

ISSN 0974-8776

Volume 25 (2) 2009

# Indian Journal of Agricultural Library and Information Services

[http://www.](http://www.ajal.in)

e-journals

e-books

e-learning



Association of Agricultural Librarians and Documentalists of India

**EDITORIAL BOARD**

**Editor-in-Chief**

**Dr. K. Veeranjanyulu**

University Librarian  
ANGR Agricultural University  
Rajendrnagar  
Hyderabad – 500 030

**Editors**

**Prof. Prem Singh**

President, AALDI & University Librarian  
CCS Haryana Agricultural University  
Hisar – 125 004

**Dr. (Mrs) P. Visakhi**

Secretary, AALDI & Librarian  
ICAR, Krishi Bhavan, New Delhi &  
I.A.S.R.I, PUSA Campus, New Delhi

**Dr. M.K. Stanly**

Former University Librarian  
University of Agricultural Sciences  
Dharwad, Karnataka

**Dr. S.M. Rokade**

Librarian  
Anand Niketan College of Agriculture  
Anandwan, Warora Dist.  
Chandrapur – 442 914, Maharashtra

**Dr. N.B. Nabi Hasan**

Senior Assistant Librarian cum Library System  
Administrator  
CSK Himachal Pradesh Agril. University  
Palampur – 176 062 (HP)

**Dr. G. Rathina Sabapathy**

Assistant Librarian  
Tamilnadu Veterinary & Animal Sciences  
University, Chennai – 600 051

**Shri M.P. Ramesh**

Librarian  
Central Plantation Crops Research Institute,  
Kasaragod – 671 124, Kerala

*Subscription and sending articles should  
addressed to*

**Dr. K. Veeranjanyulu**

Editor-In-Chief, IJALIS &  
University Librarian  
ANGR Agricultural University  
Rajendrnagar  
Hyderabad – 500 030  
veeru\_1963@rediffmail.com  
Mobile No. 099896 25235

*Note : The Editor and the publisher do not claim any  
responsibility, liability for statements made and  
opinions expressed by authors.*

**CONTENTS**

1. Information Resources for Education, Training and  
Research in Agricultural Bioinformatics  
*Shri Ram and Dr. N. Laxman Rao* ..... 1
2. Analysis of Doctoral Studies in the Faculty of Agricultural  
Sciences in University of Agricultural Sciences,  
Bangalore: A Case Study  
*Devaraj and Dr. M.K. Stanley* ..... 8
3. Problems and Prospects of Digitization in Agricultural  
University Libraries of North India: A Study  
*Balwan Singh* ..... 13
4. ICAR Library and Information Centers in Maharashtra  
*Shalini R. Lihitkar* ..... 20
5. Status of Reference Services Rendered in Agricultural  
University Libraries in India: A Web Analysis  
*Krishna S. Maraddi and Parashuram Kattimani* .. 33
6. Library Extension Service – Linkage of ANCA Library :  
A Case Study  
*Dr. S.M. Rokade* ..... 39
7. Indian University Libraries in 21<sup>st</sup> Century  
*Prem Singh* ..... 43
8. Attitude of Teachers and Students towards Information  
Communication Technologies  
*Dr. V. Jyothi, Dr.V. Ananda Rao and  
Dr. B. Vijayabhinandana* ..... 53
9. Total Quality Personnel Management in the Learning  
Resource Centers : Role of Learning Resource Manager  
*Jasbir Singh, Om Prakash and Vivek Singh* ..... 56
10. Role of Library Professionals in Information Technology  
*Dr. Ramkesh Meena and Chetan Rajpurohit* ..... 63

# TOTAL QUALITY PERSONNEL MANAGEMENT IN THE LEARNING RESOURCE CENTRES: ROLE OF LEARNING RESOURCE MANAGER

Jasbir Singh\*, Om Prakash\*\* and Vivek Singh\*\*\*

## ABSTRACT

*Defines Total Quality Management (TQM) approaches in Personnel Management in the Learning Resource Centers (LRC). It is the responsibility of Learning Resource Manager (LRM) to deploy the staff according to their knowledge and skills so that maximum efficiency and effectiveness of available staff can be utilize. The paper discuss how can a LRM implement TQM principles for personnel management. How he or she can satisfy the need of staff as well as clientele. What is the process of conflict solving, established coordination among staff. Finally how TQM principles helpful for the Learning Resource Centers in 21<sup>st</sup> century.*

**Keywords:** Quality, Total Quality Management, Learning Resource Center, Personnel Management.

## INTRODUCTION

TQM involves the question of whether products and services do communicate to clientele expectations and needs and whether both are matching with each other. Learning Resource Center services aim at best possible relationship between clientele expectations and their fulfillment by the Learning Resource Center. Thinking in terms of the wishes of clientele and translating client wishes into LRC policy also expect appropriate staff management. The only staff who are motivated take an interest in clientele and their apprehension, and achieve high quality in their work. This also means that staff is given the opportunity to take responsibility for their own work - by delegating tasks, by allowing them to have an effect, and by making resources available. The logic of this is that staff also carries the responsibility for the results of their work and for reaching the settled targets. If a Learning Resource Center is to be managed according to quality criteria, quality needs to be defined and made measurable. The indicators found must be captured in a measuring system for the sectors "Cost and performance", "Customer satisfaction", and "Staff satisfaction" that facilitates quality and provides staff with quality parameters for everyday work.

## OBJECTIVES

The specific objectives of the study are to:

- (i) Understand the concepts of Quality; Quality Management; Total Quality Management Personnel Management (TQPM).
- (ii) Total Quality Management System for staff in a Learning Resource Center.
- (iii) Examine the application of TQM with particular reference to Personnel Management in Learning Resource Center.
- (iv) Discuss the experiences of Jaypee University of Information Technology in providing quality information services.

## The Concepts Understanding

The Total Quality Management (TQM) is an enhancement to the traditional way of doing business. TQPM Comprises four words.

**Total** – Made up of the whole.

---

\* Jaypee University of Information Technology, Wagnaghat Solan, Himachal Pradesh

\*\* Junior Research Fellow, University of Delhi.

\*\*\* ICFAI Business School, Pipliyapala, Rajiv Gandhi Circle, Jaisingh Nagar, Jaisingh Palace, Indore, M.P.

**Quality**-Degree of excellence a product or service provides.

**Personnel**-The staff available in the Learning Resource Center.

**Management**- Act, art, or manner of handling, controlling, directing etc.

In order to critically analyze and examine the applications of TQM to LRC and Information Services, it is necessary in the first place to recognize the various related concepts.

### *Quality*

Quality is often used synonymously with excellence. However, for proper quality management, defining quality and its measurement are essential. Quality has been defined in different contexts. There is wide range of definitions or approaches to quality, connecting the relative nature of the concept in the context of LRC Personnel Management.

### **TOTAL QUALITY MANAGEMENT**

A philosophy and set of guiding concepts that provides a comprehensive means of improving total organization performance and quality by examining each process through which work is done in a systematic, integrated, consistent, organization-wide manner. An organizational undertaking to improve the quality of manufacturing and service. It focuses on obtaining continuous feedback for making improvements and refining existing processes over the long term. As defined by the *International*

#### ***Organization for Standardization (ISO):***

"TQM is a management approach for an organization, centered on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to society." **ISO 8402:1994**

TQM requires that the LRC maintain this quality standard in all aspects of its dealing. This requires ensuring that things are done right the first time and that defects and waste are eliminated from housekeeping activities of LRC.

**Table 1 COMPARISON BETWEEN TRADITIONAL THINKING AND TQM**

Sl.No. Basis of comparison	Comparison	Traditional Thinking	TQM
1.	Definition of Quality	Products meet specifications, focus on post production inspection	Products fit for use by customer, focus on building quality into work process
2.	Understanding of customers	confusing understanding of customer requirements	Systematic approach to seek. understand and satisfy internal and external customers.
3.	Problem solving	Unstructured problem solving by individual managers and Specialists.	Participative and disciplined problem solving based on hard facts
4.	Improvement focus	Technological break throughs such as automation	Grad but continuous of each function
5.	Errors	A certain margin of error, waste and rework is tolerable	No tolerance of errors. Do it right The first time and every time.

## PERSONNEL MANAGEMENT

Personnel Management is the planned and rational approach to the management of an organization's most valued resources - the people working there who individually and collectively contribute to the achievement of the objectives of the Learning Resource Center the terms "human resource management" and "human resources" (HR) have largely replaced the term "personnel management" as a description of the processes involved in managing people in organizations.<sup>1</sup> In simple sense, Human Resource Management means employing people, developing their resources, utilizing, maintaining and compensating their services in tune with the job and organizational requirement. Human Resource Manager usually has the job of recruiting people to fill vacancies in the organization. But a Personnel Manager will be responsible for managing the team or staff in the LRC.

The variety of causes of Personnel Management problems lead to the conclusion that no one programme or single approach can create conditions for good Personnel Management. Therefore, different kinds of programmes would be necessary for dealing with these different sets of problems.

### Basic Themes in Personnel Management

The basic themes in Personnel Management are related to communication, motivation, responsibility and empathy.

**Communication** is the way in which information and understanding are transmitted. It unifies group behavior, and it provides the basic for group cooperation. If Resource Manager cannot communicate effectively with staff, they cannot motivate or lead them. On the other hand, if staff cannot communicate well with the management, they cannot perform their jobs properly, nor can they receive adequate recognition for their work. Lack of effective and good communication in LRC fails to satisfy people at work.

**Empathy** is the ability to put oneself in some one else's place and to feel sympathy for that person's motives and point of view, Lack of empathy is the primary cause of conflict in LRC, and a barrier to communication.

**Motivation** implies total response of individuals to various motivating forces. Staff in LRC relate to each other in the ways they do because they are driven by psychological, social and economic forces that have the power to motivate them to behave in particular ways. It is through proper motivation that productivity can be improved and conflicts avoided.

### TQPM APPROACH

When TQM initiatives do work, it is often because Resource Managers have made major changes to their philosophies and Personal Management programme. In fact, LRC known for the quality of their products and services strongly believe that employees are key to those results.

S. No	Dimensions for Comparison	Traditional Personal Management Approach	TQPM Approaches
1.	Philosophy	A fair day's work for a fair day's pay	Shared responsibility, commitment and rewards
2.	Business objectives	Increased productivity, profitability; quality is secondary; focus on work hard	Increased quality, productivity, customer satisfaction, employee satisfaction and loyalty
3.	Quality objectives	Adequate quality to remain in business; staff-driven approaches to quality improvement	Total quality management and continuous improvement and across every level
4.	Business information sharing	Limited to information on and as - needed basis for job preference	Open book, share board information on profits, productivity, quality, costs, capital spending plans

Contd.....

5.	Major constituencies	Managers, stockholders, customers, employees	Customers, all employees, stockholders
6.	Employee involvement	Programmes: suggestions, plans, individual employee awards; usually no formal system	Extensive within and between levels and functions: "way of life"
7.	Education and training	On-the-job training, feedback On job performance	Quality and economic education, multiple skill training, problem solving and group process
8.	Reward structure	Management designed and administered	Designed and adjusted by management--employee committee; formal, early union involvement
9.	JOB SECURITY	STAFF AS A VARIABLE COST; LAYOFFS COMMON DURING BUSINESS DOWNTURNS	FORMAL COMMITMENT A KEY CONSIDERATION IN ALL DECISIONS

### IMPLEMENTING TQM IN LEARNING RESOURCE CENTER

Jablonski (1992) offers a five-phase principle for implementing Total Quality Management. Each phase is designed to be executed as part of a long-term goal of repeatedly increasing quality and productivity. Jablonski's approach is one of many that have been applied to achieve TQM, but contains the key elements usually associated with other popular total quality systems.

- (i) **Preparation**—during preparation, management decides whether or not to pursue a TQM program. They go through initial training, identify needs for outside consultants, develop a specific vision and goals, draft a corporate policy, commit the necessary resources, and communicate the goals throughout the LRC.
- (ii) **Planning**—in the planning stage, a detailed plan of implementation is drafted (including budget and schedule), the infrastructure that will support the program is established, and the resources necessary to begin the plan are earmarked and secured.
- (iii) **Assessment**—this stage emphasizes a thorough self-assessment—with input from clients—of the qualities and characteristics of individuals in the LRC, as well as the parent organization.
- (iv) **Implementation**—at this point, the organization can already begin to determine its return on its investment in TQM. It is during this phase that support personnel are chosen and trained, and Resource Managers and the work force are trained. Training entails raising workers' awareness of exactly what TQM involves and how it can help them and the LRC. It also explains each personnel role in the program and explains what is expected of all the workers.
- (v) **Diversification**—in this stage, managers utilizes their TQM experiences and successes to bring groups outside the organization (i.e. suppliers, distributors,) into the quality process. Diversification activities include training, rewarding, supporting, and partnering with groups that are embraced by the LRC's TQM initiatives.

#### Effective meetings of LRC Staff

Holding meetings in LRC at Jaypee University is a means of communication to exchange information, solve problems, take initiatives or negotiate of conflicts. It is Learning Resource Committee which discuss an issue which scheduled by higher authority. It is hereby important that to LRC:

- (i) To evaluate the objectives of the LRC.
- (ii) The meeting is assesses with a focus on improvement possibilities of the LRC.
- (iii) The meeting starts on a scheduled time suggested by the LRC committee.
- (iv) A clear agenda is made; the items of the agenda are divided into discussion among members.

Continuous improvement requires leadership on all levels and in all sections of the LRC. Authority and responsibility should be given where it is most logical. It is known that people will contribute most when they are responsible for something and have the authority to act.

### **CHARACTERISTICS AND ACTIVITIES OF AN EFFECTIVE RESOURCE MANAGER**

- (i) Displays an ambitious vision and mission and communicates these consistently to his employees with conviction.
- (ii) Shows involvement, gives room, admits confidence and gives clear acknowledgement and appreciates the performance of his employees.
- (iii) Creates clearness about tasks and positions, and gives beneficial feedback.
- (iv) Maintains and promotes relations with employees, users and suppliers with understanding.
- (v) Create situations in which there is no fear of improvements.
- (vi) Stimulates employees to take initiatives and to take an accountable position towards users.
- (vii) Inspires employees to set concrete, feasible, and measurable goals, to realize those, and to change.
- (viii) Establishes channels of communication, which are reliable and accessible to everyone in the Learning Resource Center.

### **THE ROLE OF THE LEARNING RESOURCE MANAGER**

Effective teamwork requires effective leadership. The Resource Manager should:

- (i) Set clear goals and provide challenging tasks.
- (ii) Place him in the position of the employees.
- (iii) Not escape or obscure problems of the team.
- (iv) Listen actively to employees and express appreciation for their improvements.
- (v) Let employees keep their self-esteem and respect so that they stimulate their qualities and perform to the best of their ability.
- (vi) Give the proper acknowledgement to the staff of Learning Resource Center.
- (vii) Show employees that they are committed to improvement efforts and that she/he has recognized their achievements.

### **SUGGESTIONS FOR IMPROVEMENTS**

Good Personnel Management is necessary for the success of a Learning Resource Center. It brings integrity between the objects of LRC, and of the staff. It motivates the staff to produce the best quality of supplies and services at the minimum possible cost. In our view, the management may adopt the following measures to maintain good relations with employees:

- (i) Create a friendly work atmosphere and pleasing surroundings, arrange for better job facilities by having better tools and appliances and faultless raw materials. These will improve working capacity; develop enthusiasm and a sense of loyalty towards the LRC. Work satisfaction not only instills a sense of responsibility in an employee but also creates a feeling of belongingness, of being wanted, and gives them psychological satisfaction.
- (ii) Provide plentiful opportunities for, and better prospects of personal advancement through promotion and growth in abilities through training and development programmes, and various other methods of job satisfaction.
- (iii) Delegate authority appropriate with responsibility and allow complete and active independence to employees. In other words, let them develop the feeling that they have a role

to play in the total creative effort; that they have personal responsibility for the accomplishment of certain task; they are personally involved in their work; and that they are an important part of the LRC and not merely device in the machine which may be replaced at any time.

- (iv) Recognize the worth of quality control, reduction in cost, full attendance at work, ideal safety record maintenance of discipline, and teamwork with the management in difficult times. Praise, appreciation and a word of thanks should be liberal when due.
- (v) Encourage a democratic and permissible climate, i.e. get the work done by consultation, suggestion and participation rather than by resorting to authoritarianism, dictatorship, autocracy, and coercion. Encourage participation in decision-making by giving your employees a "say" in the affairs of the LRC, so that they may have an opportunity to develop and grow, and thus improve their morale, skills and abilities. This participation, however, should be real and not a sham. A real participation may yield handsome dividends; a phony participation is apt to be more of a liability than an asset.
- (vi) Give personal attention to the problems of your subordinate, whether they arise out of his job environment or are of a personal nature, by giving them sympathetic consideration, patient hearing, proper counsel, and suggesting alternative proposals for their solution.
- (vii) Give an opportunity to employees to realize their need for status, position, prestige, for directing or ordering others as to what is to be done, for being admitted in the inner group. All these will satisfy their "ego" needs.

## CONCLUSION

Good employee morale and a fair and reasonable wage and salary are complementary to each other. So develop a sound "Wage and Salary Plan", keeping in a view the "going rate in the market," the nature of the job, the difficulty or ease in performing it, the capacity to pay and the contribution of the worker. Fair and just compensation will give employees a reasonable standard of living and ensure their loyalty and continued good work. This justification, which is rather more fundamental, rests on moral grounds. Being a human being, he is, entitled to certain human rights. They should be treated with the same respect for their dignity that any other human being can claim.

A successful management is that which realizes that the people working in an LRC are a valuable asset, which needs to be developed and utilized in the best interest of all. Employees work better not in obedience to compulsion, but on the basis of co-operation; not by force but by persuasion; and not by terror or the rule of fear, but by affection or the rule of the carrot.

## REFERENCES

1. Armstrong, Michael (2006). *A Handbook of Human Resource Management Practice* (10th edition Ed.). London: Kogan Page.
2. Jablonski, Joseph R. (1992). *Implementing TQM*. 2nd ed. Technical Management Consortium, Inc., Werther, William B. (1980) "*Productivity through People*" West Publishing, St. Paul Minn. page 336.
3. Sharma, Sandhir. (2009) "*Human Resource Management*". New Delhi: Maxford Books, page 43- 53.
4. Aquinas, P.G. (2006). "*Human Resource Management: Principles and Praactices*" New Delhi: Vikas Publishing. Page 297- 298.
5. Fornell, C.A. (1995) "*National customer satisfaction barometer*". *Jrl. of Marketing*. 55, pp. 6-21.
6. Kalanik, William. (2003) "*Creating quality: concept, system, strategy and tools*". McGraw Hills, New York.