12th International
CALIBER 2019

[Convention on Automation of Libraries in Education and Research]

Library 2030: Moving Towards Smart Technologies, Services and Resources

November 28-30, 2019 at KIIT
Bhubaneswar, Odisha

Jointly Organised by

Information and Library Network Centre, Gandhinagar, Gujarat

&

KIIT Bhubaneswar, Odisha

Editor-in-Chief

J P Singh Joorel

Editors

Yatrik Patel
H G Hosamani
Bijyalaxmi Rautaray
Swapnil Patel

INFLIBNET

INFLIBNET Centre
Gandhinagar

12th International CALIBER 2019

Cataloguing-in-Publication(CIP)

Theme - III   Resources and Capacity Building

Entrepreneurial Management of Human Resource for Capacity Building

A S Chandel   *Sarbada Pradhan*

Abstract

Highlights the role of organizational culture which is a sum of values, traditions, work.culture, ethics, etc. that shape the performance and output of the organizations. The competencies and skills of human resource need continuous improvement by giving opportunities to one and all in order to improve performances. Also discusses some issues of human management and declining work cultures in institutions, suggesting measures of capacity building through developing need-based curriculum in LIS Departments, creating, and providing more and more opportunities to in-service professionals through continued learning and education.

1. Introduction

Human resource is the key resource among other available resources, which has the capability to make use of other available resources and make other all systems functional. Human are the assets and the achievers of excellence of any organizations. The goal and aspiration of every organization is to get increased human performances, which make the difference in functioning of the organizations. It, is only human resource, which creates institutional/ organizational culture and cultivates work ethics and commitments. There are different institutions, companies with different institutional culture being governed by different practices of management, giving different levels of performances. Some of the employees, give their best output, whereas some may not do so and become liability in place of assets. Some are responsible, dedicated to the work and the institutions, some are not. This always remains

a challenge to the administration to manage people, where quite often all application of principles of management may not work to deal with difficult people. It is also observed that there is sharp difference between corporate and public organizational culture. Why does such a difference in organizational culture do exist, is a pertinent questions to be answered? Administrators/ supervisors may not find precise and conclusive answer to this complex question.

Admittedly, there are different behavioural pattern, working habits, attitudes, values, traditions, environment in organizations that forms the organizational culture. In the opinion of Greenberg, Jerald (2013) organizational culture is like roots of the tree, which provide stability and nourishment to the tree to grow and stabilize. The strength of 'root system' ultimately shapes and determines its ability to perform (Knight, 2004). Therefore, whenever any institutions come into being, it must cultivate strong and sustainable root system for its present and future. The ideal organization makes explicit efforts

2. Declining Work Culture

Institutional culture and its work culture are related. If institutional culture is good, work culture would obviously be good. Therefore, creating a favourable institutional culture lays the foundation with homogeneity in their values, attitudes, working habits, commitment to the responsibility, sense of belongingness to the institution, team spirit, sharing of knowledge and responsibility among themselves, effective communication, acceptability to change when required, etc. Above all, togetherness and team spirit to achieve the objective. However, scenario is different in different organizations. Every institution has its own personality and brand. Employees of some organizations are dedicated and loyal to the organization, some are not, some work more than their prescribed working hours willingly, some even come late, leave early, often remain absent or on leave. Some don't have time even to attend urgent calls during working hours, may respond 'I am busy shall call you later', 'Will be late to reach home'. This is the corporate culture, rarely prevails in public sectors. The other side is where hours are spent on unnecessary communications on mobile and browsing Internet sites for entertainment and shopping. Such employees put extra pressure and load on other co-workers to compensate for their idle hours and have to take responsibility to complete the job assigned to others. Every institution aims that its employees become more entrepreneurial and collaborating giving expected performances. They are loyal to their work, even more than to the institution they serve. Some are self-motivated intrinsically have positive aptitude to perform to

their best potentiality, draw job satisfaction from every assigned duties. They hardly need any intervention from their supervisor. Such is the complexity of managing people at work place where management principles at times may not help. Peter F Drucker and Douglas McGregor earlier believed that 'there is one right way to manage people – or there should be. But realized later that different people have to be managed differently (Drucker, 1999, p.17).

3. Entrepreneurial Management

The task is to lead people. And goal is to make productive specific strength and knowledge of each individual (Drucker, 1999, p. 22). This cannot be achieved easily unless knowledge workers in particular realize their responsibility as employees and do the introspection about their performances and duties towards the institutions. It is individuals who must identify what to do, and how to do and prepare strategic plan to achieve the target. Peter Drucker said that Knowledge workers in particular have to learn to ask a question that has not been asked before: What should I contribute (Edersheim, 2007, p,258).

It is a common observation that in various organizations, there are different culture; in some organizations, working conditions are good with all required facilities, majority have job satisfaction and are happy being the employees of the institution. Supervisors are getting expected output and productivity, communication between employees and supervisor is cordial and supporting. They work as a team, don't mind working more than the prescribed working hours, also work on holidays. In some organization, situation just opposite in which not only performance is poor, but the

employees remain demotivated, with least realization of their responsibilities and duties, caring more for their privileges and rights, least concerned with the institution they are serve. There are different organizations with different personalities and brands and function differently, having same objectives of getting high productivity. The narrative of an interesting vignette, which took place between two companies FIAT and FAVI is worth reproducing here in support an ideal culture of a company.

FIAT quality auditor was to visit FAVI Company who was to be picked up at the airport. He did not inform his exact time of his arrival. He was waited for hours at the airport for his expected arrival. However, he arrived late night and found no one at the airport. He called the office. The call was attended by a lady, who told the guest to wait for an hour that was the time to reach airport. The guest was picked up and dropped at the right place. Next morning while reporting to the officer concerned the guest said to him at the outset that 'something very strange happened to me yesterday." 'Something strange' was his being attended by a lady who without giving her introduction took the guest to the destination. Office was also not aware about his arrival, nor the lady reported this to anyone. Finally, it was revealed that the lady was a genitor named Christina who was sweeping the premises when the phone call came. She immediately picked up the car key and left for airport without asking anyone. She instead of contacting others to pick up the guest, she herself took the initiative to go to airport. This was not unusual and something special for the company. It was the culture of the company. She was not the genitor that time, but the company itself. So she was not even complimented for this initiative as it was the culture of the company not an

exceptional initiative. Taken from (Getz, Issac, 2009). If we compare this culture with ours, our users may be disappointed several times while contacting Librarians under "**ASK THE LIBRARIAN**" who she or he may not respond at all. This has been several times experienced by many users and reported.

The basic requirement is to cultivate positive work culture and manage human resource as effectively as possible which only can enhance performances. Therefore, developing, nurturing and promoting positive work culture is an important element of organizational management (Mankidy, 1994). Entrepreneurial management and the perspective has to be different as stated above in which good working culture has to be created and sustained with competent and skilful employees. The prerequisite is to enhance and build their working capacity for better productivity abiding by good ethics and institutional culture.

4. Ideal organization

Some management experts have different approaches to manage people including Peter F Drucker most of them believe that employees should be given autonomy to perform with least involvement of even leadership and the supervisors. They think of liberating leadership by advising that give world-class vision to the people and they will '**own**' it and deliver (Getz, Issac, 2009, p.41). Ideal organization is 'where individual differences are nurtured, information is not suppressed or spun; company adds value in employees rather than merely extracting from them; organization stands for something meaningful, work itself is intrinsically rewarding and there are no stupid rules (Gareth, Jones, 2013).

The above authors gave a vision for their dream company where employees ask for the following:

1. Tell me what's is really going on.

2. Discover and magnify my strengths.

3. Make me proud, I work here.

4. Don't hinder me with stupid rules.

Peter Drucker also thinks on the same lines advocating more for autonomy rather than control (Edersheim,2007,p172). The employees should feel and ask themselves the following questions:

1. Let me be myself.

2. Who am I? What is my strength? How do I work and [perform]?

3. Where do I belong?

4. What is my contribution? (Drucker,1999,164).

This is also supported by Chines saying that best of all leaders is one who helps people so that eventually they don't need him. The reality falls short of the ideal or dream organization conceived above. We can only wish that this became the reality when self-managing team of employees have the above spirit and dedication and serve the dream organization. The central idea of this dream diagnostic is empowering your employees, if you have an ideal team, which is difficult to form. However, a very few of the employees may have the above inquisitiveness ask these questions from themselves. If it is so, there is hardly any need of applying management practices. There are some other questions, which employees should ask, from themselves like where I belong? What is my strength? How do I perform? What are my values (Drucker, 2001b.179).

Instead of search for ideal situation and dream organization, management has to develop favourable good working environment in the organization to get desired output. The earlier assumption that 'There is-or-there must be—one right organization but the search for the one right organization has continued and continues today' (Drucker, 1999 p.9). Therefore, search for ideal team of employees and right organization continued in the past and will also continue in future, despite continued research in management practices.

5. Capacity Building

Every organization needs competent and knowledgeable human resource, which only facilitates in creating positive work culture, which in turn improves performances (Mankidy, 1944). 21ˢᵗ Century is the ageof specialization and continual change and transformation, which requires new skills and competencies to take up new nature of jobs. Therefore, every organization has to invest in improving competency and skill of its HRM particularly of knowledge workers who are considered as 'capital asset' of academic related institutions. According toKu and Yuen-Tasang, (2013), 'organization can efficiently meet its goal in a sustainable way by strengthening the knowledge, abilities, skills and behaviour of individual, and improve institutional structure and processes.' As rightly stated by Drucker (1999,pp.145-46) that continuous learning and teaching and innovation have to be built into the job. Every institution is a learning place where employees can learn from each other within the organization so that specialization does not remain with some individuals only. However, knowledge sharing among employees within the organization is rare. Those who possess

it, they are unwilling to share their knowledge. On the other side, recipients too are not so eager.

The improvement and enhancement in capacity building of the organization is possible by creating suitable structure and processes that leads in improvement and help in achieving the goal of the organization (Brix, 2019). The employees should be given enough opportunities in improving their abilities and skills continuously from time to time to learn new advances in their areas of specialization. The established practices are frequently changing. As soon as one technology is established and implemented, another new or improved version is there to knock at the doors. Such doors have to be opened. It is challenging and difficult to cope with these continuous changes, unless staff has a spirit of preparedness to accept and adopt them. This requires not only acceptability and willingness to learn new developments but the people involved have to accept not only the change, but have to be passionate about 'what they do' (Ahmed and Hanson, 2017). The objective is 'what they do' must be done with full competency and preparedness with positive attitude to accept change.

5.1 How to Achieve It?

People in the organization have different mind-sets, attitude and behaviours. Some show resistance to change, unwilling to learn new developments, no inquisitiveness to be better. Some may be over ambitious to become the best in the organization. There are also instances where there is no pressure to improve, nor any incentives to be good. All are treated and rated equally in many organizations. Despite this, all supervisors and the managers expect best output from every employee under their supervision.

Capacity building is for individual as well as for organization, which should take place simultaneously. How an organization and its members can build their capacities to survive and prosper based on resources that they have available (Sirman, et al., 2011). The organization aims at enhancing performance capacity of individual as well as organization. Learning/ capacity building can take place formally and informally. Both have their own advantages.

5.1.1 Informal Learning

This is also called indirect method of learning/ capacity building. In this mode of enhancing capabilities, one learns from his colleagues, peer groups, friends, and develops required skills by learning by doing. This mode of learning is more popular among computer professionals and scientists. In this process, more you practice, more you learn and gain. There are many ways of doing things, but best one has to be discovered and implemented by experimentation. It has been experienced that most of the people have risen to higher position by their hard work and devotion to their prescribed job responsibility and continuous improvement in their ability by their own initiatives and innovating approach to perform.

5.1.2 Formal/ Direct Capacity Building

Another mode is formal or direct capacity building in which learning is by way of attending conferences/ seminar/workshop, short term courses. As observed by Abrigo and Abrigo (1973) that large part of conferences is networking and exchanging ideas, and cautions to remember that they should bring back what they have learned. A very few of the participants bring back and apply what they have

learned in these conferences and seminars. The problem remains that the topics of these conferences and seminars may not interest all the participants equally. However, the importance of such academic endeavours cannot be undermined. At least such professional endeavours succeed in creating an awareness about the new developments in their fields. The implementation of the outcomes from conferences and seminars, meetings and exchange of ideas also depends upon the leadership. Leadership should ensure that his employees after undergoing such trainings, attending workshops/ conferences, bring back the learning and share with his colleagues. Moreover, it is the aptitude and inquisitiveness to learn which matter. However, opportunities are to be provided to every employee to grow and improve his or her competence level.

Capacity Building for LIS Professionals

Capacity building is increasingly important for librarians and IT professionals because of continuous developments and changes taking place. In knowledge economy scenario, the role of education and training is the key for knowledge management. Ross (1996) rightly said that professional development strengthens the valuable skills of professional workers in information technology industry. Knowledge, skills, technical know-how are to be continuously developed and improved for better competence and performances. It is skills, technical knowledge, and personal attributes that contribute to an individual's success in a particular position (McNeil and Giesecke, 2001, p. 55).

Professional development, which is a continuous learning process, is not only useful to the organization but also necessary for self-

improvement and satisfaction as discussed above. LIS professionals are in a much better position than many others, whose job itself deals with knowledge management. Knowledge is built-in the job description of the library professionals. In Peter Drucker's perspective, the ability to apply knowledge to knowledge will be critical factor in productivity moving forward (Edersheim, 2007, p.193).They deal with knowledge creation and its systematization, dissemination and use. That is why they are called knowledge managers of knowledge centres.As such, they have enough resources and expertise in handling knowledge and information which are the primary source for capacity building. In fact, their job is to empower others in their capacity building. Discovering knowledge is the province of library professionals. Only requirement is to have the aptitude and inquisitiveness to learn and update in their knowledge base from time to time

Professional development begins at LIS teaching departments where students get exposure to the subject and learn basic skill in organising knowledge. The scope of the curriculum over the years isgrowing fast and teaching departments are at a dilemma what to include in the curricula to produce competent library professionals to cope with the challenges of libraries of 21ˢᵗ Century. Are the departments of LIS producing skilful and competent library professionals, or there is a gap Teaching departments have their own compulsion and constraints as frequent revision of curriculum is not the priority, which takes years to update. There are many such other problems of LIS departments regarding curriculum development. There has been always a gap between the producers and the consumers which needs to be bridged as far as possible..

The core subjects are slowly going to periphery, which used to be the foundation of the profession. The expectations from the departments of LIS is going higher and higher. But real professional development begins during the service period where adequate opportunities of learning should be available. Nevertheless, the formal education of information professionals in LIS departments has to take into account of the diversity of nature of ever-growing subject and forthcoming emerging technologies invading and entering the profession. The identification and definition of the key skills and core competencies, which are specific as well as generic need to properly identified, developed and harnessed. This is equally important for the Librarians as well as teaching faculty to identify core competencies and skills required to run libraries of 21st Century.

Continuing LIS Education

Vincent (1988) and many others firmly believe and accept that continuing education is the best method to help librarians to develop their skills and knowledge in the context of practice. Continuing education is as important as formal education being imparted to obtain degrees of MLIS or PhD. if not more. Managerial or administrative learning is gained through experience and continuing education. Every library should identify the newly emerged areas and the deficiencies of its staff and ensure that they develop the competencies and skills to manage libraries of 21st century. Future workforce should be prepared and equipped to adopt any technology applicable in management of information and libraries. LIS teaching departments should take up and develop short-term courses to be imparted during vacation period or to be combined with

regular courses. These courses must be need-based to be identified by the practicing librarian. Presently, only INFLIBNET has taken the responsibility of skill development of LIS professionals in addition to its other activities, which has been thoughtfully conceived and planned.

Conclusion

The need for capacity building for library professionals due to the ever-growing scope and nature of the subject is increasingly more. Thus being acknowledged by all professionals. However, the opportunities are quite inadequate, which need to be created. Organizing conferences and seminars hardly meet the present requirement. Every young professional should herself/himself do the introspection and realize weakness and take steps for improvement. Blakiston (2011) rightly said that barring all other factors, library employees must have an 'inherent desire to obtain new knowledge and skills.'

References

1.   Abrigo, C. M., and Abrigo, V. M. (2017). What do they value? Investigating librarians' attitudes toward continuing professional development pursuits. Journal of Philippine Librarianship, 37, 17–31.

2.   Ahmed, Allam and Hansan, Kobena T (2017). Critical role of capacity building in achieving sustainable development in Africa, World Journal of Science, Technology and Sustainable Development, 8(2-3), 107.

3.   Blakiston, R. (2011), Building knowledge, skills, and abilities: continual learning in the new information landscape. Journal of Library Administration, .51 (7), pp. 728-43. In Miriam L.

Matteson, Elizabeth Schlueter, Morgan Hidy, (2013).Continuing education in library management: challengesand opportunities. Library Management, 34(3),734.

4. Brix, Jacob (2019).Innovation capacity building: An approach to maintaining balance ..... The Learning Organization, 26(1), 17.

5. Drucker, Peter F (1993).Management: Tasks responsibilities, practices..NY: Harper Business.

6. Drucker, Peter F. (1999) Management challenges for the 2st century. NY:Harper Business.

7. Getz,Isaac (2009).Libeating leadership: how the initiative-freeing radical organizational form has been successfully adopted. California Management Review, 51(4).

8. Goffee Brix, Jacob (2019).Innovation capacity building: An approach to maintaining Balance.. The Learning Organization, 26(1). 17.

9. Rob and Jones Gareth (2013). Creating the best place on earth. Harvard Business Review, May 2013, .82, 84

10. Greenberg, Jerald (2013).Behavior in organizations. (P. 481). Delhi, PHI Learning.

11. Knight, T (2004, October).Build a strong foundation: High performance begins with culture. CPA Leadership Report. In Greenberg, Jerald (2013).

12. McNeil, B. and Giesecke, J. (2001), Core competencies for libraries and library staff.In Avery, E.F., Dahlin, T. and Carver, D.A. (Eds).Staff Development: A Practical Guide. (pp.49-62). Chicago: American Library Association.

13. Mankidy,Jacob (1994).Towards a positive work culture: Emerging scenario and strategies. IJIR, 29(4), 428-29.

14. Ross, J.W., Beath, C.M. and Goodhue, D. (1996). Develop long-term competitiveness through IT assets. Sloan Management Review, 38(2), 31-45,

15. Yu, Pei-Li Yu (2016). Innovative culture and professional skills: The use of supportive leadership and individual power distance orientation in IT industry, IJM, 38(2), 200.

16. Sirmon, D. G et al. (2011). Resource orchestration to create competitive advantage breadth, depth, and life cycle effects. Journal of Management, 37(5), pp.1390-1412. In Brix, Jacob (2019), p.14.

17. Vincent, I. (1988). Reflections on the teaching and learning of management in initial, professional education-for-librarianship programs, Journal of Education for Library and Information Science, 28 (3),. 177-87.

About Authors

Prof A S Chandel, Professor, DLISc, Sikkim University, Gangtok

Mrs Sarbada Pradhan, Assistant Librarian, Sikkim University