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# Results-oriented Management through MBO

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## ABSTRACT

Management by Objectives (MBO) as it has been implemented in the Houston Academy of Medicine-Texas Medical Center Library is described. That MBO must be a total management system and not just another library program is emphasized throughout the discussion and definitions of the MBO system parts: (1) mission statement; (2) role functions; (3) role relationships; (4) effectiveness areas; (5) objectives; (6) action plans; and (7) performance review and evaluation. Examples from the library's implementation are given within the discussion of each part to give the reader a clearer picture of the library's actual experiences with the MBO process. Tables are included for further clarification. In conclusion some points are made which the author feels are particularly crucial to any library MBO implementation.

THE term *objective* is used freely today in many organizations, seemingly without a true understanding of what it means to the management process. Libraries have objectives, departments have objectives, and individuals have objectives. Objectives are often used as a tool for employee evaluation: one has objectives that are either achieved or not achieved, providing a clear method of employee evaluation. But objectives as they are used in Management by Objectives (MBO) represent a part of a total, integrated process. Preceding their definition, a host of questions must be answered, questions which we will discuss in this paper in terms of the MBO implementation in the Houston Academy of Medicine-Texas Medical Center Library.

MBO began receiving increased acceptance after the appearance of Drucker's book *The Practice of Management* in 1954, which included a chapter on "Management by objectives and self-control" [1]. In 1960 another book appeared. This one, by McGregor, *The Human Side of Enterprise* [2], set forth the two well-known assumptions about people in work situations—Theory X and Theory Y. Beck and Hillmar, organization consultants, point out that these two classic books have provided the foundation for the innovative management concept of Management by Objectives and Results (MBO/R) and emphasize that

both Drucker and McGregor were describing a "total organization process" [3]. The main reasons for the high failure rate of MBO in the early years of its implementation—the so-called first generation of MBO—in the 1950s, can be attributed directly to attempts "to use MBO as an appraisal technique rather than a comprehensive approach to organization and planning" [4]. And although there were improvements in the second generation of MBO, there was still no attempt to coordinate unit objectives or to fit unit objectives into a compatible whole, into the predetermined goals of the organization [5].

MBO as it is implemented today still varies in its emphasis, depending on whom one reads. Reddin points out that "MBO can be designed around any one or any combination of . . . three time orientations. The past emphasizes 'appraisal', the present emphasizes 'coaching', while the future emphasizes 'outputs'" [6]. But while there is general agreement that both appraisal and coaching are legitimate parts of MBO, the better emphasis is on future effectiveness [7].

Beck and Hillmar insist that MBO, to be successful, must become the "total management process of the organization" [8]. And they warn that, "when considering MBO/R, an organization should be able to answer the question, 'Why?' If that answer is anything less than 'to achieve more effective organizational results', you might do better without it" [9].

## WHAT IS MBO?

As a management concept MBO is surprisingly simple and free of system complexities so often encountered when we think of systems today. But like swimming, it must be experienced to be grasped and fully understood. And the time for an organization to move from the concept to the first cycle of an operational system is usually considerably longer than one would expect. In fact, the discovery that it takes years to implement properly an effective MBO system surprises so many managers that consultants apply the term *time shock* to the phenomenon [10].

COMMUNICATION

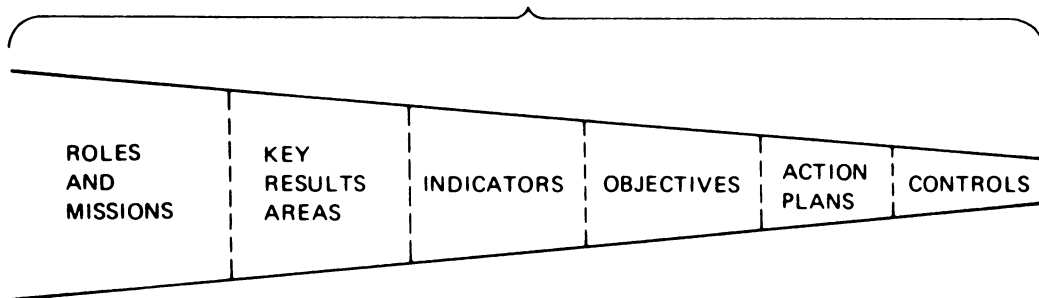


FIG. 1.—The completed MOR funnel.\*

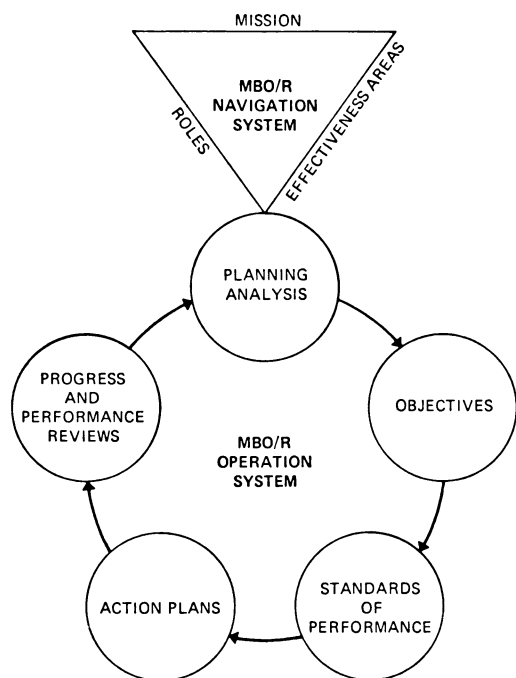


FIG. 2.—MBO/R Navigation and Operation System.†

What is MBO? MBO is a total system of management, “an attempt to incorporate all the things a manager ought to be doing into an organized effort. It is not any *one* of the many tools a manager will find helpful . . . it is the whole tool box” [11]. The following are the key features of the standard MBO system:

\*George Morrissey, *Management by Objectives and Results in the Public Sector*, © 1976, Addison-Wesley, Reading, Mass. Fig. 2.3. Reprinted with permission.

†Arthur C. Beck and Ellis D. Hillmar, *Making MBO/R Work*, © 1976, Addison-Wesley, Reading, Mass. Fig. 7.1. Reprinted with permission.

1. The development of an overall organizational *mission or purpose*, stated in terms of a desired outcome outside of the library;
2. *Roles* (functional and relationship) that deal with how and for whom this purpose is to be carried out, with each function defined in terms of desired results;
3. *Effectiveness areas*, or key results areas, that relate to the question of what one must achieve to be an effective employee;
4. *Indicators and standards* of effective performance;
5. *Objectives*: specific statements about what is to be accomplished in relation to particular performance standards or special projects;
6. *Action Plans* detailing how the objectives are going to be accomplished; and
7. A feedback system for *performance review and evaluation*.

These key parts of an MBO system have been presented diagrammatically by a funnel, as shown in Fig. 1. Another way of depicting the MBO process has been presented by Beck and Hillmar in *Making MBO/R Work* (Fig. 2).

#### THE MBO‡ PROCESS IN THE LIBRARY

MBO in the Houston Academy of Medicine—Texas Medical Center (HAM—TMC) Library began in March of 1977 as a possible answer to the author's concern as a new library director over management control of the library's operations. To gain such control clear definitions of each librarian's responsibilities and a method of evaluating his or her performance were needed.

‡Recognizing that several acronyms are used in the literature—MBO, MOR (Management by Objectives and Results), MBO/R (Management by Objectives for Results)—I will use MBO, the more familiar acronym, throughout unless reference is made to a specific system.

The only knowledge we had of MBO when we began was what we understood from studying McConkey's *MBO for Nonprofit Organizations* [12]. We were to learn later that we really did not understand some very significant MBO concepts. But we, eight librarians—the department heads, the division heads, the associate director, and the director—began with weekly hour-and-a-half sessions, hoping to have a system in operation by the end of the fiscal year, which was six months hence.

Even before the end of the fiscal year, we had accomplished exactly what we had set out to accomplish. We had, neatly typed and in a folder, an overall library mission with accompanying goals, defined for both the long range and the short range, and objectives in support of them. We defined departmental objectives, relating them directly to the library's objectives, with a statement of who was responsible for their completion, by what date, and what indicators would be used to tell us when each objective had been completed. Review periods were set up to monitor performance throughout the year. Meanwhile, in September 1977 we began to implement MBO anew, from the beginning.

Why anew? Because it became clear to us that our initial system was very weak. Even though we had the ingredients normally considered necessary for an MBO system—a mission, goals, and library and unit objectives—the emphasis was on objectives, that is, on activity lists and performance indicators. The system became an appendage to management, a device that was not an integral part of the library's total management process. Many articles and texts, we discovered, speak of this MBO pitfall, which was referred to earlier as the first generation of MBO. Beck and Hillmar [13] place great emphasis on this aspect of MBO, to the point of changing the acronym they use to MBO/R—Management by Objectives for Results.

The point to be stressed is that, by placing the emphasis on *objectives* in Management by Objectives, activity lists of desired outputs of an employee's work efforts can be generated. Written this way, objectives will tell what one is doing or is supposed to do, which could be useful for describing a job, assuming the objectives cover all of one's job. But if one wants an answer to the questions, How effective is one on the job? or How well is one performing one's assigned job?—activity lists and objectives alone are not adequate. To answer these questions properly, that is, to

manage the total performance of employees in an organization, one needs to consider their total job. The only way to do this is to define each job in terms of effective organization performance, the organization result or outcome that is expected from the activities of the position. This switch in emphasis from individual activities and input to organization effectiveness and results (or outcomes) as they relate to the goals of the organization is what MBO is really all about. Such a switch changes it from a goal-setting technique to a management process. This is the direction we took in our second start at implementing MBO.

### *Mission and Roles*

Prior to this second start the mission statement the MBO group agreed upon for the library was: "The mission of the HAM-TMC Library is to create and maintain the optimum conditions for physical, intellectual, and bibliographic access to recorded biomedical information appropriate to the needs of the Library's public."

Drucker has said that a company's business—an organization's mission—must be defined in terms of its customer [14]. "Discover your public's needs, and you will have defined your service objectives" [15]. In light of this our first mission statement was inadequate. The statement says, "... appropriate to the needs of the Library's public," but it does not define those needs. Further, the statement falls nicely into what the MBO literature refers to as the "activity trap" [16]. "To create and maintain the optimum conditions..." is something the library says it should do, it is a means, it is an activity directed at itself. So, deciding that our mission had not been defined in terms outside the library, we tried again.

Our second mission statement became: "The mission of the HAM-TMC Library is improved health care through timely access to biomedical information." The following role functions were developed in support of this mission:

*Collection development:* resulting in a collection of information materials that anticipates and meets the needs of the library's public.

*Collection accessibility:* resulting in the library's public using library collections.

*Information services:* resulting in the library's public having intellectual access to biomedical information through knowledgeable personal assistance.

*Education:* resulting in a library clientele knowledgeable of the full range of library services and capable of using a library effectively.

TABLE 1  
EFFECTIVENESS AREAS AND NEGOTIATION GRID

Library Mission	Role Functions	Results	Effectiveness Areas	Library Department							
				Adminis- tration	Collection Develop- ment	Acqui- sitions	Cataloging	Inform- ation Services	Circu- lation	Audio- visual	Special Collec- tions
Informed Health Care Decisions	Collection development	Quality collections available	Collection quality Collections obtained	x	x	x		x	x	x	
	Collection organization	Collections accessible	Collections cataloged Collections physically arranged for use Collections maintained				x			x	
	Information dissemination	Informed users	Collections distributed Users educated Collections interpreted	x	x	x		x	x	x	x
	Management functions	An organization achieving its mission	Subordinate effectiveness Fiscal effectiveness Personnel effectiveness Research effectiveness Physical facility effectiveness Administrative effectiveness	x	x	x	x	x	x	x	x
				x							x
				x							x
				x							x
				x							x
				x							x
				x							x
Professional development and leadership	Professional development and leadership	Librarians contributing to the growth and development of the profession	Professional organization Professional advice accepted Professional skills developed	x	x	x	x	x	x	x	x
				x							
				x							

Our role relationship statement—which is an answer to the questions, Whom are we serving? or For whom are we fulfilling our mission?—remained fairly stable throughout our other changes. We said that “the Library recognizes its mission responsibilities primarily to its supporting institutions and secondarily to other Houston area health professionals, other libraries, and the local community.”\*

A third edition of the library’s mission statement came five months into the implementation of the new MBO/R system. At this time we called in Ellis Hillmar, one of the authors of several works we were using, as a consultant. The day-and-a-half session held with the consultant was invaluable, and it was during this session that we achieved our current mission statement. It came to us rather suprisingly during the session, primarily in response to repeated questioning: Why do we do that? What do we ultimately want our activities to lead to? This probing proved to be the key to transforming an activity statement into a results statement.

What do we want to be the result of all our efforts? Informed health care decisions. The light came slowly for some of us, but we soon realized that this was what we were all about. Informed health care decisions: it is a purpose closer to us than improved health care, and a result of our actions as a library, not the activity itself. How we were to achieve this result would be discussed at other levels, at the role function level (What functions does the library have to engage in to accomplish the mission?) and at the effectiveness area level (Where must there be effective performance, or output?). This remains our current mission, although it too may change as we work more with it.

In order to achieve the revised mission of the HAM–TMC Library, informed health care decisions, we felt we would have to undertake the following functions (modified from the role functions developed under our previous mission statement):

\*The HAM-TMC Library is a private consortium library under the governance of a library board made up of representatives from the five principal supporting institutions (Baylor College of Medicine; Houston Academy of Medicine, that is, the practicing physicians in Harris County; The University of Texas institutions at Houston; Texas Medical Center, Inc.; and Texas Woman’s University at Houston). In all, the library is supported by assessments from eighteen educational institutions in Houston.

*Collection development:* resulting in collections available.

*Collection organization:* resulting in collections accessible.

*Information dissemination:* resulting in informed users.

*Management functions:* resulting in an organization able to achieve its mission.

*Professional development and leadership:* resulting in librarians contributing to the growth and development of the profession.

#### *Effectiveness Areas and Accountability*

The third part of the MBO/R Navigation System triad (Fig. 2), developed by Beck and Hillmar, deals with the (managerial) effectiveness areas. Effectiveness areas are similar to the key results areas used by some MBO authors; but the term *key* implies only some areas of one’s job or of an organization’s areas of accountability, while effectiveness areas are defined to cover all of the job. This is significant, because when you know you are defining a total job in terms of managerial effectiveness, or when you know you are defining all of the areas in which the library is accountable, you can then tie a performance appraisal system or a management information system directly to the MBO system. You thereby overcome the criticism brought against some MBO implementations that only certain areas of work are covered and therefore only certain areas of work can be evaluated.

Managerial effectiveness refers to the extent to which output requirements are achieved [17]. It relates to individual employees, to departments, or to the organization as a whole. Effectiveness areas relate directly to role functions and are written as broad, two-to-four-word phrases, without verbs, dates, standards of measurement, or directional indicators. This assures us that we are doing those things which appropriately contribute to the achievement of the expressed role outcomes: the phrases simply tell what must be achieved if one is to be considered effective in a particular area.

At the HAM–TMC Library, under the role function of collection development (Table 1), two effectiveness areas have been established for the library: (1) collection quality and (2) collections obtained. These effectiveness areas require that the library be effective in managing collection quality and obtaining collections if it is to be effective in its role function of collection development.

The next step in the MBO process is to determine who is accountable for what effectiveness areas. A simple mechanism we have used to

accomplish this is the grid shown in Table 1. The grid allows us to delineate who is accepting accountability for each effectiveness area. For example, as Table 1 shows, the collection development librarian is not solely responsible for the library's collection quality, and the acquisitions department is not solely responsible for collections obtained. In these cases when there is multiple concern for particular effectiveness areas, the departments involved must negotiate their particular accountability, and this negotiated accountability will subsequently be stated in detail in each particular department's mission, roles, and effectiveness areas. Accountability must be clearly defined, because if two people are accountable for the same thing, one of them mostly likely does not have a job. This does not mean that, for example, each reference librarian cannot be accountable for information dissemination. Many persons may have identical accountability such as this at the same level, but only one person, for example, can be accountable for the reference department's scheduling, and only one person can be held finally accountable for the accuracy of the acquisitions budget. Defining responsibility, then, is what effectiveness areas are all about. They clarify accountability in the organization, and the success or failure of effective management is dependent upon clearly defined accountability.

### *Performance Effectiveness*

Once accountability has been defined through effectiveness areas, the question then becomes one of determining indicators and standards of effective performance: How is your superior going to know if and when you are performing effectively? And an even more important question for the individual librarian: How am I going to know if I am performing effectively, before my supervisor knows? Accountability is meaningless unless it can be measured or its meaning agreed upon. Each effectiveness area, therefore, whether of the whole organization, of a department, or of an individual, needs indicators and standards of effective performance.

This part of the MBO process is developed further in Table 2. The assistant director for technical services of the HAM-TMC Library, who is also the collection development librarian, has determined, from studying the library's roles and effectiveness areas, what the roles and effectiveness areas of the Technical Services Division are to be and, from these, which are specifically hers in her dual position as division head and collection

development librarian. The Technical Services Division in the HAM-TMC Library includes the special collections department (history of medicine collection and archives), collections development, acquisitions (including serials), and cataloging. The role functions of technical services include all the functions of these departments. The division head, in setting out her job responsibilities, has listed specific effectiveness areas under five of the divisional role functions. She has delegated full responsibility for three of the functions—collections bibliographically accessible, collections prepared for physical access, and special collections information—to the respective department heads. But in delegating responsibility to the head of cataloging for the cataloging functions, for example, the division head is not absolved from cataloging results. In fact, she has listed certain effectiveness areas under her management role which enable her to retain the necessary control over cataloging: cost effectiveness, personnel effectiveness, subordinate effectiveness, and divisional effectiveness. What the assistant director for technical services is saying here is that technical services functions will be cost effective, the managers in technical services will be effective managers, and the division itself will perform effectively if these areas are managed effectively. The purpose of management functions, a purpose which would be common to any manager's job, is to clarify and focus on managerial responsibilities, to identify where the manager has to perform successfully.

How will the assistant director for technical services know she is being effective in the areas she has said she will be effective in, and how will her superior, in this case the library director, know she is an effective manager?

This brings us to a very crucial part of the MBO process, that of developing performance indicators and standards. Each effectiveness area a manager accepts needs indicators of performance, and each indicator needs a standard of performance. What makes this such a crucial part of the MBO process has to do with the concept—a truism in MBO—that "if you can't measure it, forget it, no one will know anyway" [18].

What are indicators of performance and performance standards? Together they relate to the specific conditions, the results, that will exist when there is acceptable job performance. Indicators show the work areas in which to look for appropriate standards. For example, under the effectiveness area of resource acquisition, some

# RESULTS-ORIENTED MANAGEMENT THROUGH MBO

TABLE 2  
ANNUAL PLAN OF ASSISTANT DIRECTOR FOR TECHNICAL SERVICES

Role Functions of Technical Services Division	Annual Plan			
	Effectiveness Areas	Indicators	Minimum Standard or Present Level	Objectives
Collection development	Collection quality	ILL borrowing requests	Less than 2% of total interlibrary borrowings fall within collection policy scope	Minimum standard determined by July 30, 1979, at no additional cost
		Number of needed items within scope not in collection	Less than ten per year	
	Cooperative collection development	Number of titles distributed		
Collections obtained	Acquisitions budget	Accuracy Preparation	Each line within 5% On time	
Collections physically maintained	Collection storage	Adequate space	No major unanticipated shifts required within two-year period	Space needs for books and journals determined through 1985 by June 30, 1979, at no additional cost
Management functions	Cost-effective technical services	Number of volumes out per dollar expenditure		Acceptable standard determined by May 30, 1979
	Personnel effectiveness	Staff turnover rate	Less than 5%	
	Divisional effectiveness	Departmental conflict	Absence of conflict	
	Subordinate effectiveness	Work-flow bottlenecks Annual plan	Smooth work flow Accomplishes the annual plan satisfactorily	
Professional development and leadership functions	Professional development and leadership effectiveness	Innovations	One new program or plan per year	Collection development chapter for handbook completed by August 30, 1979, at maximum of eight hours library time per week
		Professional participation	Active in one organization	
Collections bibliographically accessible	Delegated	—	—	
Collections prepared for physical access	Delegated	—	—	
Special collections information	Delegated	—	—	—



indicators might be grant applications awarded, income available, and budget approval. The standards would be the specific number targets.

Some effectiveness areas—many, in fact, in nonprofit, service, and knowledge-worker organizations—are without a doubt difficult to measure. This must be recognized and dealt with. *Measurement* may well have to indicate the achievement of a specific behavioral condition previously agreed upon by the persons involved, rather than something that is countable. Mager's book *Goal Analysis* [19] tackles these hard-to-measure areas, these "fuzzies" (important but abstract goals), as he calls them. The interested reader would do well to consult Mager's book.

### *Objectives and Action Plans*

According to the MBO/R Navigation and Operations System (Fig. 2), after the mission, roles, and effectiveness areas have been determined, a planning analysis step should occur. Planning is necessary to carry the organization into the future. Planning elements should include (1) an assessment of the organization's present status in relation to its environment, both internal and external; (2) an analysis of its past performance; and (3) assumptions about the future direction and goals of the organization [20]. Based on the information generated from these planning considerations, along with the previously established organizational or unit mission, roles, and effectiveness areas, each level of the organization will be able to generate its goals both for the long range as well as the short range. Although this planning step appears at a particular point in the scheme, we have found that planning is in reality an integral part of the total MBO implementation process. It in fact occurs throughout the process, because no objective could be written without planning. And to ensure that planning is carried out regularly, we have included it as an objective for the library administration, as well as for some other units.

Setting objectives requires that one consider one's effectiveness areas and standards and that the question be asked: Which standards require change and which can be maintained for the time at their present level? Standards, of course, can be changed without writing an objective; but an objective is not written (other than for a special project) unless there is a need to create or change a performance standard through a process. The advantage to having indicators and standards for all of one's effectiveness areas (for all of one's job) is to enable control of the total job, even though

objectives are not written on all effectiveness areas. Some areas will only need to be maintained; that is, they will not require a process or system change. Performance effectiveness in these areas can be judged in relation to the established performance standards. Thus, effectiveness areas may be divided into those that require change at the time and those that can continue according to their agreed-upon standards. Objectives should be limited in any case. No individual, unit, or organization should undertake to improve its whole job at one time. There is the day-to-day work to be done, limiting the time that can be allotted to process or system change. And because objectives are written to change a process, to improve or create a particular standard, or to complete a special project, there would be an element of stretch in each objective, requiring a significant effort. This is why MBO authors regularly recommend limited numbers of objectives.

There are any number of books and articles written with instructions on how to write an objective. The standard model is: "To (action or accomplishment verb) (single key result) by (target date) at (cost)" [21]. The emphasis in writing objectives should be on results, not on activities, just as we have emphasized results in the other parts of the MBO model. Beck and Hillmar, in fact, suggest a modified model for writing objectives, just to stay clear of the activity trap. They suggest not using the action verb [22]. For instance, the objective "to determine stack space needs for books and journals through 1985 by June 30, 1979, at no supplemental expenditure" could be changed to read "stack space needs for books and journals through 1985 determined by June 30, 1979, at no supplemental expenditure." This removes "to determine," which placed an emphasis on the activity of determining. The rewording places the emphasis on the result, "stack space needs for books and journals through 1985 determined." If one begins with results statements in the mission and carries them through to the effectiveness areas, there should be less need for the latter wording. Both, in fact, state the results. But care must be taken throughout the MBO process, as this article has emphasized, to stay away from activity statements. An excellent article by McConkey on this appears in Beck and Hillmar's *Making MBO/R Work*. McConkey maintains that, if a manager writes his or her mission or goal as an activity, "when he writes his so-called objectives he will undoubtedly end up with a lengthy list of activities designed to carry out his mission: it would be all but impossible to

arrive at any other type of objectives because he has cast his mission as an activity" [23].

#### *Progress and Performance Review*

Rounding out the annual MBO cycle are the progress review and the final performance review. Because our MBO system involves each librarian's total job, the librarian's prepared annual plan can be tied directly to an appraisal mechanism. The annual plan will consist of objectives to be completed, standards to be maintained, and any special projects agreed upon—that is, 100% of a person's job. This information is laid out each year and negotiated vertically and horizontally where necessary.

The progress review consists of problem-solving sessions which emphasize the previously agreed-upon objectives and their specific action plans, which are devised with details for the completion of each objective. A simple form is used listing the details of each objective's action plan. Progress reviews should take place with one's superior as the action plan warrants, normally quarterly but perhaps in some situations monthly. The standards for effectiveness areas must appear on the annual plan, along with the standards associated with the annual objectives. Although the progress review will be concerned primarily with progress on objectives that have been set for improvement of effectiveness areas, the effectiveness areas that are to be maintained at their agreed-upon standard must be monitored as well. If put on the annual plan, they will not be forgotten.

A progress review form was devised to document the pertinent parts of the review. It is intended that this form be used to assist in the discussions and the final documentation of the annual performance appraisal. The only form that would ultimately end up in the librarian's file would be a faculty performance appraisal form, which calls for an appraisal of the librarian's complete job.

#### CONCLUSION

Implementation of an effective organizational MBO system cannot be entered into lightly. The HAM-TMC Library spent about eight hundred seventy individual hours (exclusive of extensive outside preparation) from its first session to the beginning of its first cycle—over an eighteen-month period. This brought the system down to the department head level. Involvement of the staff and those librarians not responsible for departments is minimal at this time.

We are now working on developing indicators

and standards for each level of the library, including indicators of the library's mission. Although this process promises to be very difficult, the MBO system will not be complete without it; we hope to be able to report on our successful completion of it in a subsequent paper, detailing how it fits into the management information system we are developing.

We have invested a great deal of energy in our MBO system. The results of this investment, however, far outweigh the costs. Already the library's personnel have a much better idea of the direction of the library and how they contribute to it. They understand their accountability and what constitutes effective performance. And they are free to develop their responsibilities as they feel is appropriate, to be innovative and creative, because they are full participants in the effective performance of the library. Their understanding and acceptance of these crucial concepts, we feel, can only benefit those for whom we exist as an organization: our users.

By way of summary the following points are given as being crucial, from our experience, to a library MBO installation:

1. Realize that to implement MBO you must consider time in terms of years, not weeks or months.
2. There must be someone on the library staff who will be responsible for leading the implementation, your MBO expert. Others in key positions will learn the system as it is being developed, so that eventually the knowledge of MBO by those who are a part of the system will lead to an "organization-owned" system.
3. Expect some misunderstandings at first, but insist upon results statements no matter how awkward. There is a natural tendency for people to think in terms of activities: to plan, to coordinate, to promote. But results statements are the only way to arrive at a results-oriented MBO system.
4. Be flexible with individual staff members and departments. Some naturally pick up MBO more quickly than others, and as long as minimal expectations are understood and all key people are involved in the total process, there is no harm in letting some departments move ahead as your program proceeds.
5. Choose the consultant you may bring in with care. MBO is a management process, it is a way of managing that must be an integral part of the organization's philosophy. It is

not, as we see it, merely a technique that is added on, from which the library's top management can remain aloof. MBO failures result not from the failure of MBO, but from the failure of management to clarify its expectations about MBO. You must find out what you want from MBO and then look for the consultant who can give it to you. If you have a "staff expert" and a commitment from your staff, a consultant may be needed only for a certain period during the implementation, to help remove any blocks that may have developed or set straight any false directions.

6. Finally, MBO implementation is a process of discovery and growth—change—based on experiencing and understanding what is happening. It is not easy, neat, clear, or by the numbers.

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