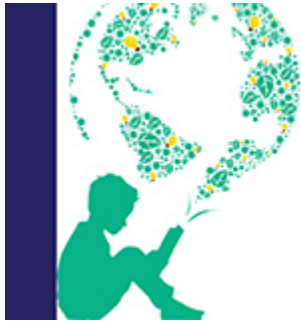




The 13th Annual Library Leadership Institute
**Leading the Next Generation
Research Library**

Xiamen, China | 24-28 April 2015



Session 4:

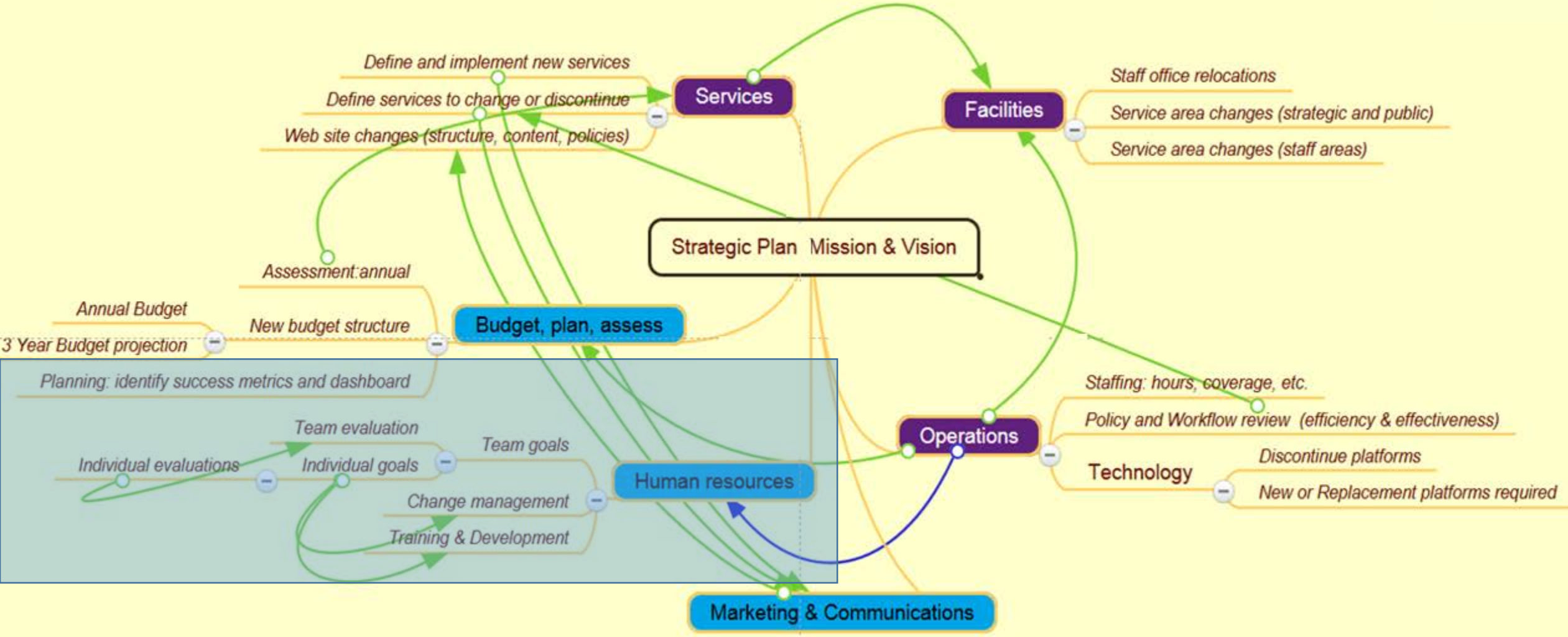
organizing
people

Note: the slides appearing in the version of this presentation may differ from the actual slides used during the Institute

Session 4: organizing people

- Assessing your own emotional intelligence assessment
- Organizational design – reorganization, changing departments, functional translation from strategic directions into strategic organizational design
- Job design
- Teamwork and collaboration
- Communications
- Key people: management issues for new administrators and managers
- motivating others

achieving strategic change: people

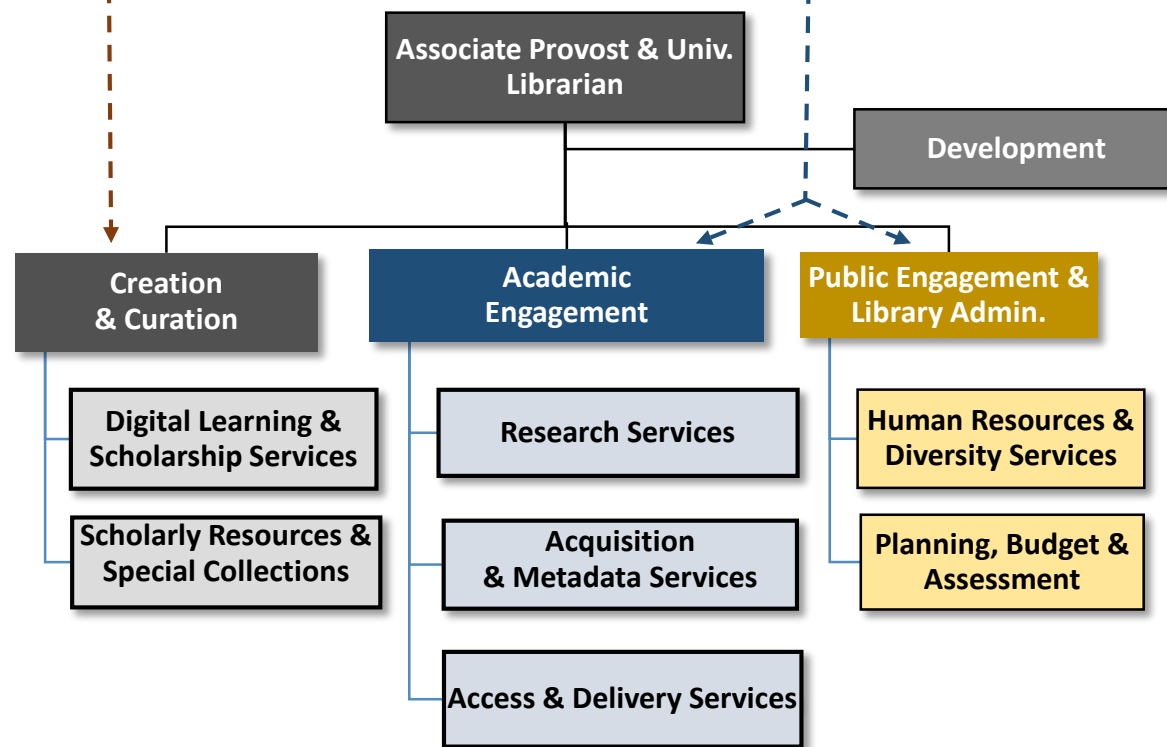


success = good ideas + great people + discipline

from strategic plan to strategic organization

Mission: the library is the knowledge and creativity commons of the university.

Vision: The library will be the information laboratory for knowledge **collection, connection, creation, and curation.**



values and vision-driven organizational redesign

- Develop team-based organizations
 - Significant staff training and individual learning plans
 - Personal coaching provided for team leaders
- Redefine job expectations and evaluation process
- Reconcile job descriptions
- Introduce new service models
- Create new support functions
 - Library Development Officer
 - Marketing and Communications Specialist
 - Planning and Budget Officer

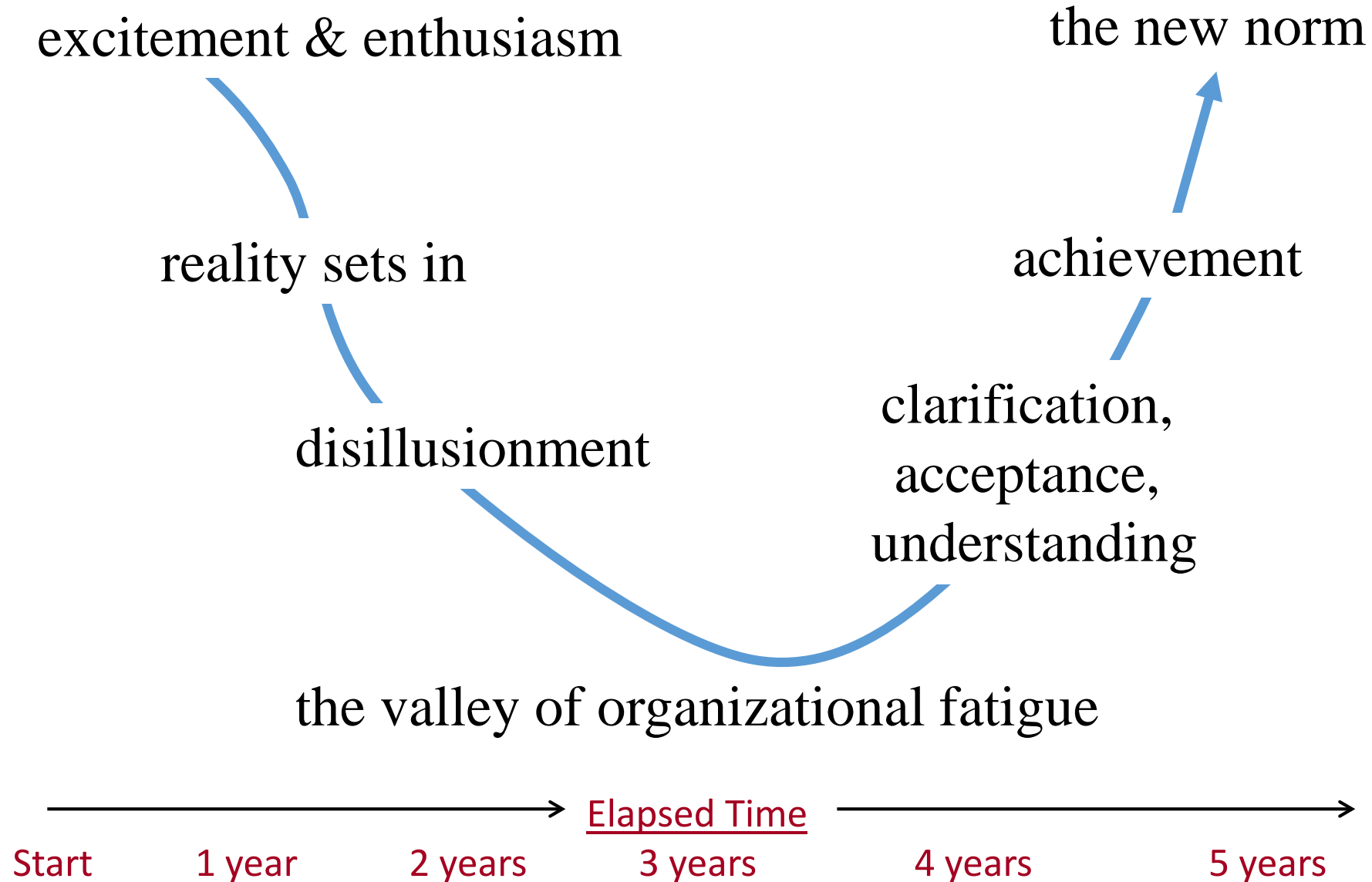
organizational redesign: *critical factors and ideas*

- Mission, vision & value driven
 - Adopt strategic plan first, reorganize second!
- inclusive and transparent process
- Achieve organizational agility
- Recognize that redesign = change
- Intentional disruption
 - change everyone's office assignment
- every change will not necessarily be a success

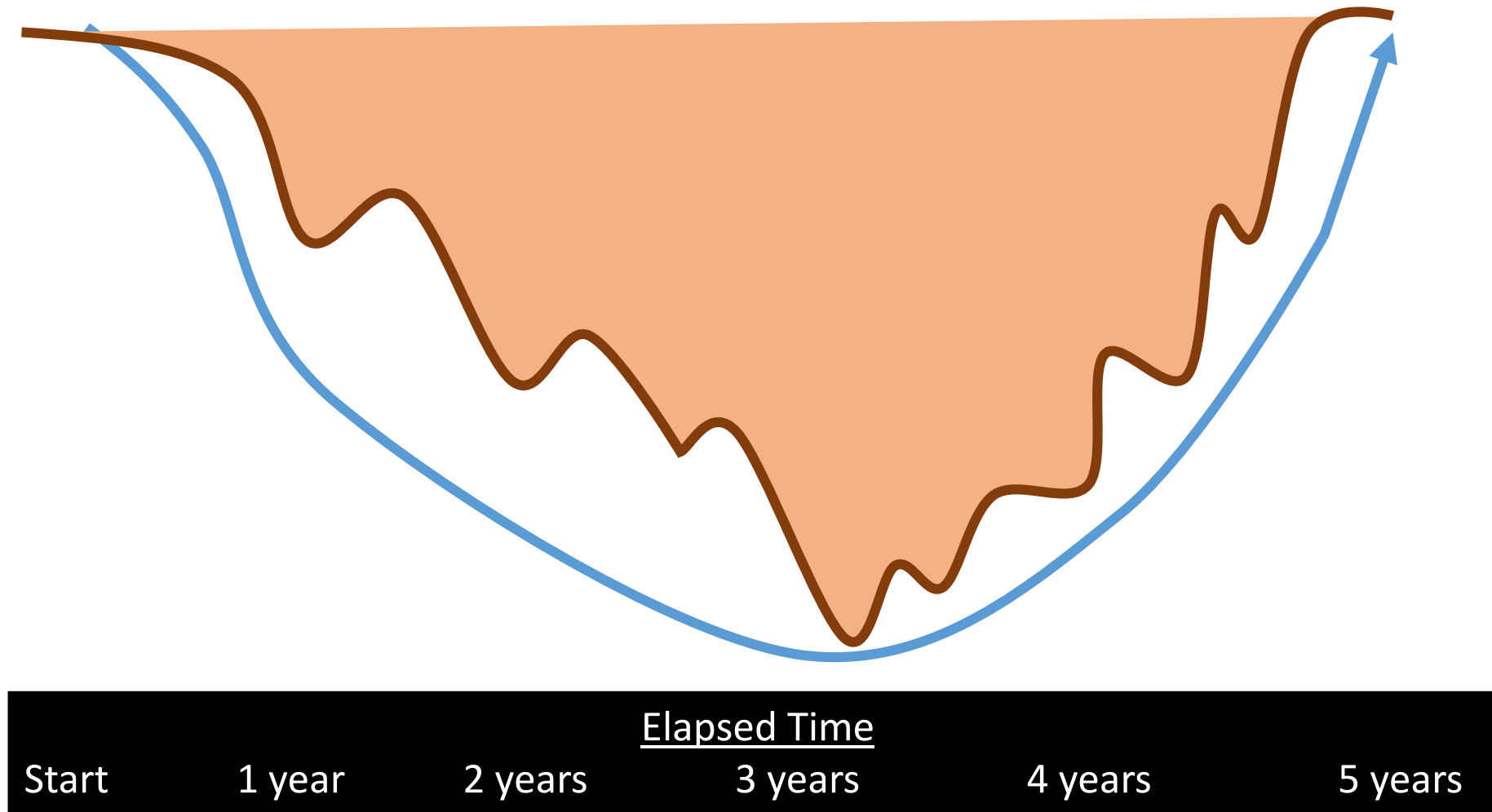
change = disruption / discontinuity + adjustment + ambiguity

organizational redesign as a tool
to generate a new organizational culture

theory: how long it takes to achieve cultural change



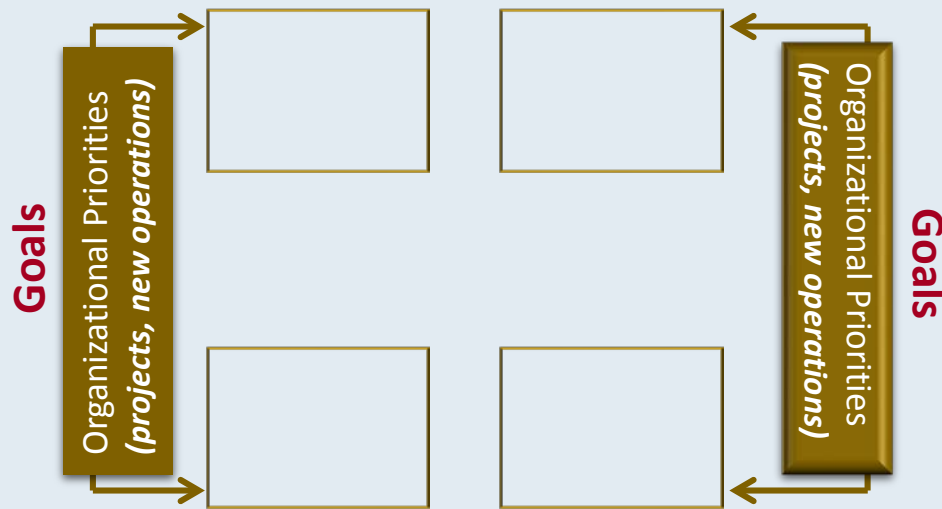
reality: the change process is discontinuous



aligning strategic directions with individual staff efforts

Organizational assessment

continuous organizational commitments



Individual performance

Individual Assessment *

good ideas
+ great people
+ operational discipline
= strategic success

- *Portfolio of responsibilities (job description)*
- *annual goals*
- *self-appraisal*
- *supervisor's appraisal*
- *peer and 360 feedback*

people

new roles = new expertise and abilities

define new roles and required skills

develop, recruit and retain through professional development:
mentorship and meaningful incentives

– *content producers and providers* – *information advisors* – *information managers* –
– *embedded librarians* – *structured query guides* – *information hackers* – *digital media specialists* –

people: motivating

- In a survey, managers thought “recognition ” was the # 1 motivator
 - the managers were wrong!
- Cash is also not a key motivator for either Boomers or Gen Y
- Staff motivation derives from a sense of
 - achieving progress
 - receiving support to overcome obstacles
 - Staff morale is lowest when they feel they are spinning their wheels

identifying and hiring the right talent

hiring and retaining the right people: *balancing the team*

Question to Ask of Yourself, Your Staff, and Candidates

What is the way in which you most frequently acquire information, learn, synthesize and express your ideas to others?

Two dimensional media/methods

- Text/writing
- Spreadsheets
- Visual
 - floorplans, images, mindmaps

Immersive/experiential/3D media/methods

- Visualization large scale
- Holograms
- Walking around

Active learning or listening

- Listen to lectures
- Viewing webcasts
- Ask questions and engage in discussion

There is no right or wrong answer to this question, but recognize different team members may be better at processing information in some ways rather than others, and some may be better at envisioning versus implementing ideas

abilities versus skills

A·bil·i·ty
A natural talent

Examples

- Conceptual thinker
- Good ability to listen
- Curious and creative
- Flexible; entrepreneur
- Graphically oriented
- Well-organized
- Effective oral or written communicator
- High energy multi-tasker
- Sense of humor
- Sees & grasps opportunities

Skill

Proficiency or facility *acquired or developed through training or experience*

Examples

- Learn policies, workflows, and practices
- Master software tools effectively (e.g., to create attractive web sites)
- Handle transactional processes well
- Can install or use a complex technology system
- Good project manager
- Develop systematic procedures

objective: match abilities and skills
to achieve effective performance
example: web designer

Examples

- Conceptual thinker
- A natural listener
- Curious and creative
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examples: disconnect between personal skills and organizational needs

- The wrong abilities for a job that needs strong skills abilities
 - a reference librarian who cannot interact well with others
- Strong technical skills that requires exceptional creativity and flexibility
 - a library director who has strong technical skills but cannot communicate well with staff or university administrators

skills and abilities: hard and soft
balancing intellectual and emotional intelligence

hard skills: critical thinking

- Critical thinking: can evaluate evidence, tell fact from opinion, see holes in an argument, establish cause and effect, spot illogical arguments
- Critical thinking is a personality trait, not necessarily correlated with intelligence
- Traits of individuals who are disposed to employ critical thinking
 - curious, open-minded, conscientious, not dogmatic
 - believer in empirical and rational data
 - less trusting of intuition and emotional information
- You must want to think critically
 - Good skills without motivation to use them = decisions no more rational than those made by someone without those skills
 - People may not employ critical-thinking skills if it leads to a conclusion that clashes with deeply held beliefs or hopes

soft skills: emotional intelligence (EI) key traits

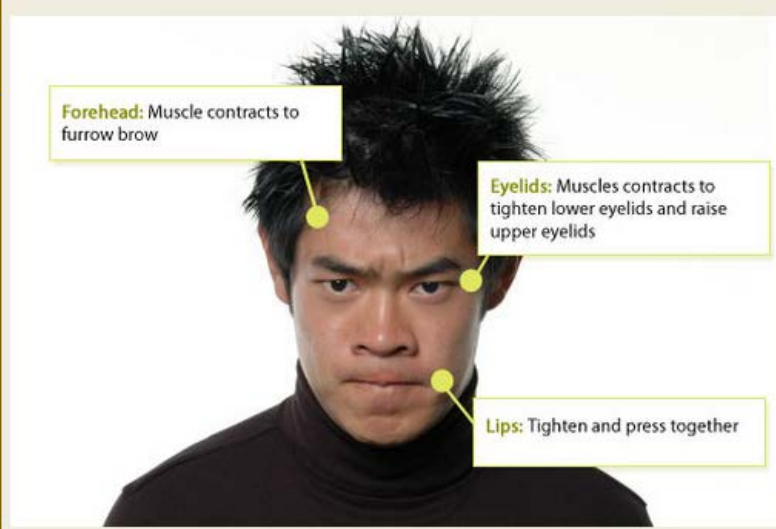
1. *Self-awareness*: willing to discuss performance and make improvements
2. *Self-regulation*: able to control and channel impulses
3. *Motivation*: passion to achieve for its own sake, not for external rewards
4. *Empathy*: understand and accommodate the feelings of others when making decisions
5. *Social Skills*: build rapport to get others to cooperate

Result: strong EI teams outperform non-EI teams by 20%

test your emotional intelligence

visual test

http://greatergood.berkeley.edu/ei_quiz/



Forehead: Muscle contracts to furrow brow

Eyelids: Muscles contracts to tighten lower eyelids and raise upper eyelids

Lips: Tighten and press together

3. Correct!

Answer: **Anger**

You see these muscle movements—in the lips, around the eyes, and in the brow—when people are feeling aggressive, threatened, or frustrated. Researchers think we make this expression when we're angry because it could protect the face in a physical conflict—for example, the furrowed eyebrows could protect the eyes.

People often confuse anger and disgust, but disgust involves a raised upper lip and a wrinkle in the nose that you don't see here.

NEXT QUESTION

text-based test

- I stay relaxed and composed under pressure.
- I can identify negative feelings without becoming distressed.
- I stay focused to get a job done.
- I am sensitive to other people's emotions and moods.
- I can receive criticism without becoming defensive.
- I calm myself quickly when I get angry or upset.
- I communicate my needs and feelings honestly.
- I am aware of how my behavior impacts others.
- I am challenged to learn and grow at work.

Congratulations! You have very high emotional intelligence!

Areas to work on:

- While you are doing well - don't forget to take time out of your busy day-to-day activities to stop and reflect on what brings you the greatest meaning in your life.
- Deadlines must be met and goals achieved, but we must work toward goals that are in alignment with our key values and greater purpose to avoid becoming hostile, cynical, less enthusiastic, and have a diminished ability to be effective and at ease.

characteristics of successful people

hard skills

- Statistical, analytical and problem-solving skills
- Ability to synthesize information
- Ability to organize own work & that of others
- Exceptional multi-tasker

soft skills

- Inquisitive
- Entrepreneurial
- Can-do attitude
- Leadership ability
- Open to technology
- Adaptable and agile
- Strong interpersonal skills
- Fits within the organization's culture



“That is not one of the seven habits of highly effective people.”

the highest achievers ...

- Face continuous uncertainty that they cannot control or predict
- Reject the idea that outside forces or chance events will determine their results – they accept full responsibility for their own fate
- Practice three core behaviors
 - **fanatic discipline**: demonstrate immense perseverance, unyielding standards, and do not overreach
 - **empirical creativity**: apply evidence to determine direction, provide well-founded confidence, and bound the risks
 - **productive paranoia**: prepare to take effective action against the certainty that conditions can and will unpredictably change

(Jim Collins. *Great by Choice*)

Staff

development

assessment

retention

position redefinition: evaluation and promotion criteria

Job Performance

- Competency and consistency of performance
- Specific requirements are outlined in the job description and annual goals

Professional Knowledge, Abilities, Skills

- Education and training
- Experience
- Grasp of professional methods
- Command of one's subject
- Continued growth

Professional Contributions

- Service in professional organizations (positions held, etc.) – regional, national, international
- Publication
- Presentation
- Consulting (non-remunerated)

Professional Qualities

- Academic excellence and impact
- Inclusiveness and diversity
- Integrity and transparency
- Effective stewardship
- Openness
- Collaborativeness
- Personalized service
- Innovation through experimentation

professional staff

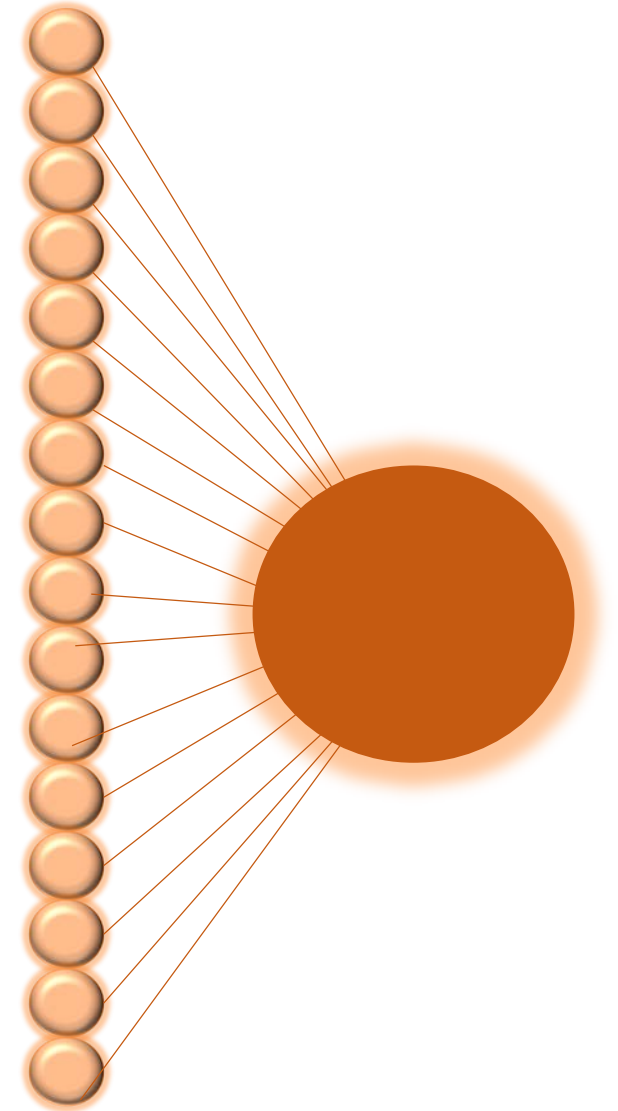
as you move up the ranks, performance expectations continually increase



	1 (Instructor)	2 (Asst. Prof.)	3 (Assoc. Prof.)	4 (Professor)
Job Performance	+	++	+++	++++
Professional Knowledge, Abilities and Skills	+	++	+++	++++
Professional Contributions	+	++	+++	++++
Professional Qualities	+	++	+++	++++

combine discrete tasks into a portfolio of broad responsibilities with individuals retaining discretion to balance responsibilities

- General position objectives
- Numerous separate tasks combined into broad organizational functions and individual contributions
- Provided increased organizational flexibility
- Supplement generic descriptions with
 - Small number of “specialist” descriptions
 - Separate team leader descriptions

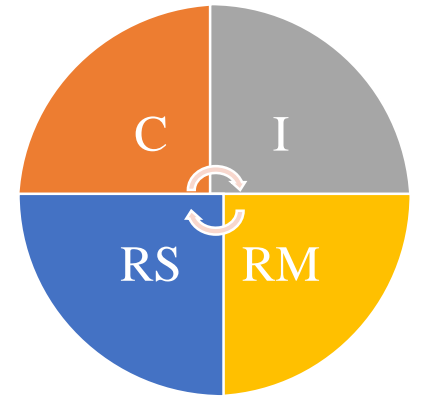


example: a balanced portfolio

Research Services Librarians (RSL)

- All RSL's have four key areas of responsibility
 1. Collection management
 2. Instruction
 3. Research support
 4. Relationship engagement with faculty and students

- Specialized responsibilities may be added to the portfolio (e.g., digital scholarship specialists)



effective performance assessment

- Ensure all staff are fully aware of the organizational mission and goals
- Collaboration between supervisors and the staff member
- Consistent process to appraise performance
 - Annual job description
 - Annual goals, including individual learning plan
 - Individual performance metrics
- Provide continuous feedback and coaching to improve performance

individual performance assessment: purpose

- Ensure the organization meets accomplishes its mission and meets its goals
 - Provides context for the performance appraisal to align individual performance with the organization's mission and goals
- Promote communication between the supervisor and staff
- Develop annual job description, goals, and performance measures
 - Measure against job and goals, not just around “standard job criteria,” e.g., tardiness

performance assessment process: overview

- Staff member provides self-evaluation vis-à-vis
 - Job description
 - Goals
 - Annual activity report
 - External factors
 - Summative statement
- Supervisor evaluates against all points above and the self-evaluation
 - Purpose: to focus on achievement, areas of excellence or need for improvement, and long-term development needs
 - Measure performance against job and goals, not just around “standard job criteria,” e.g., tardiness
 - Avoid reducing performance to numerical rating equation or single word check-off boxes

what to avoid! numerical rating scales

- 5:** Demonstrated consistent expertise and accomplishment
- 4:** Consistently proficient and effective in most performance areas
- 3:** Demonstrated competence and consistent performance
- 2:** Does not perform according to standards in some critical respects -- performance plan required
- 1:** Little or no demonstrated competence -- significant limitations in overall ability; few goals completed successfully; performance plan required

sample calendar for annual assessment process

May 1 - Monday, May 12	1st Quarter feedback (February - April)
August 1 - August 11	2nd Quarter feedback (May - July)
November 3 - November 17	3rd Quarter feedback (August - October)
December 15: Annual Review	4th Quarter feedback (Annual Review)



December 15	Turn in to Team Leaders the following documents:
	1. Activity Report / Self-Evaluation
	2. Updated Resume
	3. Goals for next fiscal year
January 6	Team Leader gives the Annual Review to Associate Director
January 20	Associate Director returns reviews back to Team Leader
January 21 - February 5	Team Leader discusses review with team members
February 9	Completed reviews are due into Library Administration
February 11	Annual reviews will be sent to University Human Resources

performance assessment: annual goal setting

- Dialog to establish clear, specific performance expectations at the beginning of the performance cycle
- Collaboratively, supervisors and each staff member
 - review and update job description
 - define a few clear and measurable individual goals, which are ***based upon the organization's goals***, to put into perspective how individual performance will affect the ability of the organization to achieve its objectives
 - Clarify performance expectations outside of the formal job description or goals
 - Define external factors that may affect individual performance
 - Agree upon any resource required to achieve success (e.g., training, equipment)

example: assessment categories

- Quality of work
- Organization
- Learning and development
- Communication
- Relationships and respect of others
- Leadership
- Job specific competencies
- Overall assessment of performance

annual individual objectives and goals

- Strategic objective: individual efforts that will enable the library to achieve its strategic goals
- Operational objectives: individual efforts to library services or processes
- Learning objectives: what the individual will know or do because of increased training or development
- Goals: 3-5 clear, concise, and understandable goals stated in terms of expected results
- Work to Be Performed: the actual processes or steps necessary to achieve the goal
- Time Frame: estimated length of time to accomplish the goal
- Metrics: quantitative assessment measures to evaluate the success
- Mitigating Factors: factors that may affect the successful outcome

INDIVIDUAL OBJECTIVES 2014 - 2015

Team:		Name:				
Objectives	Goal	Work to Be Performed	Time Frame	Metrics	Mitigating Factors	Status
						1st Q:
						2nd Q:
						3rd Q:
						4th Q:
						1st Q:
						2nd Q:
						3rd Q:
						4th Q:

annual activity report and self-evaluation

- **Column 1: Work to be performed.** Description of goal, projects and activities related to annual goals and major activities during the annual review year. Does not include day-to-day responsibilities.
- **Column 2: Factual description of work performed and any mitigating factors** or obstacles overcome to accomplish the goal or activity.
- **Column 3 – Self-assessment of performance,** e.g., what you did well and what you could have done to improve your performance.

Work to be performed - goal, job description (e.g. balance portfolio), and other activities	Factually describe your work on your goals, job description, and other activities. Also describe any mitigating factors that might deter you from completing your goals or any other responsibilities	How do you evaluate & assess your performance for the year – goal, job description, and other activities (What was done well or what could you have done to improve your performance)
e.g. Contact faculty members to introduce the research services librarian for the different disciplines, learn of their needs and establish relationship	e.g. Emailed the psychology faculty and the sociology faculty as a result of this email 5 faculty from psychology and 2 from sociology contacted me. The other faculty members from these departments didn't contact me. I tried to reach them on the phone and went to their department meeting but they were not responsive.	e.g. I made sound connections with some of the psychology and sociology faculty. For example, some faculty members contacted me to assist them find resources for research projects and I found essential information using the LOC newspaper collection and <u>Readex</u> online collection.

assessment: continuous coaching and mentoring

- Engage in regular communication about performance
- Provide coaching for staff to improve performance
 - Observations, informal discussions, formal meetings and written documentation.
 - Should occur on a regular basis throughout the performance management cycle
- Address any performance concerns in a timely manner
 - Discuss expected improvements and measures of progress
- Provide outside coaching services, especially for managers, as necessary

if someone is unsuccessful:
 determine the cause – *unable or unwilling?*

<u>Able to Do the Job?</u>	<u>Willing to Do the Job?</u>	Result or Action
Yes	Yes	Successful employee!
Yes	No	Determine reason for unwillingness. Resolve issues or put on performance plan. Dismiss if cannot resolve conflict.
No	Yes	Find a position that is a better fit and puts the abilities to better use
No	No	Put on performance plan. Dismiss if there is no improvement.

promote wisely

based upon a computer model of a 160-employee company

1. When only the best performers were promoted, but given only a random likelihood of their being good
 - Result: incompetence and inefficiency
2. When promotions were entirely random, overall efficiency improved
3. Efficiency also improved when promotions went to only the absolute best and worst performers

Lesson: In the real world, we are rarely certain the best people will succeed; therefore, random promotions work better than merit-based ones

Study by Andrea Rapisard. Reported in *Physica A*. <http://www.nytimes.com/projects/magazine/ideas/2009/#r1>

comments and questions