

## 6.2 Management of human resources

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**Human resources, people, are the main innovative capital of an organisation. This chapter deals with general issues and tools used by any type of organisation. Also, it refers to the specificity of cultural organisations and to the management of human resources in the public administration.**

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The human resources of an organisation are the capitals of physical and smart energy, whose owners are people being part of the organisation and providing it with greater or lesser quantity or quality. Human resources are the main source of resources to be used to improve the competitiveness levels of the organisation.

Knowledge basically lies in people, who are therefore the most important capital of the organisation. At the same time, this capital has a high mobility index as people can change the organisation by moving their knowledge from a productive environment to another.

This situation implies that the management of the human resources of an organisation is a very important task in the management of an organisation. Correctly managing the potential of the human team which constitutes the organisation, strengthening and developing work environments which boost creativity and innovation and, in short, taking the maximum advantage, in the interests of the organisation, of the knowledge of people who work in the organisation is a fundamental challenge to develop and to achieve its objectives.

This chapter develops the basic concepts related to the management of human resources in an organisation, both general aspects and some tools generally used in such management. Also, the management of human resources in the public administration is mentioned as it presents special characteristics due to their own idiosyncrasy.

### 1. General aspects

#### Organisation models

Human resources are managed in a certain organisation model. Organisation is understood as a group of people consciously joined together to achieve a certain purpose or objective. Factors which define an organisation are as follows:

- An existing purpose known by all the members of the group.
- Distribution of roles and tasks to be carried out.
- Division of authority and formal power.
- Uncertain duration (permanent mission) or clearly defined according to an objective.
- Internal communication and coordination system.

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- Assessment criteria and control of results.

Regarding the setting-up of an organisation, the following stages should be mentioned:

- Definition of the collective mission (vocation, objectives, and plans). Objectives are quantified. Vocation is a desire.
- Distribution of the main activity's duties or units (division and departmentalisation).
- Division into levels (formal responsibilities and powers, organisation charts).
- Integration operation of the group to compensate divisions (coordination procedures).
- Structuring of individual activities (division of tasks, description of works, and rules).

In all organisations, the organisation chart is an important element as it simply shows the different levels of the organisation, its hierarchical flows, the distribution of responsibilities, and the situation of each person involved in such organisation in relation to its set.

There are various types of organisation charts which correspond to various organisational models. They can be classified in four main models:

**Solar organisation chart.** It is the simplest organisation chart; it takes place in small organisations with a dominant person, who is the centre of everything.

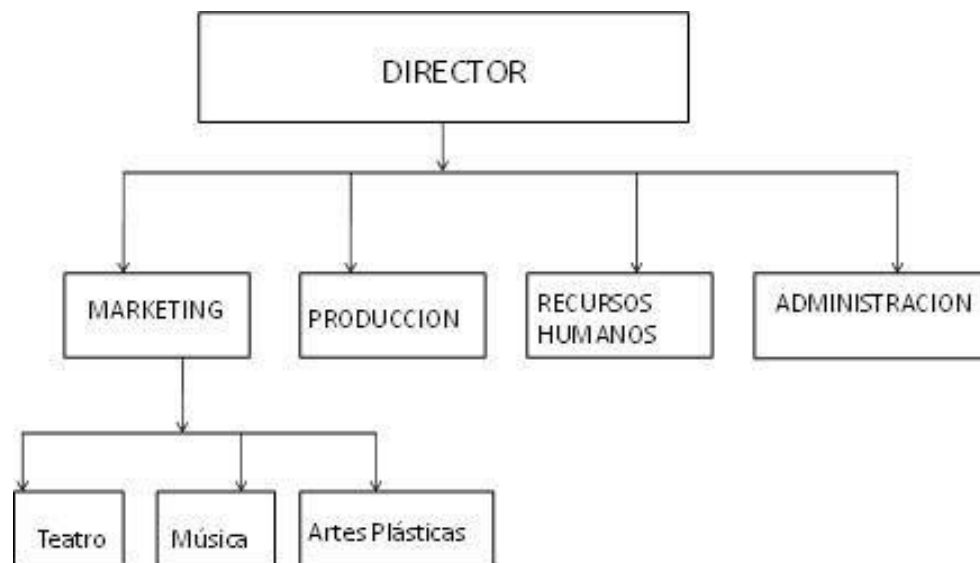
Everything is related to the central core, which decides everything.



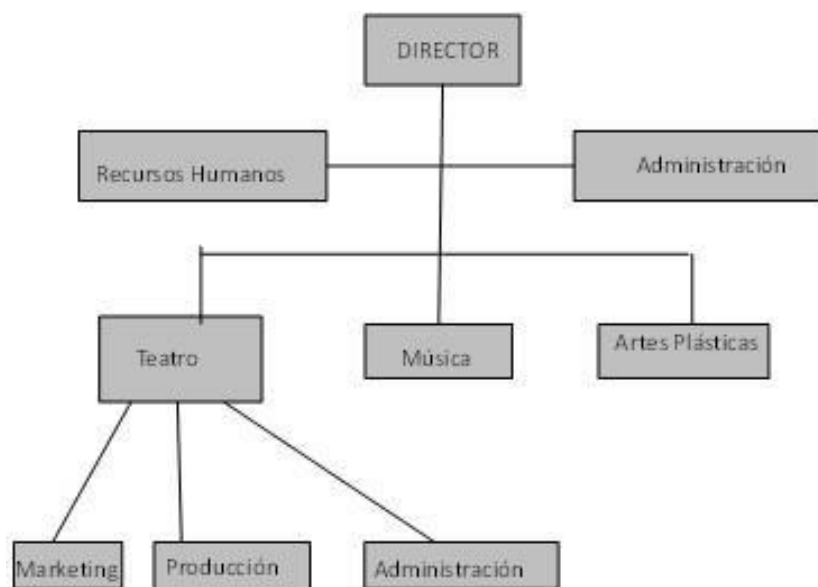
**Functional organisation chart.** It is an evolution of the solar organisational chart; it is organised by duties. It is a practical organisation chart. Decisions are quickly taken. Its disadvantage is based on boosting sealed housing,

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leading to “Taifa kingdoms”.



**Divisional organisation chart.** It is organised by action fields. It is very useful for organisations with different services. It may generate a certain division of decisions as each person responsible for a service takes on all actions to provide the service adequately (production, economic management, staff management, etc.). Some centralised services dependent on the directorate are generally established to balance this situation.



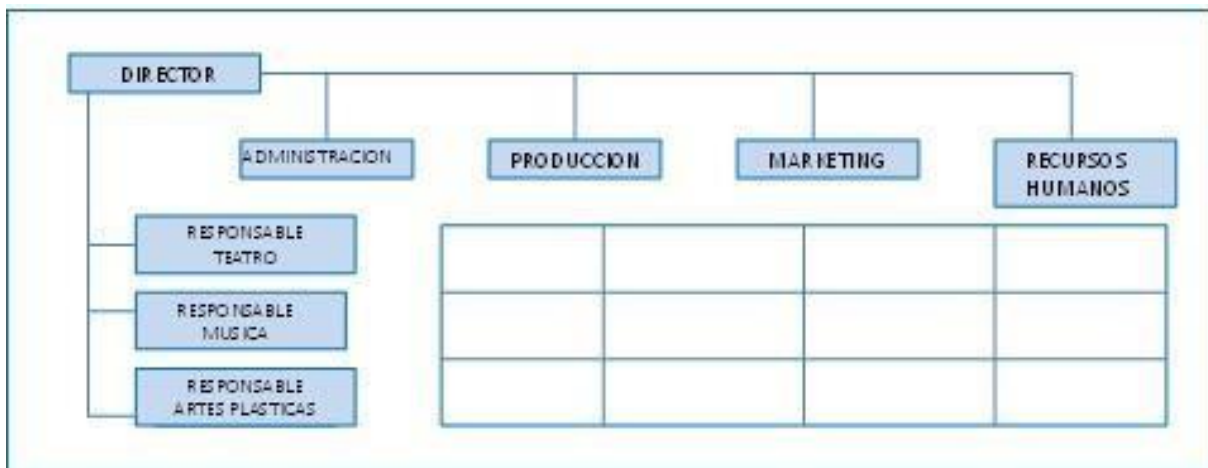
**Matrix organisation chart.** It is related to two different approaches:

One approach based on the general duties of all activities (administration, staff, marketing, production, etc.).

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Another approach is based on duties related to the activity provided (shows, activities in museums and libraries, etc.).

The goal is the pursuit of an appropriate relationship between non-specialists and specialists, so an adequate coordination and communication is required.



People from different non-specialised departments (marketing, human resources, etc.) deal with each product according to the needs of the moment. The management by project is possible by grouping different people around a project manager, and when the project is finished, the group disappears. The authority is quite dissolved. It is a type of organisation chart very related to the management by objectives.

## Evolution in the management of human resources

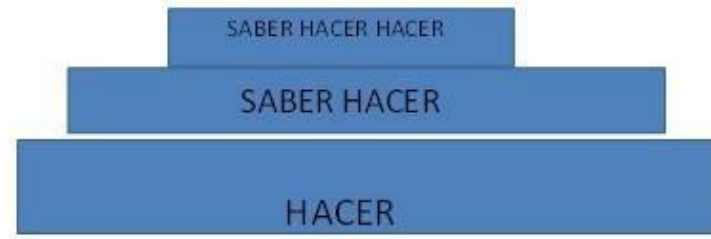
The management of human resources has been developed over time, as organisation models do. By way of a summary, the most used theories are as follows:

**Rationalist trend.** It was led by Taylor. It was based on the division of work and on the meticulous development of procedures, which implies to organise the production in a managed way. “Workers do not need to think”. An example is assembly lines. People involved in the organisation are not important, but their well-done work. Leaders control, they do not help.

In the administration, the transfer of this theory is the official trend implied by organising everything, and the person just must follow the procedure.

**Behaviourist or behavioural approach.** It was led by Elthon Mayo, who analysed the problem of a factory which, with the rationalist trend, did not reach the objectives. He concluded that people are not just rational, but emotional beings, and created the theory of human relationships which encourages to create environments in which the staff is more involved (company stores, less control, etc.). It turned from the controlling leader into the paternalistic leader.

**Socio-technical movement.** It was created in Norway and considered to apply Elthon Mayo's theory, but without falling into paternalism. The aim is to balance the social and technical aspect in workers and leaders. It is a mistake to think that leaders must have an important technical competence (a good technician is lost, and a bad leader is won). Leaders should have technical knowledge, but not all.



Recent approaches are based on the characteristics of new organisations which are obviously different from those leading to the approaches explained above. These new organisations are characterised by:

- Being open.
- Being flexible.
- Being in continuous improvement processes.
- Being comprehensive/integrating.
- Having flatter structures.
- Managing the present and anticipating the future.
- Using information and communication flows effectively.

In short, they are organisations capable to adapt and even to anticipate the changes of the environment and, at the same time, are effective in achieving that people involved in such organisations give the maximum of their intelligence and their creative potential.

Regarding expressions, the concept “labour” turned into “staff”, and currently into “human resources”.

“Labour” indicates that the contribution expected is physical energy and that the intelligence needed is minimum, only to develop the instructions received.

“Staff” is a concept joining together an impersonal group of individuals hired to carry out a certain work in exchange for a salary.

“Human resources” is associated with an organisation which agrees with a person, who is owner of some “resources”, to provide them in exchange for a compensation. This contribution particularly entails the contribution of their resources in relation to intelligence, understanding this concept as the process by which each person receives information, processes it, and transmits it when carrying out their work. The human resource, aside from developing the other resources of the organisation, is the only source of creativity and innovation.

If the cost was understood as an expenditure in the idea of “labour” and “staff”, in the idea of “human resources” the cost is understood as an investment.

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The following table indicates the differences between the old ideas and the new one.

Mano de Obra y Personal	Recursos Humanos
Lo que se valora de cada persona es el "sentido común" o "buen juicio" y la experiencia	El buen juicio y la experiencia ya no son suficientes, además son necesarios los conocimientos y habilidades específicas
Las personas tienden a no cumplir y sólo funcionan con premios y castigos	Las personas tienen tendencia a la curiosidad y a la acción. Esta tendencia se desarrolla en entornos que proporcionan confianza y elevan el nivel de superación
Para que funcione la organización es suficiente con que unos pocos decidan y la mayoría ejecute	La inteligencia de los directivos no es suficiente para hacer frente a los desafíos de la organización
Las personas sólo sirven para ejecutar órdenes, no valorándose su potencial de inteligencia	El nivel de conocimiento de las personas que integran la organización es creciente

## Management and leadership styles

Management style is understood as the way of exerting the power recognised in the organisation. The management of any type of organisation is currently influenced by the environment in which it is developed, and it is affected by three main types of external influences:

- **Economic influences**, defined by factors such as the overall economic situation, cycles, market changes. and legislative variations.
- **Sociocultural influences**, such as the new demands of the citizenship, the new social values (ecology, transparency, governance, ethics, etc.), the existence of a society with an increasingly greater access to information, and the belonging to a globalised world.
- **Technological influences** coming from the continuing technological advances.

It is evident that this reality has implied the evolution of management systems and the definition of leadership in organisations. Taylorist control and management methods based on "command and control" are removed from current organisations. New organisations need leaders rather than managers. Leadership is more than managing/administering the organisation.

According to Warren Bennis, the characteristics which distinguish a leader from a manager are as follows:

Gestor	Líder
Administra	Innova
Es una copia	Es el original
Mantiene	Desarrolla
Acepta la realidad	La cuestiona
Se centra en los sistemas y la estructura	Se centra en la personas
Es cortoplacista	tiene perspectiva de largo plazo
Pregunta cómo y cuándo	Pregunta qué y porqué
Pone su mirada en el resultado	Pone su mirada en el horizonte
Imita	Origina
Acepta el status quo	Trata de desafiarlo
Es un buen soldado	Es uno mismo
Hace las cosas bien	Hace lo que hay que hacer

The leader's action should be mainly focused on satisfying three types of demands:

- To carry out some **tasks**.
- To build up their work **group**.
- To develop their **people**.

A leadership only focussed on tasks, thus reducing everything to the work field and forgetting aspects such as training, the stimulus, and the motivation of the group, could be effective in the short term, but it is probably not obtaining from its group everything it is capable to give.

Also, a leadership only focused on creating a team spirit and not paying attention to work or people could not obtain the maximum performance of its co-workers. There would be probably a good work environment, but the sense of achievement produced by the achievement of objectives will be lost.

The person, the individuality is more and more important. If only the group is developed, without considering individualities, a feeling of lethargy could be experienced by the group due to monotony.

Leadership entails the work to obtain results through the action of other people.

Three approaches have been considered to analyse the leadership:

- **A qualitative approach**.- It is based on trying to define a leader's qualities. It is true than some qualities are always important (capacity for discernment, acceptance by the team, honesty, ease of communication, etc.), but it should be considered that many people with those qualities are not leaders. In addition, it is difficult to objectively define some of them, for example, honesty.
- **Situational approach**.- It is based on that the authority corresponds to the person who knows, believing that the technical competence is enough to ensure the leadership. However, when a person technically well-trained promotes to responsible positions, a good technician is lost to win a bad leader. The leadership could be enhanced according to the situation, and the technical competence is important, but it is not the

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only competence that the leader should develop. This approach represents an advance because it entails that the leadership is a consequence of knowledge and could therefore be developed by an appropriate training.

- **Functional approach.**- It was developed by John Adair, who analysed the leader's responsibility in three interrelated areas:
  - Definition and performance of tasks.- The difference between a group and a disorderly crowd is that the group has common objectives. If a group does not achieve the objectives expected, it could be frustrated. Achieving results is the main successful criterion for a leader.
  - Construction and coordination of the group.- The group should be very close to achieve the objectives. People have the need to work in a coordinated way and to the same direction. The group work should demonstrate that their overall results are better than the sum of individual efforts.
  - Development and satisfaction of people.- In the core of a work group, members declare a series of needs. People included in a group wish to know their responsibilities, the purposes of their work, and the performance level they are developing. The leader should give them opportunities to take responsibilities and to give all their potential. Also, the leader should recognise the merits of a well-done work.

The effective leadership is that appropriately interrelating these three areas

In the management of the organisation, the person who is leader should perform the following duties:

- Setting objectives and planning.
- Organisation, temporary programming, and control
- Management of people.
- Assessment of people and objectives.

The person exercising the leadership should clearly know what to do. The participation is a mean, not a purpose. The group cannot participate if people does not know what to do or how to do it.

Information in organisations should be searched. It is very important to have the appropriate information before starting the project. It is better to be "bore" rather than not having the whole information. Sentences like "I thought that" are very common mistakes.

When creating a team and leading it effectively, the following aspects should be considered:

A group without an objective is lost. The leader should make the group aware of an objective, so it should be delimited.

A group of individuals is possible not to be a team. The person taking the leadership should make them feel as a team by achieving that each member is joined to the common objective.

A disorganised team will never achieve the objective. The leader should organise tasks appropriately. If a leader is too much organised, it could be under the bureaucracy.



A team without information does not know what they do. The leader should inform about the results and, especially, about everything related to their work.

Leaders should manage the team by effectively communicating, by promoting participation, which is a mean and not a purpose, and by being demanding, not intolerant (objectives are not negotiated).

### Leadership styles

The leadership style is the result of the interaction between the leader's personality and the environment in which he or she interacts.

The personality is an element which, especially in the personal maturity, does not change. Factors related to leaders' way of being are included in this concept, such as trust-distrust, capacity for tolerance, their extroversion level, their level of controlling themselves, etc.

The environment is the most changing element as it represents the current context of the organisation, which implies factors such as the relationship with co-workers, the culture of the organisation, the type of organisation, the services to be provided or generated, etc.

Two basic objectives should be managed when acting from the leadership:

Tasks.- They are understood as the achievement of objectives.

Group.-Strengthening the group and its potentiality, turning individualities into a group.

The combination of the two basic objectives, tasks and group, determines a series of leadership styles:



A total of 10 leadership styles can be identified, although they are 5 effective styles, each joined to a style with a risk of ineffectiveness. These styles are the result of the work of the French expert Dominique Chalvin, who developed the initial works by Blake and Mouton.

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The leadership styles identified are as follows:

Estilo eficaz	Estilo con Riesgo de Ineficacia
Regulador	Burócrata
Participativo	Paternalista
Competitivo	Agresivo
Negociador	Oportunista
Maximalista	Utópico

**Regulatory.**- Correct hierarchical relations are established, duties are clearly defined, and subordinates perfectly understand what they have to do. What is important is that everything is planned and that the rules and procedures established are fulfilled. What is important is the procedure supporting all the organisational structure and defining how the power should be exercised. Leaders have power because they have the official head position, and no one doubts it.

**Bureaucrat.**- The interaction degree between the members of the organisation is weak and does not encourage to collaborate. The leader is quite isolated and defends the procedures and the bureaucratic formalism, which is used against problems or disagreements among the organisation's people.

**Participatory.**- The hierarchy is not a value, what is important is the team. Relationships are open and everyone can freely give their opinion about how the organisation works. The leader takes the responsibility due to their influence on the group, and encourages the team, which has the power.

**Paternalist.**- They defend the team, the good relationships, the spirit of "family". They prefer not to talk about power, they seem to be embarrassed by using it, so the tendency is to avoid problems with subordinates as well as controversial decisions. They are very influenced by the members of the organisation.

**Competitive.**- Leaders understand that their job is to obtain the maximum result of their subordinates. Hierarchical relationships are clear and are based on competences, so that each person knows their position in the organisation depending on their competence. The leader clearly exercises the power and keeps it due to the results achieved. Their power is not answering, as their orders are accepted as they are considered necessary for the good operation of the organisation, so providing explanations is not required.

**Aggressive.**- Their objective is to maintain the power by using authoritarian ways. It generates aggressiveness in work relationships, thus harming the effectiveness. They struggle for influencing people and are of phobias and phobias. They do not delegate as they think they could lose power.

**Negotiating.**- Hierarchical relationships are based on the good relation with subordinates, which are in turn based on mutual confidence and respect. Subordinates usually ask them what should be done, and leaders never take important decisions without asking them. Subordinates can solve their problems by avoiding formalising the relationships. They are considered leaders due to their wide experience and have generally the enough ability to not make great mistakes.

**Opportunist.**- They lose much time in conspiracies and manoeuvres among the members of the organisation to

maintain the power. It encourages temporary arrangements, and the relationship with subordinates is based on arrangements. Relationships tend to be familiar, hierarchy is not important, and that is why it is difficult to demand results and responsibilities. They think that commitment and consensus are still the best solution, so they do not decide anything permanently. They tend to rely on time to solve anything.

**Maximalist.**- They prioritise the results, but consider subordinates and have a long-term vision. Hierarchy is irrelevant if it is not useful for the organisation. They exercise a useful power. They are not discussed as they give orders considered as valid and assumed by subordinates. They encourage the cooperation in the team to obtain a better result and regulate the set of the organisation by the system of negotiated objectives, which provide each person with the area where they should exert their influence as maximum as possible.

**Utopian.**- They generally trust on people and on the system to ensure that the organisation works. They theorise about the good aspects of the system, but generally their idealism is not enough to solve the problems of the organisation. They trust the team's people and then suffer disappointments. They prefer to encourage an unquestionably management style rather than to achieve that the organisation obtain better results.

Currently, and to tackle the challenges of the environment, cultural organisations need a greater and better leadership. As mentioned above, it is necessary to move from management to leadership, thus entailing an important attitude change.

Ya no Basta	Es necesario
Crecer-multiplicar	Crear
Gestionar lo existente	Cambiar lo existente
Adaptarse	Promover el cambio
El poder	La influencia
La orden y el mando	La inspiración
El control	La estimulación creativa
Protegerse de las amenazas y debilidades	Aprovechar las oportunidades y fortalezas
Conformarse con lo bueno	Aspirar a lo mejor
<b>Gestionar</b>	<b>Liderar</b>

In sum, the person who exercises the leadership should have a series of capacities (learning, vision, adaptation to people and situations, communication, the assumption of risks, etc.) as well as maintain a series of attitudes, such as:

- Listening to learn from other people.
- Encouraging disagreements, no disputes, to discuss and look for a common point.
- Asking for opinions before giving theirs.
- Accepting the negative feedback and stopping the positive (avoid adulation).
- Taking responsibility in the case of failure.

Maintaining these attitudes will result in:

- Reducing the distance to the status. They are not friends, but distances of such forced status are reduced.
- Considering the talent and needs of each person.

- No en masse management because leadership consists in managing one by one.
- Encouraging self-criticism by rejecting self-satisfaction.
- Not being afraid of changing the mind.
- Maintaining a service attitude.

It has been mentioned at the beginning of this chapter that a great challenge for organisations is keeping the talent, and this depends on the leadership. Talent is the result of two factors: the capacity, the competence, aptitudes... in relation to the capacity of commitment, of being motivated by the common project, to use all such capacities for the organisation. Therefore, it has to do with the attitude of “putting at the service of...” or “not putting at the service of...”, and this especially depends on leadership.

## Capacities required

The specificity of the management of cultural organisations requires that human resources are aware of strategies, such as the citizen participation and the value of culture as an element of social cohesion, as an integral part of their work as professionals. As a result, through the training and the joint learning of the organisation, the professional is empowered by the management of cultural organisation with a series of capacities, which unite tools and attitudes to enable them to develop their work effectively. Therefore, the generation of a culture of the organisation which appreciates, encourages, and is aimed at working with such parameters is essential.

In the definition of the capacities to be developed by the professionals of cultural organisations, the following capacities should be stressed:

To develop promotion strategies of the citizen participation by defining the degree of participation aimed to be achieved.

To struggle to deeply know the citizenship to which the cultural intervention is addressed, being aware of its diversity and taking several objectives related to the participation in programmes in relation to the involvement degree (from passive consumers to more active co-workers or agents).

To accept the diversity of users as a positive common enrichment opportunity.

To pay attention to citizenship, to be close and approachable, to maintain a fluid contact, preferably in person, and through new technologies as a virtual alternative.

To pay attention to the possible social impacts of the cultural programmes, activities or initiatives developed.

To have a broad vision of the urban space as a suitable space of cultural use, encouraging interventions to bring our programmes closer to citizenship and to make the cultural activity more usual and closer. Streets should also be part of culture.

To encourage the networking, the collaboration between various cultural agents and citizenship, and to get involved in the existing networks.

To have an innovative vision concerning the economic sustainability by looking for public-private allies, by promoting

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collective and crowdfunding strategies, and by accepting the search for the balance between the economic accessibility of proposals and the required user's economic contribution as a sustainability and enhancement element of cultural consumption.

## 2. Cultural tools

### Teamwork

The teamwork is a process in which several people interact, thus generating a higher result than the sum of contributions from each member of the team, both knowledge and attitudes, as well as a greater personal degree of satisfaction.

The work team is a group of people with a common objective through the participation and interaction of all members.

To commit to the team work in an organisation is an important change because it entails overcoming the traditional model of working individually, and it is coordinated and supervised by a superior. The teamwork is an option for a model of participatory leadership.

The teamwork mainly works in:

**Problem solutions**, when problems affect a group of people (implementation of a new service), when problems do not have a very known cause (a reduction in the number of users) or there is not a clear solution (how to improve the image of the service).

**Process improvement**, as it allows people involved in the various stages of the process to participate (the launching of a new product, which implies the participation of people linked to the production, to the commercialisation, etc.).

It is useful to be adapted to the environment changes through the collaboration of different people of the organisation who provide different visions concerning the changing environment (customer service, communication, production, etc.).

There are some **factors which contribute to the teamwork**: factors linked to the organisation (an information system should be available to provide the team with the data required, a reduction of command levels should be designed, and the organisation should turn into an organisation by processes); factors linked to the management style (the delegation should be promoted, and the directorate should continuously encourage the teamwork); and factors linked to the culture of the firm (a greater collaboration between different levels and processes, greater attention to the external and internal customer, commitment to the permanent innovation, and the analysis of problems and conflicts to turn the mistake into a learning element, not a sanction one).

The teamwork could lead to negative situations in the core of the team's people as, at the end, the team can cancel the individuality and, in turn, their creative potential. There are usually negative tendencies, such as the pursuit of the unanimity in the group, the pressure on members to behave according to the team, the removal of contrary or minority opinions or the processes of reaffirmation of the team in conflict situations with other organisation's teams.

The person leading the team should encourage the active participation of all members to avoid these negative situations, as well as their permanent training and their participation in a shared leadership system. The constitution of temporary groups is also useful to analyse and to discuss certain issues as this type of temporary groups reduces the negative effects of the team's feeling.

Anyway, it is necessary to prove that encouraging the teamwork in an organisation is an important decision as it entails a change. However, although it seems sometimes at the beginning that the results are worse than the traditional system of individual work coordinated by a leader, the organisation management should keep supporting the teamwork.

## Motivation

The performance of a person is the result of their knowledge level to carry out the work, as well as of their motivation level. For this reason, the motivation is a capital element in the management of the human resources of an organisation.

Motivation is understood as an energy activation, a personal process dependent on the person but also on the environment in which such person is.

There are a series of preconceived ideas related to the motivation which are wrong. Some of them are as follows:

- Salary is the only motivation element.
- The belief that other people are motivated by the same things as oneself (the motivation is individual).
- The motivation is not a personality trait, such as shyness or extroversion, but a state with a temporary nature, and therefore it appears and disappears.

It is also very common to confuse satisfaction and motivation. Satisfaction in work produces stability rather than motivation. Satisfaction aims at maintaining the *statu quo*, whereas the motivation is a tension, an energy contribution which leads to action to achieve an objective.

## Theories concerning motivation

By the mid of the 20th century, Abraham Maslow determined that the motivation comes from a tension state of people to meet their needs. After meeting such needs, the motivation disappears. Maslow gave a hierarchical structure to such needs in 5 levels. It is known as Maslow's pyramid and determines that, after meeting the needs included in the first level, the motivation is lost in the interests of the needs of the second level, and so on.

Needs defined by Maslow by hierarchy levels are as follows:

- Physiological needs (food, clothes, minimum life conditions).
- Safety needs (freedom from fear, an employment guarantee, and social protection).
- Social needs (interaction with other people, friends).
- Esteem needs (respect from others).
- Realization and self-actualization needs (being realised in their human potential).



Maslow's pyramid.

Later, Frederick Herzberg developed the theory of the two “factors”, which is based on the existence of “hygiene factors” and “motivating factors”, thus distinguishing those factors which generate job satisfaction or dissatisfaction (hygiene factors) from those which generate job motivation or lack of motivation (motivating factors).

Factors are as follows:

**Hygiene factors**, referring to job conditions and environment:

- Salaries and benefits
- Job conditions
- Company policy
- Position status
- Working security
- Job supervision and autonomy
- Working life

Meeting these factors does not generate motivation, but only job satisfaction or dissatisfaction.

**Motivating factors**, referring to the work itself:

- Achievement/success

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- Recognition
- Interest in work
- Responsibility
- Personal growth/promotion

From these factors, Herzberg suggested the need of the **job enrichment**, which is the action based on modifying the individual tasks to adapt them to motivating factors. He therefore suggested the following characteristics to be included:

- To increase the initiative of each person in their job.
- To inform employees regularly about how their tasks is going.
- To provide employees with more power and freedom to decide how carrying out their tasks.
- To suggest tasks to improve the employees' expertise level.
- To carry out tasks with a global vision rather than sectoral tasks.
- To introduce more complex and innovative tasks.
- To abolish certain controls but to maintain the indexes of results.

To generate motivation in an organisation, the following aspects are required:

- To understand the interactive process motivation-social climate. A more motivated organisation implies a better social climate.
- To know the personal motivations of co-workers. The motivation is individual.
- To listen to them individually and collectively. Listening is an important motivation element, as well as very cheap.
- To look for, at the company level, the strengths which lead to development, and the weaknesses which are an obstacle.
- To implement the management of specific responsibilities and actions which contribute to the effort of a good social climate.
- To generate motivating situations. To assign tasks to people to motivate them, etc.
- To adopt effective behaviours and activities. To practice what you preach is required (to act with an effective leadership style is required).
- To monitor, at the level of people and team, the evolution of the working climate. Noticing the slightest conflict, acting is required, do not let conflict to occur.

To conclude, the value of **recognition** should also be considered as it is one of the most practical, effective and cheap motivation tools. The tendency is to stress mistakes and to not value successes and the well-done work, as it is understood as "normal", what should be done. However, to recognise the positive aspects of people, to make them know that we are satisfied with their work, is a basic motivation tool. Such recognition should be appropriate, true and personalised. The action of recognition should be used before huge achievements and before partial achievements, and even before a well-done work which does not imply an achievement in the organisation. It is good that recognition is close to the fact of recognising. Also, on the one hand, not appreciating a person's work is assumed as a negative recognition and, on the other hand, listening is identified as a positive recognition.



## Delegation

To delegate is to give a person the carrying out of a work, whether a specific task or the duties related to a workplace. The delegation is the first step in any decentralisation process of the organisation.

The delegation entails accepting the following principles:

- Continuity in the responsibility of the delegating person. The delegation does not release the delegating person from their responsibilities concerning the carrying out of the delegated task or function. For this reason, the delegation should be clearly limited so that, without reducing the autonomy of the person delegated, it ensures the delegating person the maintenance of the power to decide on important issues.
- Accepting the autonomy of the person to whom it has been delegated. When delegating, it is not possible to supervise and correct continuously as the delegation would be cancelled. The delegating person should admit that the delegated person could make things in a very different way, and even mistakes could be made. The delegating person should accept the results obtained, although they have been achieved in different ways from those which the delegating person would have used.

To develop suggestions against commands in the communication with the delegated person. Also, the delegating person should make an effort to train delegated people in the delegating person's overall vision of the organisation rather than in the practical aspects of the delegated issue.

**Consequently, the delegation process should include the following aspects:**

- Explanation of the overall strategy of the organisation and the determination of the objectives to be achieved.
- The means available for the delegated person, who have autonomy to use them.
- Delegation term.
- The training required to deal with the delegated work.
- Information plan concerning the results of the delegation.
- Assessment criteria of the delegation.

**The delegation implies the following advantages:**

- It motivates the delegated person by making them party to the decision-making of the organisation, but at the same time they are committed because they are responsible for the final results to a certain extent.
- It improves the quality of the decision as decision is close to those people more directly involved in the issue.
- The delegating person has more free time.

Despite all these advantages, the delegation is a tool difficult to be implemented as the delegating person has the feeling of losing power and fears for the delegated person's mistakes.

However, the process of decision-making should be totally decentralised so that an organisation quickly operates. For this reason, the delegation is a very important tool. The person leading the organisation should delegate and encourage the delegation, but at the same time should manage the centralization and decentralisation of the organisation so that coordination and individual autonomy coexist.

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## Assessment

This chapter deals with the work assessment or evaluation of the people involved in the organisation. It is not about assessing achievements and processes, but people's work. This assessment/evaluation should be managed by the person leading the organisation and should be useful to improve the operation of people and the organisation in general.

The assessment process should be useful to facilitate the decision-making related to the management of human resources. Decisions such as the planning of workers' training, the clarification of tasks of each member of the organisation, and better knowledge of the capacities and competences of each person of the organisation to improve their work and to design an appropriate remuneration policy. Also, this process should be useful to improve the organisation's social climate as it improves the interpersonal relationships through dialogue and the strengthening of a fair remuneration policy.

The assessment process is positive for the organisation, for leaders, and for people involved in the organisation.

It is positive for the organisation as it provides knowledge concerning the reality of its human resources, thus allowing an appropriate policy of management of human resources to be developed to rationalise the remuneration policy. Also, it facilitates an appropriate organisation of training, improves the distribution of tasks, finds problems in people, and introduces an improvement spirit of effectiveness.

It is positive for leaders as they are brought closer to the human component of the organisation, know better their team (thus facilitating the decision-making), and improve the relationships with their co-workers by encouraging dialogue with them. as well as the recognition of their job, which implies an important source of motivation.

People involved in the organisation also benefit from the assessment process because their work is recognised, they are given information concerning the way they are valued (it is important to know how other people see us), and their work objectives are adapted to their potentialities in the organisation, so they could be provided with an appropriate formative pathway, and remuneration policy is therefore comprehensible.

In short, assessment is useful and necessary for an organisation because it improves common relationships and knowledge between the person leading and people of the organisation by easing dialogue among them. It also improves the objectivity and adaptation of the management of human resources, thus facilitating the adaptation of people in the organisation and encouraging them to improve their development.

People, their acts, and their results is what is assessed in an assessment process. It is not an easy task as we are assessing people, and therefore the opinion is not completely objective. The assessing person is influenced by subjective factors, such as their own mood, prejudice from precedent assessments, previous opinions, isolated events or general impressions of the organisation.

In addition, three negative aspects are usually tackled: the apprehensions of the assessed person, the temptation of the person leading the organisation to show their superiority, and the use of the assessment to justify previous decisions.

In an assessment interview, the assessed person should be allowed to freely express, and an positive attitude based

on the recognition of well-done tasks should be adopted. Also, their results and the working methods used should be analysed, as well as the external factors which could have made their work difficult, and consequently an improvement proposal including aspects related to the training should be developed for a better performance of their work in the future.

Assessment is a tool aimed at improving the people of the organisation individually, as well as the organisation itself at a general level.

## Change management

Organisations are required to be adapted to a changing environment. The flexibility of an organisation, its capacity to adapt to the environment, and particularly its capacity to advance to the changes of the environment in which its activity is developed are positive factors to improve the effectiveness of the organisation. These adaptation processes usually imply changes in the organisation itself, changes not easy to be done as they alter the modus operandi of the organisation, and therefore change the attitudes and actions of the people involved in it. To change the technology is easy, but to change attitudes and ways of being is difficult.

The change process includes **three stages**: motivation, change, and stabilisation.

**First stage: motivation.**- The purpose of this stage is to generate motivation for the change, thus leading to three sub-stages:

- Questioning.- The person should realise that their usual behaviour does not give the expected results or that a certain belief or way of working is not valid. When the usual behaviour is effective and things work well, change is not required. Certain “failure” should be produced, which generates tension and, in turn, motivation for change.

Tension.- Questioning should imply enough tension to generate motivation for change. To generate tension is to have the feeling of a disagreement between what is being doing and what could be done (if it is thought that what is being doing is the best thing and that there is not another better way to do things, then tension is not generated). If tension is very low, then change is not generated as there is self-satisfaction and pride and, in any event, what could be generated is some annoyance which could avoid the change. However, if tension is very high, change is not generated either because stress and defence attitudes emerge.

- Security.- To generate tension is not enough. Tension should be internalised, people should be sure that change is possible. This security may come from the management of the organisation or from an external consultant. In this situation, the leading person’s role is reducing the tension generated by change processes

**Second stage: Change.**- After generating the motivation for change, new habits and/or attitudes and/or values are intended to be developed. This process could be carried out through two complementary ways:

- Identification with a person or group including new habits, attitudes and/or values. The identification is a powerful learning mechanism because it is proved that new habits, attitudes, and values “work”. The identification is the force of the example.
- Information concerning new concepts and/or techniques through training programmes. Training could be an effective tool for change when the required motivation takes place.

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The following aspects are important in the development of the change process:

- To turn general objectives into specific objectives, specifying the actions to be carried out.
- To determine the sequence. If changes have not been previously experienced, it is necessary to choose something short, which works and is easy to achieve.
- To determine the rhythm. Rhythms facilitating achievements should be considered.
- To determine the gradualness. To define the intensity and the depth of the change to be made in each stage.
- To go from usual social relationships to new social relationships. To move people from their usual environment breaks the traditional model of relationships. Teamworks, interdepartmental groups, training courses, etc. could be organised.
- To turn insecurity related to the change into reinforcement. Reinforcement entails that managers should reinforce the motivation, the security, and the incentives used in the change.

The problem usually lies in that directorate levels talk about the importance of change, but soon after they forget it because other problems emerge. It is not about being controlling everyday but being interested and supporting those people involved in the change to make them not feeling as solitary snipers.

- To turn an external question into its acceptance. For this purpose, several mechanisms are available:
  - To understand.- The change should be explained in an understandable and significant way to all people involved.
  - To participate.- The person should participate not just in the decision to make the change, but in the way to carry out it. To respect is not the same as to accept.
  - To verify.- If a change is made, then the people involved should verify such change and be aware of its effects.

**Third stage: Consolidation of the change.**- A person or a group often learns things in a training programme which are never included in a regular way. Learning is consolidated through two ways:

- **Confirmation through experience.** The group tests what they have learned and checks that the new things are consistent with their personality as group.
- **Social acceptance.** People or groups with whom they are mixed in the organisation accept new habits, attitudes and/or values of the group.

## Change resistance

Change processes are generally complex in an organisation, and resistances are usually met. People is generally resistant to the change.

Change resistance works as a process of gradual corrosion. There are change processes which do not work after some time working.

The effect of the change system on people should be considered (if it is not explained and they accept it, thus implying prejudices in exchange for nothing, they will be shortly opposed and leave it aside).

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The frontal opposition is not usual, but the lack of interest, forget, etc. concerning the new system is a more usual resistance.

It is sometimes criticised on the basis it did not work in another period, although it is omitted that conditions were different.

Lateral criticism of the change. Change's need or suitability is not criticised, but the moment, the manager, etc.

Uncritical acceptance: "Yes, minister", "if experts say that, so will it be".

To reduce the performance. The implementation of the change sometimes generates an initial decrease, and this situation is used to generate a resistance factor.

To exaggerate difficulties. "Much effort, it is very difficult".

To exaggerate the threats of others. "I am for it, of course, but syndicates..."

The ritualism. Usual in the bureaucratic organisations: "The administrative process is very complex, it is almost impossible to carry out it, the current legislation impedes it, etc."

To take refuge in the "role". "It is not up to us, it is not our role, it is not our task".

Belittling. "I don't know it".

#### Sources of the change resistance

- At a personal level:
  - Some people are afraid of change, and others are not.
  - Those working with stereotypes (rigid people).
- At an organisational level:
  - If it is understood that unfavourable conditions will be created.
  - If such conditions make their work difficult.
  - If their safety is affected.
  - They do not trust the feasibility of the change (change is not possible).
  - They think it is detrimental to the organisation.
  - Rejection or distrust people who convey the change.
  - If they think change is going to break their habits.
  - Devotion to the way of the past organisation they contributed to create.
  - If it is understood as a coercive change.
  - If acquired rights are influenced.
  - If common elements or the culture of the organisation are influenced.
  - If the status or the prestige of people is threatened.
  - Resistance out of solidarity with others, although they are not directly damaged.
  - If we are involved in an organisation in which every proposal is considered as a criticism.

#### Ways of dealing with change resistances

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The strategies overcoming change resistances are as follows:

- Training
- Communication
- Participation to achieve involvement
- Supplying (resources) and support (“a pat on the back”)
- Negotiation and agreement
- Capture (I count on you, personal appeals)
- Coercion

### 3. The specificity of cultural organisations

The management of human resources is quite similar in all types of organisations, but the characteristics of each organisation obviously result in an adaptation of such management. Cultural organisations have their own specific characteristics, both from the standpoint of their purposes and from the standpoint of operation and organisation. This section deals with those directly influencing the management of human resources of the organisation. In this sense, the following characteristics stand out:

- The services offered by cultural organisations correspond to a response process related to customer service, so they must tackle discontinuous requirements, which are variable over time and very different from one period to another, thus making its planning something of a challenge. The service provision promptly required by citizenship is a characteristic element of cultural services. In view of this reality, we should remember that these services are not storable, so that a stock of services is generated for moments in which requirements increase, a desirable situation from an effective management approach of human resources, as occurs in the goods’ production processes.
- Cultural organisations have difficulties to increase their productivity and to reduce their costs because the services they offer are usually services requiring a great work contribution from the organisation’s staff. The impact of staff costs is difficult to be reduced by the technological innovation. An orchestra cannot reduce its costs by replacing instrumentalists by audio equipment or increase their productivity by playing the musical play more quickly (Baumol’s Law).
- The important influence of a director’s personality or of some elements of the staff on a cultural organisation is a specific characteristic of cultural organisations, particularly of those more linked to the artistic creation or to the diffusion of artistic contents at a certain level. The importance of the personality influences the way of structuring the organisation, as well as the definition of the management model and the structure of the organisational culture of the entity. The definition of the profile of the person who holds the maximum responsibility is usually a discussion issue in several cultural organisations. The discussion is about whether the artistic or the managerial profile should predominate when choosing a person in a cultural/artistic institution, such as a theatre or an orchestra. We should also consider that, when human resources have a high component of creative or artistic elements (instrumentalists in an orchestra, dancers, etc.), their management requires certain abilities to adequately manage people with high levels of personality and playing with intangible and prestige elements.

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## 4. The management of human resources in the public administration

The management of human resources in the context of the public administration, a main provider of cultural services, presents specific characteristics which arise from their way of organising and operating.

This section deals with a series of aspects directly influencing the management of human resources in the public administration, understanding the public administration as the part of the public sector regulated by the Basic Statute of Public Employment (mainly the general government administration, the autonomous administration, and the local administration including dependent autonomous bodies), and leaving aside other legal ways of the public sector, such as public limited liability companies, public business entities (Spanish initials: EPE), cultural foundations founded by the public administration, and other type of organisations which should be legally included in the general concept of the public sector, but their members are not included in the civil servant staff.

In this sense, it should be acknowledged that the generation of new ways of management within the public sector (e.g., EPEs) or the adoption of legal figures (managerial or foundational) to manage services and cultural institutions generated by the public administration mainly took place due to the desire of improving their effectiveness and of having quicker operation mechanisms. For this purpose, it was necessary to have a different framework, a less “restrictive” and more flexible framework in the management of the human resources of organisations (including the processes to access to the workplace) than that allowed by the normative of the public administration.

**The main specific characteristics of the management of human resources in the public administration are as follows:**

- The public administration is a hierarchical organisation in which most human resources are made up, on the one hand, of civil servant staff (staff ruled by the specific normative of the public function), and on the other hand, of contracted staff (staff ruled by the working legislation). Belonging to one group or another implies different situations, particularly in aspects related to the disciplinary regime, to the possibility of being fired, to the system of union representation, and to the negotiation framework of working relations.
- Access to the public administration. The access is ruled by the principles of equality, merit, and capacity, and the usual system is the competitive examination. Although this access system is aimed at guaranteeing the three principles mentioned above, the reality is that the mechanisms of selective tests do not often guarantee the appropriate choice or not favour selective processes in which other capacities could be assessed, such as aptitude and attitude, thus leading to a more appropriate selection. In general, and sometimes as a reaction of their undesirable use, tests based on tests, on personal interviews, and on other techniques which are not simply a written exercise are not very used.
- On the other hand, although it is true that there is a probation period during which the person selected is assessed and could even be excluded by reasonable reasons, the reality is that, on the one hand, this situation does not very often take place, and on the other hand, in most times, it is just a mere formality because there is not an effective monitoring and assessment plan of the staff in the probation period.
- In the selection of cultural managers for the public administration, for many years there is a lack of professional profiles trained specifically in cultural management, so the public administration does

not require a specific cultural manager's profile in their recruitment because a profile for this purpose has not been defined. Cultural managers, despite existing for many years and being currently a consolidated profession, are not still fully recognised as a profession which gives us our own personality and clearly defines the professional profile to access to the public administration.

- Vacancy and position versus mobility. The person in the administration has entered a selective test for a certain vacancy announced by the respective administration. That vacancy is that facilitating their professional pathway in the administration. Vacancy categories in the administration are limited and are articulated by groups (Group A, B, C, and professional groups, basically depending on the level of the academic degree required to enter the selective test) and tend to be generic (office workers, general administration technicians, architects, etc.).
- The position in the administrative is the specific allocation of a vacancy related to a function included in the List of Job Posts (Spanish initials: RPT) of the administration in question. The organisation charts of the various administrations are made up of positions. For example, a vacancy for a cultural technician could imply the access to different positions (cultural programming technician, musical activities technician, performing arts technician, etc.).
- It is essential to clearly differentiate vacancy and position. There could be more positions than vacancies in all administrations as the vacancy is the access to various positions which can be removed or created by simply modifying the List of Job Posts of the administration in question.
- This attachment system suggests the problem of the mobility in the sense that the person is attached to a certain position, with a certain location, both physical and functional in an organisation chart, so changing the position, although keeping the vacancy, entails a transfer implying all the administrative proceedings and the negotiation process with the person affected, thus leading to complex situations, such as there is not much workload in an administration of a certain professional category staff and similar positions, whereas in the administration itself there are other people with similar positions with workloads (periods for subvention applications finishing, a festival programming, holidays, etc.) and it is not easy, however, to make a temporary transfer immediately.

Processes of position valuation and remuneration levels. The definition of the remuneration level of a position in the public administration depends on factors, such as the group to which the vacancy belongs, what determines the basic salary, the position, what determines the specific complement (the most important variable element of the salary) and the destination complement, apart from seniority.

- To establish the destination and specific complement related to the position, each administrative makes a position assessment process in which the characteristics of each one is analysed (training demands, responsibility, difficulty, command, performance conditions, etc.) to be assessed, thus leading to the establishment of the position's level with its corresponding complement. Theoretically, the position should be assessed when its content is changed and, obviously, when a new position is created.
- Administration's remuneration levels are of egalitarian tendencies, that is, similar remunerations for similar positions, independently of the performance levels of each person. The economic reward as an award or motivation due to a specific achievement or to a higher performance than that of the others is not easily possible in the administration. Although it is true that the normative considers a type of special "award", it is not very common, so the remuneration is not directly related to the productivity of each person, but to the position occupied. Also, the economic incentive is very difficult to be used.
- In addition, the administration is probably one of the flattest working organisations from the standpoint of remuneration levels as the differences between gross remunerations of civil



servants with the lowest remuneration and those with the highest remuneration is unlikely to reach the proportion from 1 to 5.

- Functions handbooks versus flexibility. As a result of the work assessment process, a functions handbook belongs to each position. Such handbook includes the position's tasks. In principle, it is a positive element as it determines the position's specific functions, its tasks, and its duties related to the administrative structure in which such position is included. However, the existence of such functions handbook usually arises problems in relation to the flexibility required to adapt to the environment's changes because it is impossible to include all functions, and open terms are not usually introduced by union pressure or by the assessment difficulty.
- The work in the public administration, like in the other organisations, is carried out in a changing environment which generates new tasks and sometimes renders others obsolete due to the technological advances and the changes in the programmes and services provided. However, the tendency is to not update or renovate the functions handbook, thus arising a problem related to the functional flexibility of people. In these moments of change, the flexibility in tasks to be carried out for a better adaptation to the environment and to the changing requirements of citizenship is an element required in the management of human resources. Nevertheless, the existence of these functions handbooks makes difficult that the administration is provided with the functional flexibility required.
- Promotion systems. The promotion in the administration is a regulated process based on the assignation of different positions leading to a leadership or a responsibility, which are planned in the organisation chart of the respective administration. In principle, the promotion of positions in which the attachment is definite, that is, positions which do not depend on the directorate's policy will, is carried out through the respective examination. Such examination is usually public and open and consists of a valuation of the candidates' merits (seniority, experience in similar positions, *résumé*, etc.). It is sometimes complemented with a test related to the position to be assigned (an exam, a report, a practical test, etc.).
- The problem of this promotion system is that the capacity to manage human resources, that is, to manage groups of people, is seldom considered. However, the criteria assessment linked to the knowledge of the tasks to be carried out in the position is the aspect most considered, or almost exclusively considered. This situation implies the danger of selecting a person technically trained, but without any experience or ability to manage people, including the problems raised in the future. The capacities and skills required to manage human resources linked to the tasks to be carried out in a position with a leading responsibility in the administrative organisation chart are almost never considered when carrying out the promotion and selection processes related to leaderships, and what is clear is that technical knowledge does not imply leadership qualities. A good technician is selected, but not a good boss.
- In recent years and based on high management positions in public cultural institutions (museums, cultural centres, etc.), the codes of good practices have been improving for such appointments in which is defended that the selection is not arbitrary and that the qualities required for the position are valued above the "confidence" in the person. In this sense, the *Documento del sector del arte contemporáneo: buenas prácticas en museos y centros de arte* [Document of the contemporary art sector: good practices in museums and art centres], which was agreed by different professional associations and the Ministry of Culture in January 2007, is worth mentioning.
- The challenges of the staff management in the public administration. It is clear that the characteristics of the administration as a cultural organisation directly influence the management of human resources. Such management mainly tackles, in the case of the public administration, a series of challenges:

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- To design an appropriate system to select the staff, which is more linked to the actual functions to be carried out and to the abilities required for them (technical and social abilities) than to the overcoming of a series of exercises which exclusively measure knowledge (the need to adapt programmes and selective test models to a changing environment should also be considered).
- To generate a promotion system which, by guaranteeing equal opportunities, considers knowledge and the capacities to manage human groups.
- To promote a management framework of human resources with the mobility and flexibility required which, by respecting the basic rights of the staff, is effective and efficient to meet citizenship's requirements, particularly dealing with their different requirements and with an environment of changing requirements. For this purpose, an appropriate policy of the staff's permanent training is an important tool.
- To develop the attitude of permanent training, particularly in technological aspects and languages, as well as the strategies of intradepartmental and interdepartmental collaboration, and to encourage the networking.
- To strengthen its purpose of public service, the proximity to the citizenship, and the capacity of listening to users in the staff at the service of the administration, as well as to develop tool and abilities to encourage the citizen participation and teamwork.

## For Reflection

- [liredazgo.blogspot.com.es](http://liredazgo.blogspot.com.es) This short article analyses Nelson Mandela's teachings in relation to leadership, are they useful to lead our organisation?
- [ucjc.edu](http://ucjc.edu) To read this article about the management of the diversity in organisations and their advantages. Could diversity in our organisation be an advantage for its better operation?
- [eoi.es](http://eoi.es) This short article presents some challenges of the management of human resources. Do you agree with it?
- Considering the various activities which a cultural institution, such as a museum, should include, make and argue the most appropriate organisation chart in your opinion and define the profile of the institution's highest position. By way of an orientation, museum activities are as follows: conservation, research, diffusion, publications, merchandising, economic management, administrative management, group of friends or members of the museum, educational programmes, the search of sponsorship, communication, management of human resources, etc.

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## Documents

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