90.9%);
- motivating employees with thirty-nine respondents (88.6%);
- conducting performance appraisal with thirty-six respondents (81.8%); and
- delegating responsibility among staff with thirty-four respondents (77.2%).

The tasks involved in managing labour are rated as next in importance. These tasks include:

- communicating with employees with forty respondents (90.9%)
- maintaining and improving working conditions with thirty-four respondents (77.2%); and
- understanding employment relations with thirty-one respondents (70.4%).

The tasks involved in human resources planning are next, whilst the tasks involved in the provision of human resources are rated as the least important.

Table 5.11 Rating of human resources management tasks

	1	2	3	4	5
Human Resources Planning					
1 Formulating human resources strategy	-	3	11	24	6
2 Conducting job analysis and design	-	3	12	27	2
3 Writing job descriptions and specifications	-	3	11	28	2
4 Assessing human resources management requirements	-	3	11	28	2
5 Designing work rules and procedures	-	1	12	30	1
TOTAL	0	13	57	137	13
Human resource provision					
6 Recruiting potential employees	-	5	13	21	5
7 Evaluating recruitment process	-	5	16	19	4
8 Selecting and appointing new employees	-	-	14	28	2
9 Achieving equity in the selection process	-	1	16	24	3
10 Introducing new employees to the library	-	2	16	24	2
TOTAL	0	13	75	116	16
Utilizing and developing employees					
11 Motivating employees	-	1	3	39	1
12 Improving human relations	-	-	4	40	-
13 Conducting performance appraisals	-	1	7	36	-
14 Evaluating training programs for employees	-	2	16	25	1
15 Delegating responsibilities among staff	-	2	7	34	1
TOTAL	0	6	37	174	3
Managing Labour and Employment Relations					
16 Understanding employment legislation	-	1	12	31	-
17 Maintaining discipline among employees	-	2	16	25	1
18 Handling employee grievances	-	2	17	24	1
19 Communicating with employees	-	-	4	40	-
20 Maintaining & improving working conditions	-	2	7	34	1
TOTAL	0	7	56	154	3

Not all respondents rated all the listed tasks. These results show that most library managers rate human resources tasks related to utilizing, developing and maintaining of employees higher than those relating to organizing, strategies for and acquiring human resources for the library. The reason for this might be that the tasks involved in planning for and acquiring human resources are handled by the human resources department of the university as a whole. The tasks relating to developing and maintaining employees are probably rated higher because these tasks are done in the library itself.

5.2.2.2 Prioritization of human resources management activities and tasks

In order to confirm the above results, the respondents were requested to prioritize the ten human resources management task on the list (Table 5.12). The responses to this question of four of the questionnaires were not included in this analysis because they were not completed.

Table 5.12 indicates that communicating with employees is rated as the most important human resource management task by thirty-six respondents (90%). Thirty-five respondents (87.5%) rate motivating employees as the second most important task. Conducting performance appraisals and maintaining and improving working conditions is rated third by thirty respondents (75%) each. Four tasks, namely:

- formulating human resources strategy;
- improving human relations;
- delegating responsibilities among staff, and
- understanding employment legislation are also rated important by twenty-six (65%) respondents

Table 5.12 Ten most important human resources management activities and tasks: ranking

Task no*	Task	Frequency (%)
19	Communicating with employees	36 (90)
11	Motivating employees	35 (87.5)
13	Conducting performance appraisals	30 (75)
20	Maintaining & improving working conditions	30 (75)
1	Formulating human resources strategy	26 (65)
12	Improving human relations	26 (65)
15	Delegating responsibilities among staff	26 (65)
16	Understanding employment legislation	26 (65)
8	Selecting and appointing new employees	23 (57,5)
3	Writing job descriptions and specifications	22 (55)

* (ref questionnaire - appendix 1)

Twenty-three respondents (57.5%) rated selecting and appointing of new employees as important, followed by twenty-two respondents (55%) writing job descriptions and specifications as important. Other human resources tasks selected by the respondents are not included because only the ten most highly rated tasks were listed.

These results confirm those in Table 5.8. Tasks relating to human resource utilization, development and maintenance were selected by most as more important than those relating to human resources planning and provision.

5.2.3 Section C: Need for development of library managers

In order to establish training and development needs of library managers, the respondents were requested to tick:

- 1 = No need at all
- 2 = No need
- 3 = Need
- 4 = Strong need
- 5 = No opinion or not applicable.

The results are represented in Table 5.13.

Not all respondents rated all the listed tasks. Respondents indicated a “strong need” for training and development and conducting performance appraisals with twenty-seven respondents (61.3%), followed by motivating employees with twenty-one respondents (47.7%). Improving human relations is next with twenty respondents (45%), followed by maintaining discipline among employees and handling employee grievances with nineteen respondents (43.1%) each. Other tasks are understanding employment legislation, communicating with employees and conducting job analysis and design with eighteen respondents (40.9%) (Table 5.13).

These results reveal that most respondents need training and development in tasks relating to utilizing and developing human resources, followed by the tasks relating to managing labour and employment relations. The tasks relating to human resource planning are next, and the tasks relating to human resource planning are rated lowest. The main reason for this might be that most library managers need training and development in tasks they are directly involved in, rather than tasks that can be delegated to the human resources department within the university.

Table 5.13 Rating of development needs

	1	2	3	4	5
Human Resources Planning					
1 Formulating human resources strategy	-	1	18	14	8
2 Conducting job analysis and design	-	4	13	18	6
3 Writing job descriptions and specifications	-	7	16	16	3
4 Assessing human resources management requirements	-	6	17	13	4
5 Designing work rules and procedures	-	10	15	12	4
TOTAL	0	28	79	73	25
Human resource provision					
6 Recruiting potential employees	1	9	16	9	6
7 Evaluating recruitment process	1	8	17	10	5
8 Selecting and appointing new employees	1	9	15	11	6
9 Achieving equity in the selection process	-	10	11	15	5
10 Introducing new employees to the library	2	14	9	8	8
TOTAL	5	50	68	53	30
Utilizing and developing employees					
11 Motivating employees	1	3	15	21	1
12 Improving human relations	1	5	15	20	1
13 Conducting performance appraisals	-	6	8	27	2
14 Evaluating training programs for employees	-	11	15	13	1
15 Delegating responsibilities among staff	2	11	12	16	1
TOTAL	4	36	65	97	6
Managing Labour and Employment Relations					
16 Understanding employment legislation	-	4	16	18	1
17 Maintaining discipline among employees	-	7	11	19	1
18 Handling employee grievances	-	5	15	19	1
19 Communicating with employees	1	10	11	18	-
20 Maintaining & improving working conditions	-	6	15	15	13
TOTAL	1	32	68	89	16

5.2.4 Section D: Skills and competencies for effective management of library staff

In this section, the respondents were requested to indicate skills and competencies they need to develop or enhance in order to manage staff effectively. They were requested to agree or disagree with the following statement: "I need development on the following skills and competencies in order to improve my ability to manage library staff effectively".

The following scale was used to determine this:

- 1 = strongly disagree;
- 2 = disagree;
- 3 = agree;
- 4 = strongly agree;
- 5 = No opinion.

Table 5.14 Skills and competencies ratings

Skills and competencies	1	2	3	4	5
1 Communication	3	5	12	20	1
2 Mentoring	-	6	21	14	-
3 Motivation	-	6	16	19	1
4 Team building	-	4	12	24	1
5 Time management	-	3	23	14	1
6 Assertiveness	-	8	16	16	-
7 Policy formulation	-	5	17	15	2
8 Facilitating	-	5	17	15	1
9 Managing change	1	3	13	24	-
10 Leadership	-	3	16	21	-
TOTAL	4	48	163	182	7

Not all respondents rated all the listed tasks. The results show that most of the respondents strongly agree that they need developing of skills. Twenty-four respondents (60%) strongly agree that they need to develop skills and competencies in managing change and team building. Twenty-one (52.5%) indicated that they strongly agree that they need to develop their leadership skills, whilst twenty (50%) indicated that they strongly need to develop their communication skills. Some of the skills that most respondents indicated a need for development, but not strongly, are time management and mentoring skills with twenty-three (57.5%) and twenty-one (52.5%) respondents respectively.

Respondents who indicated that they need training and development in policy formulation are next with seventeen respondents (45%), followed by those who need development in facilitating with seventeen respondents (42.5%). Some respondents (40%) indicated that they need to develop their assertiveness skills to manage library staff effectively (Table 5.14).

5.2.5 Section E : Other human resources management tasks

In this section the respondents were asked to list any other human resources task that they feel are important and they would like to be included in training and development, but were not included in the questionnaire. Only five respondents responded to this question.

The first respondent named counselling, conflict resolution and negotiation as the other human resources tasks, which are important, but have not been included in the questionnaire. Employees experience problems on and off the job that impede their performance. Counselling should therefore attempt to cope with behaviour problems of employees. When two or more parties have to work together to achieve a specific objective conflict could arise. Library managers should therefore also know how to resolve

conflicts among employees. Negotiation, also known as collective bargaining, emerged with the introduction of the Labour Relations Act (Act 55 of 1995). This is one of the skills that managers should learn.

The second respondent mentioned delegation even if this was included in the questionnaire as task number fifteen (Appendix 1). The third respondent included training the trainers and performance management. As the environment in which library and information professionals are working changes, managers should learn to train library staff to train users. This might be the reason for one respondent who included trainer training as one of the tasks that was not included in the questionnaire. Performance management can also be referred to as performance appraisal, which was included in the questionnaire.

The fourth respondent mentioned human resources planning even if this was included as one of the main activities in human resources management. The last respondent made a comment that his university has a human resources department to do most of the human resources activities and tasks, like developing plans and procedures and recruitment. The respondent indicated that they receive performance appraisal forms with instructions to do it.

5.3 Conclusion

The focus of chapter five was on presenting and analysing the results, based on the responses. In total, forty-four respondents from five academic libraries took part and their responses analysed. The results showed that most library managers regard the tasks relating to human resources management as important.

The respondents also indicated that they have a strong need to enhance and develop their human resources management skills. The results show that most library managers would like to receive more training and development in tasks relating to utilising and developing library human resources.

In order to be able to perform human resources management tasks effectively, library managers also indicated that they need training and development in competencies such as managing change, developing leadership skills, facilitating, team building etc.

In the next chapter an attempt will be made to make recommendations on training and developing managers in libraries in order to manage human resources more effectively.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary of the results and recommendations for addressing the problems

This research project was designed to identify the training and development needs of library managers in performing human resource management activities and tasks. Six university libraries belonging to the Gauteng and Environs Library Consortium (GAELIC) were selected for the purpose of this research project. A questionnaire based on the Graham and Mihal model for identifying training development needs was developed and distributed to the selected academic libraries and five of them responded. The responses were analyzed and interpreted in the previous chapter. The purpose of Chapter six is to draw conclusions on the results as a whole and make recommendations on how the identified problem can be addressed and suggest possible topics for future research.

6.2 Summary of the results of Section A of the questionnaire: Demographic information

6.2.1 Response rate

UNISA is probably the largest academic library in South Africa and most responses were received from them. A disappointing number of responses was received from the University of Pretoria and about equal numbers from the other three who responded. Not much significance can be attached to these results, as it is not known how many staff members are working in these libraries and how many of them occupy management

positions on any level. The aim of this research was to use only a sample of the population of academic libraries in South Africa and to discover if trends regarding the problem under investigation can be discovered. Forty-four responses in all were received and making deductions from this number should be regarded as sufficient to allow the researcher to draw conclusions regarding trends valid for the whole population.

6.2.2 Gender of respondents

The results show that the library and information profession is female dominated in terms of numbers. Despite this dominance, most women in academic libraries are still occupying middle and lower level management positions. In the five academic libraries that participated, five women out of twenty-nine, occupying top management positions, are at deputy director or librarian level. Only one woman has the position of director.

It is therefore recommended that women should have more opportunities in the library and information services profession to achieve top positions. Equal opportunities should be available to women to be trained and developed. Negative attitudes about performance abilities of women to occupy top positions should be eradicated. Staff promotions should also be on merit and not on gender considerations.

6.2.3 Age group of respondents

The research project also revealed that most library directors holding top-level management positions are reaching retirement age. Despite this, only few academic libraries already have staff members between the ages of forty to forty-nine none between the ages thirty to thirty-nine who occupy top management positions. This will create a vacuum in the future, when these managers reach retirement age. No one with experience will be available to take their place.

It is therefore recommended that more attention should be given to the training and development of younger people to ensure continuity. Delegation of responsibilities to middle and lower management librarians is one way for preparing and developing their managerial skills.

Career path planning is also recommended for librarians who might become library directors in future. Possible career plans should be worked out for librarians who currently occupy middle and lower level positions. It can however only be achieved if the management development needs of library managers are identified, prioritized and addressed.

6.2.4 Qualifications of respondents

Most of the respondents have postgraduate qualifications. This reflects formal education, sometimes acquired a long time ago, in courses where little attention was given to management issues, because of the overwhelming content which have to be covered by curricula, especially in undergraduate studies. Human resources management as such, is quite a new development which was not even touched upon in most undergraduate courses.

It is therefore recommended that managers and potential managers receive training in some other way, without relying on what was learnt during their studies. Most organizations, universities included, offer courses to staff members on very specific topics. Library directors should be aware of what is available and even request development of courses needed by their staff. Optimum efficiency can only be achieved if staff members are kept up to date with new developments.

6.2.5 Experience of respondents

The results show that most managers have extensive experience in academic libraries, especially those in top and middle positions. This is related to the findings on age group.

It is recommended that younger staff members be put in positions where they can gain experience at a younger age, to enable them to move up to higher positions with the advantage of knowing the job they have to do.

6.2.6 Number of subordinates

The results of this question is also not really significant, taking into account the reservation stated in 6.2.2. With a few exceptions, academic libraries are small operations with many sections or departments. Few managers will therefore have many subordinates.

6.3 Summary of the results of Section B of the questionnaire: Importance attached to selected human resources management tasks

6.3.1 Rating and prioritization of tasks

Results show that managers rate all the listed tasks as important, with utilizing and development rated highest, followed by managing labour and employment relations, planning and provision. When asked to prioritize these tasks, managing labour and employment relations is put first, followed by provision, utilizing and development and planning. Although the sequence differs, there is not really much difference between the rating of the different tasks. All aspects are regarded as important, but the order and the percentages change when respondents were asked to prioritize the tasks.

It is recommended that any training and development programmes should include all aspects of human resources management, because it is clear from the results of the survey that attention should be given to all of them.

6.4 Summary of the results of Section C, D and E of the questionnaire: Need for training and development of library managers; training in skills and competencies and other suggestions

The results of these three sections show that most respondents need training related to handling staff in matters such as performance appraisal, motivation, improving relations, discipline and handling grievances. Other skills they feel a need of, are managing change and team building, leadership and communication. In the question about other skills needed which were not included in the questionnaire, related issues were raised, such as counselling, conflict resolution and training trainers. Only the very last one is job related. All the listed requirements are related to matters other than administrative tasks. They deal with the interpersonal relations between manager and staff member.

It is recommended that managers need training in administrative matters, but mostly they need training and development on how to handle staff. Personal relations are apparently rated highest by the respondents.

6.5 Who should provide the training and development of the human resources managers in academic libraries

There are a number of role players who can help to address the problem of a gap in the education and training of managers, and more specifically, human resources managers.

6.5.1 The role of library and information schools

Education for library and information workers are traditionally the responsibility of universities and technikons in South Africa. Many instances have certain requirements they want undergraduate education to meet. This changes constantly and has to be adapted to changing requirements of a variety of workplaces. The result is a more generic education and often does not satisfy anyone completely. Management in general and management of library and information services in general used to form part of the curriculum, but some library schools have dropped it from their curriculum in favour of more technology and subjects like knowledge management. Students then take general management subjects in other departments than the Information Science department.

As the results of the survey shows, many managers have completed their undergraduate studies long ago, and postgraduate studies often consist of electives. Management is only one of the electives and only students who are interested do postgraduate studies in management, or specific aspects of management. People become managers even if they hardly had any education in management, let alone human resources management. Except for a general orientation in management, there is little library schools can actually do to prepare managers for management posts. The time that elapses between completing studies and becoming managers, can also mean that whatever was learnt in library school, is no longer relevant when needed.

Developing unit standards as required by the South African Qualifications Authority Act (Act No. 58 Of 1998) provide opportunities for library and information schools to review their curricula. As they develop unit standards, management disciplines, specifically human resource management can be developed as electives in the library and information science curricula. This could then form the basis for the education of future managers, but

will have to be augmented and developed throughout the career of the prospective manager.

6.5.2 The role of the university administration

The organizational climate in which university library and information services are operating has a major role to play in the development of its employees. An employee development policy should be formulated to reach all employees to enable them to reach their full potential and also to ensure that all tasks and activities are performed as efficiently as possible. A strategy should be drawn up with inputs from all stakeholders. If tasks are performed efficiently, it also saves costs. The academic library is best able to identify the particular needs of its staff. It is then the duty of the university administration to provide the resources to meet these needs. The university might have a department responsible for training courses, or can appoint outside instances to give training.

The academic library itself might also take some responsibility for enhancement of the knowledge and skills of its own employees by in-service training, forming of working groups and employing outside lecturers to teach on specific topics for which a need exists.

6.5.3 The role of professional associations

The development of a librarian as a manager begins with initial professional education and should be enhanced by experience, training and continuing education throughout their career (Corral, 1994:213). Library and information associations also have a role to play in ensuring that training and education for librarians is enhanced throughout their careers by holding conferences and seminars and creating interest groups where the latest developments are discussed.

The Department of Education, in conjunction with the European Union are at present funding some training and development programmes for librarians. These programmes are aimed at developing the skills of all library staff, from junior to senior librarians. They are intended to provide development on the theory and practice of management programmes such as managing resources, team building, performance management, policy formulation etc. At the end of these programmes, library managers will have developed a considerable understanding of the management aspect of library and information enterprises, including human resource management.

The South African Library Leadership Project (SALLP), organized jointly by GAELIC and LIASA (Library and Information Association of South Africa), is also engaged in the process of addressing the management development needs of library managers. The goal of the project is to develop leadership qualities and refine communication and advocacy skills in current and future library managers in all types of libraries. Other objectives of this project are to highlight current best practices in the management of library services and to learn about change management and organizational structures.

6.5.4 Self development of library managers

Although library schools, associations and university administrators can play a role in developing library managers, the onus for development rests mainly with the individual himself. Erasmus & van Dyk (1999:211) regard management development as the personal responsibility of each manager, which means that they must contribute to their own development by expanding their academic and professional qualifications. If library managers take responsibility for self-development, university administrators will support them financially.

6.6 Evaluation of the research project

The main problem, which gave rise to this research project, was that most academic library managers encounter problems in managing staff, because they were not trained as human resource managers or practitioners. The main hypothesis of this research project was that academic library managers need training and development in order to manage staff effectively. This led to the main purpose of the study, which was to identify human resource management activities and tasks in which library managers need training and development.

Human resource management activities and tasks in which library managers need training and development were identified by means of a survey. The gap in Library and Information Science curricula could not be established because the research project concentrated on human resources management, rather than management in the broadest sense. This gap must be filled by other means with in-service training and other methods, to equip managers to manage staff effectively.

It was established that managers in academic libraries regard effective human resources management as very important to manage staff. Management activities and tasks were identified and development needs of library managers were established. The next step would be to develop or design a management development programmes that would address those needs.

It was decided to select three university libraries from historically white institutions and the other three from the historically black institutions. No comparison could however be made because one university library from the historically black institutions did not respond to the questionnaire. The low number of responses received from one of the historically white institutions possibly equalised variables to some extent.

The sample cannot be regarded as representative because it did not include the entire population of academic libraries in South Africa as stated in the title of this research project. There are about twenty-one university libraries in South Africa, of which six were selected for this study.

The other limitation of this research project might be that most human resources management issues like recruitment, labour issues, compensation etc. in academic libraries are handled at a central human resources department in the university. This might have had an influence on the perceived management development needs of library managers and consequently on the results of this research project.

6.7 Conclusion

This research project indicates that most library managers rate human resources management tasks as important would like to receive more training and development in performing those tasks. These tasks include, motivating employees, communicating with employees, conducting performance appraisal, improving human relations, maintaining and improving good working conditions, understanding employment legislation and delegating responsibilities among staff. Some of the tasks that are related to human resource planning and provision, which library managers value as important and would like to receive more training and development are designing work rules and procedures, formulating human resources strategy and selecting potential employees.

Library managers indicated that there are some other skills and competencies that they need to enhance in order to manager their staff effectively. The skills and competencies that they would like to enhance are communication, motivational, team building, leadership, and managing change. Other skills and competencies included time

management, policy formulation, mentoring, assertiveness and facilitating skills. It is therefore necessary to develop and design management development programmes to meet these needs.

One possible solution is to adopt a critical success factors approach. The key human resources management activities and tasks that most library managers value as important and would like to receive training and development should be regarded as the critical success factors and would need careful and consistent attention if the goals and objectives of the university library are to be met.

6.8 Recommendations for future research

Further research projects can be undertaken to determine if the management development needs of library managers remain the same in future. Training and development needs of library managers will not remain static, mainly because they are influenced by changes in the environment within which library managers operate. New legislation may be passed, new workplace practices and new management techniques may be developed.

Further studies can also be undertaken to determine training and development needs of library managers, using other methods or a combination of methods for identifying management development needs. Only one method was used in this research project. The results might not be the same if other methods for identifying management development needs are applied. Available training and development methods that are likely to satisfy these needs also have to be investigated.

Management development programmes will have an influence on the performance and leadership styles of library managers. Future research can discover if such programmes do have an influence on how managers perform their human resources management tasks after receiving training.

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Appendix 1

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0727

29th May 2001

Sir / Madam

1. This questionnaire serves to investigate management development needs of library managers in South African University libraries, regarding human resource management.
2. Various human resource management tasks are given in order for you to indicate:
 - The degree of importance or value you attach to each human resource management task
 - Ten (10) human resource management tasks that you regard as the most important, according to their order of priority
 - The degree of your need for development for you to perform human resource management tasks effectively
 - Skills and competencies that you require for you to manage your staff effectively
3. Please tick no opinion or not applicable, for the tasks that are outside your job description.
4. It would be appreciated if you could complete the questionnaire and return it to *Mr S.T. Bopape* at the above address, by 28th August 2001

SECTION A

Demographic Information

Please, mark the appropriate number with a cross

Name of Institution	
University of the North	1
University of Venda	2
University of North - West	3
University of South Africa	4
University of Pretoria	5
Rand Afrikaanse Universiteit	6

Gender	
Male	1
Female	2

Age (years)	
18 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60 and Older	5

Highest qualification	
Matric	1
Technikon Diploma	2
B. Bibl or Degree & HDL	3
B. Bibl (Hons)	4
M. Bibl	5
D. Bibl	6
Other (Specify)	7

Position held	
Director	1
Deputy director	2
Chief librarian	3
Deputy Librarian	4
Principal Librarian	5
Senior Librarian	6
Librarian	7
Assistant Librarian	8
Other (Please specify)	9

Experience (years)	
01 - 09	1
10 - 19	2
20 - 29	3
30 - 39	4
40 and more	5

Number of staff reporting to you	
01 - 05	1
06 - 10	2
11 - 15	3
16 - 20	4
21 and more	5

SECTION B

1. Importance attached to selected human resource management tasks

How do you feel about the importance of the following human resource management tasks for you to manage your staff effectively? The rating for section B is as follows:

1 = Not important at all; 2 = Not important; 3 = Important; 4 = Very important

5 = No opinion / Not applicable

Human Resource Planning						
1	Formulating human resource strategy	1	2	3	4	5
2	Conducting job analysis and design	1	2	3	4	5
3	Writing job descriptions and specifications	1	2	3	4	5
4	Assessing human resource requirements	1	2	3	4	5
5	Designing Work Rules and Procedures	1	2	3	4	5
Human resource provision						
6	Recruiting potential employees	1	2	3	4	5
7	Evaluating recruitment process	1	2	3	4	5
8	Selecting and appointing new employees	1	2	3	4	5
9	Achieving equity in the selection process	1	2	3	4	5
10	Introducing new employees to the library	1	2	3	4	5
Utilizing and developing employees						
11	Motivating employees	1	2	3	4	5
12	Improving human relations	1	2	3	4	5
13	Conducting performance appraisals	1	2	3	4	5
14	Evaluating training programs for employees	1	2	3	4	5
15	Delegating responsibilities among staff	1	2	3	4	5
Managing Labour and Employment Relations						
16	Understanding employment legislation	1	2	3	4	5
17	Maintaining discipline among employees	1	2	3	4	5
18	Handling employee grievances	1	2	3	4	5
19	Communicating with employees	1	2	3	4	5
20	Maintaining & improving working conditions	1	2	3	4	5

SECTION B

2. Rating of the above - mentioned tasks in order of priority

Amongst the twenty (20) management tasks listed below, which ten (10) of them do you rate the most important for you to manage your staff effectively, in order of priority?

1 = Most important; 10 = Least important

Human Resource Planning		Rank
1	Formulating human resource strategy	
2	Conducting job analysis and design	
3	Writing job descriptions and specifications	
4	Assessing human resource requirements	
5	Designing Work Rules and Procedures	
Human resource provision		
6	Recruiting potential employees	
7	Evaluating recruitment process	
8	Selecting and appointing new employees	
9	Achieving equity in the selection process	
10	Introducing new employees to the library	
Utilizing and developing employees		
11	Motivating employees	
12	Improving human relations	
13	Conducting performance appraisals	
14	Evaluating training programs for employees	
15	Delegating responsibilities among staff	
Managing Labour and Employment Relations		
16	Understanding employment legislation	
17	Maintaining discipline among employees	
18	Handling employee grievances	
19	Communicating with employees	
20	Maintaining & improving working conditions	

SECTION C

Need for training and development of library managers

To what extent would you need training and development on the following tasks in order to improve your ability to manage your staff effectively? Please use the following scale:

1 = No need at all; 2 = No need; 3 = Need; 4 = Strong need; 5 = No opinion / Not applicable

Human Resource Planning						
1	Formulating human resource strategy	1	2	3	4	5
2	Conducting job analysis and design	1	2	3	4	5
3	Writing job descriptions and specifications	1	2	3	4	5
4	Assessing human resource requirements	1	2	3	4	5
5	Designing Work Rules and Procedures	1	2	3	4	5
Human resource provision						
6	Recruiting potential employees	1	2	3	4	5
7	Evaluating recruitment process	1	2	3	4	5
8	Selecting and appointing new employees	1	2	3	4	5
9	Achieving equity in the selection process	1	2	3	4	5
10	Introducing new employees to the library	1	2	3	4	5
Utilizing and developing employees						
11	Motivating employees	1	2	3	4	5
12	Improving human relations	1	2	3	4	5
13	Conducting performance appraisals	1	2	3	4	5
14	Evaluating training programs for employees	1	2	3	4	5
15	Delegating responsibilities among staff	1	2	3	4	5
Managing Labour and Employment Relations						
16	Understanding employment legislation	1	2	3	4	5
17	Maintaining discipline among employees	1	2	3	4	5
18	Handling employee grievances	1	2	3	4	5
19	Communicating with employees	1	2	3	4	5
20	Maintaining & improving working conditions	1	2	3	4	5

SECTION D

Identification of skills and competencies for effective management of human resources in the library

I need development on the following skills and competencies in order to improve my ability to manage staff effectively. Please use the following scale:

1 = Strongly disagree; 2 = disagree; 3 = Agree; 4 = Strongly agree; 5 = No opinion / Not applicable

	Skills and competencies	1	2	3	4	5
1	Communication	1	2	3	4	5
2	Mentoring	1	2	3	4	5
3	Motivation	1	2	3	4	5
4	Team building	1	2	3	4	5
5	Time management	1	2	3	4	5
6	Assertiveness	1	2	3	4	5
7	Policy formulation	1	2	3	4	5
8	Facilitating	1	2	3	4	5
9	Managing change	1	2	3	4	5
10	Leadership	1	2	3	4	5

SECTION E

Please list any other human resource management activities and tasks that you feel are important and you would like to receive more training and development, but they are not included in the questionnaire.

Thank you very much for your contribution