ClimateQUAL®, Change Strategies and Organizational Improvement

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– Association of Research Libraries
Paul Hanges – University of Maryland
ARL Strategic Positioning

http://www.climatequal.org/
ARL Diversity and Leadership

Initiative to Recruit a Diverse Workforce

Career Enhancement Program

Leadership Career Development Program

Research Library Leadership Fellowship Program

http://www.climatequal.org/
Sue Baughman, ARL Associate Deputy Executive Director

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Martha Kyrillidou, Senior Director – ARL Statistics and Service Quality Programs
UM Libraries Survey History

2000 Partnered with UMD Industrial/Organizational Psychology to administer first Survey
▪ Goals: examine diversity climate and culture of library and gather baseline data

2004 Repeated Survey
▪ Expanded goals: examine managerial practices, team development and continual learning

2008 Repeated Survey
▪ First electronic administration of survey and participant in ARL’s Statistics & Measurement Program

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Early Research

• Healthy organization is better able to fulfill its service mission.

• Conflict within an organization can have a direct negative impact on customers.

• Climate for diversity improves the way an organization operates.

• Survey results can be turned into strategies for change that will improve the organization’s climate and ultimately the experience of the customer.
Organizational Climate

• Employees’ shared perceptions of the themes, goals, or imperatives that describe their workplace
  - Reichers & Schneider (1990)

• Shared perceptions of important organizational imperatives clarifies everyone’s understandings of what behavior is:
  - expected,
  - rewarded,
  - supported at work
Organizational Climate

• Early literature on climate measured employees’ global perception of the organization
  - Not useful

• New work focuses on specific organizational imperatives
  - Climate for safety
  - Climate for productivity
  - Climate for Customer Service
  - Climate for Diversity
Attraction-Selection-Attrition Model

- Schneider (1987)
- Schneider, Goldstein, & Smith (1995)
Positive Aspect

• Creation of a climate
  - “Personality” of an organization
  - Benefits of a strong climate
Negative Aspect

• Diminished Diversity of:
  - ideas
  - values
  - thoughts
  - interests
  - abilities
  - knowledge
  - skills

• Homogenization of organizational workforce
Organization stops being responsive to environment

• If the environment changes, the organization might not be able to change to meet new demands
  - Life (and death) cycle of organizations

• What can an organization do to slow the negative consequences?
How can an organization remain in touch with its environment?

- Requires anticipating environmental changes
  - Formal survey of customers
  - Assessment of broader societal trends
  - Internal feedback
- Requires an organization that can change
  - Workforce diversity
  - Surface diversity
  - Deep diversity
- Requires an organization that can maintain a diverse workforce
  - Employees feel empowered.
  - Employees believe that management values them and treats them fairly.
  - Policies, practices, and procedures are administered consistently and these practices work in concert to facilitate the attainment of one or more organizational goals (e.g., productivity, efficiency, safety).

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Sample

• The Healthy Organization Sample
  • 3224 employees from 21 libraries
  • 286 teams
  • Average team size: 9.4
  • Modal age: between 40 and 59
  • 60% female
  • 70.3% Caucasian
Results

- The Healthy Organization

Climate for Deep Diversity

Climate for Justice

Climate for Innovation and Continual Learning

Overall Service

- .12*
- .24***
- .19**
- .25***
- .19***
- .23***
Results

The Learning Organization  
(Garvin, Edmondson, & Gino, 2008).

Three Aspects:

• Supportive Learning Environment
  - Appreciation of differences
  - Openness to new ideas
  - Psychological Safety

• Concrete Learning Processes
  • Knowledge sharing reviews
The Learning Organization (Garvin, Edmondson, & Gino, 2008).

Three Aspects:

• Leadership that models/reinforces behavior
  • Actively question and listen to employees
  • Spends time on problem identification, knowledge transfer, reflective post-audits
• The Power of Safety

Climate for Psychological Safety

- Employee Attitudes, Behavior, and emotions
  - Perceptions Of leadership
  - Climate
  - Overall Service

Correlations:
- 0.15**
- 0.56**
- 0.50**
- 0.53**
- 0.42**
- 0.69**
- 0.25**
ClimateQUAL® Scales

- Climate for Justice
- Climate for Leadership
- Climate for Deep Diversity
- Climate for Demographic Diversity
- Climate for Innovation
- Climate for Continual Learning
- Climate for Teamwork
- Climate for Customer Service
- Climate for Psychological Safety

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ClimateQUAL® Concepts

• Job Satisfaction
• Organizational Commitment
• Organizational Citizenship Behaviors
• Organizational Withdrawal
• Task Engagement
• Team Psychological Empowerment
• Work Unit Conflict
Connecting Improvement Strategies to Results

After receiving ClimateQUAL® results:

• What is going well in the Library that we want to continue doing?

• What issues uncovered should be tackled first?

• Are there any patterns that hint at the problematic organizational systems?

• Are there any patterns that suggest strategies that could improve climate?

• Are there tools to support improvement strategies?
1. Library Assembly's Staff Affairs Committee's reviewed and proposed revisions to selected library policies and procedures affecting staff. *(Procedural Justice)*

2. Increased and regular reporting and joint work between Library Executive Council (senior management group) and Library Assembly (shared governance group). *(Informational Justice)*

3. Supervisory development workshop series to begin in August 2010. *(Interpersonal Justice)*

4. Library staff, teaching faculty and students provided input and feedback on elements of new library strategic plan as it developed in 2009-2010. *(Innovation)*

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1. Providing supervisor training in performance management, staff recognition, communication, and conflict resolution. (Leadership, Interpersonal Justice, Innovation, Continual Learning, and Task Engagement)

2. Created a Staff Recognition Committee (responsible for a variety of initiatives, including an annual event, training, & a “tip sheet”). (Leadership, Interpersonal Justice, Organizational Citizen Behaviors, and Task Engagement)

3. Created a new staff intranet with a number of “community building” elements. (Organizational Citizen Behaviors)
1. Established a standard framework for university merit awards and communicated criteria for merit, including examples. (Fairness)

2. “Grants” for innovative projects are now given to staff whose proposals are accepted by a peer review team (Innovation)

3. Libraries new strategic plan includes metrics for improvements in certain LibQUAL+® scores (Customer Service)

4. Creation of a standing Diversity Advisory Team that reports to the Vice Provost for Libraries (Demographic Diversity)

5. Adopted mandatory training for Team Leaders on subjects like communication, facilitation skills, project management, managerial skills, and team building (Teamwork)

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1. Adapted the new university performance appraisal system for the libraries. *(Distributive/Procedural Justices)*

2. Charged a team to develop communication principles to adopt across the organization. *(Informative Justice)*

3. Charged the Management Team of developing an explicit set of managerial communication principles. *(Informative Justice)*

4. Require managers and supervisor to have regular meetings with their staff to keep them informed and facilitate face to face communication within departments and work groups. *(Informative Justice)*

5. Put staff pictures on the WIKI to facilitate people getting to know each other. *(Teamwork)*

6. Developed institutional teamwork checklists. *(Teamwork)*

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1. Held meetings with staff to share the results, after our assessment staff interpreted them, including Senior Managers and Staff council committee.

2. Created a Task Force to develop recommendations for the library to address. Report was shared in the same way as in item #1.

3. Individual recommendations being addressed by appropriate parties, like Senior Management Group, Library Human Resources, Staff Council and Liaisons.

4. A Panel Discussion planned for early August with Library staff from UMass Medical regarding creation of a Career Ladder Development program for non-exempt staff.

5. A diversity video series is slated to begin this fall.

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### Mapping the Scales

<table>
<thead>
<tr>
<th>ClimateQUAL® - OCDA Scales</th>
<th>Organizational Systems</th>
<th>Organization Development Tools</th>
<th>Improvement Strategies / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Climates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate for Interpersonal Justice (Fairness) <em>The degree to which staff perceives there is fairness and respectfulness between employees and supervisors.</em></td>
<td>Institutional values and expectations Rewards / Recognition</td>
<td>Focus groups Interviews Small group discussions Skills training</td>
<td>Create a staff intranet to support community building. Create a Staff Recognition Committee. Implement a quarterly or biannual program for recognizing staff achievements.</td>
</tr>
</tbody>
</table>

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# Mapping the Scales

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<tbody>
<tr>
<td><strong>Organizational Attitudes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Citizenship Behaviors</td>
<td>Communication Leader Behavior</td>
<td>Focus groups Surveys</td>
<td>Information sharing. Conduct training for supervisors. Create core competencies for supervisors that outline expected behaviors and how the behaviors will be evaluated.</td>
</tr>
</tbody>
</table>

The degree to which staff perceives that ‘professionalism’ is exhibited within the organization.

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The Need for Assessment

• Underlying need to demonstrate our worth
• The reallocation of resources from traditional services and functions
• Rapid shifts in information-seeking behavior
• Increasing user demands
ARL Statistics and Assessment

...To describe and measure the performance of research libraries and their contribution to teaching, research, scholarship and community service ...
ARL Tools for Library Assessment

As a result of the work of the New Measures and Assessment Initiative (1999)...

ARL Statistics™
Since 1907-08

LibQUAL+®
Since 2000

MINES for Libraries®
Since 2003

DigiQUAL®
Since 2003

ClimateQUAL®
Since 2007

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Changes 2009

• 7 point scales
• Instrument shortened, approx. 200 questions
• Single sitting vs. saved surveys
• Quicker turnaround on reporting
• Normative data via Nesstar
• Full set of comments made available
• Exploration of content analysis for qualitative data (i.e., word clouds and Auto Map)
• Emphasis on interventions and organizational strategies (i.e., Psychological Safety and Authentic Leadership)
## Response Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Staff Responses</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University (2008)</td>
<td>165</td>
<td>54%</td>
</tr>
<tr>
<td>Cornell University (2008)</td>
<td>307</td>
<td>72%</td>
</tr>
<tr>
<td>Duke University (2008)</td>
<td>202</td>
<td>80%</td>
</tr>
<tr>
<td>Emory University (2008)</td>
<td>187</td>
<td>68%</td>
</tr>
<tr>
<td>George Mason University (2009)</td>
<td>100</td>
<td>68%</td>
</tr>
<tr>
<td>Illinois State University (2009)</td>
<td>73</td>
<td>78%</td>
</tr>
<tr>
<td>Johns Hopkins University (2009)</td>
<td>128</td>
<td>75%</td>
</tr>
<tr>
<td>Kansas State University (2008)</td>
<td>92</td>
<td>81%</td>
</tr>
<tr>
<td>New York University (2008)</td>
<td>166</td>
<td>45%</td>
</tr>
</tbody>
</table>
## Response Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Staff Responses</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern University (2008)</td>
<td>142</td>
<td>74%</td>
</tr>
<tr>
<td>Oberlin College (2009)</td>
<td>155</td>
<td>78%</td>
</tr>
<tr>
<td>Texas A&amp;M University (2007)</td>
<td>211</td>
<td>86%</td>
</tr>
<tr>
<td>University of Arizona (2007)</td>
<td>93</td>
<td>53%</td>
</tr>
<tr>
<td>University of California, Berkeley (2009)</td>
<td>223</td>
<td>51%</td>
</tr>
<tr>
<td>University of Connecticut (2007)</td>
<td>94</td>
<td>76%</td>
</tr>
<tr>
<td>University of Hawaii at Manoa (2009)</td>
<td>63</td>
<td>16%</td>
</tr>
<tr>
<td>University of Houston (2008)</td>
<td>81</td>
<td>78%</td>
</tr>
<tr>
<td>University of Illinois at Chicago (2010)</td>
<td>90</td>
<td>32%</td>
</tr>
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</table>

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## Response Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Staff Responses</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Iowa (2007)</td>
<td>147</td>
<td>82%</td>
</tr>
<tr>
<td>University of Kansas (2007)</td>
<td>140</td>
<td>79%</td>
</tr>
<tr>
<td>University of Maryland (2008)</td>
<td>180</td>
<td>63%</td>
</tr>
<tr>
<td>University of Massachusetts, Amherst (2008)</td>
<td>105</td>
<td>77%</td>
</tr>
<tr>
<td>University of Nebraska, Lincoln (2009)</td>
<td>136</td>
<td>95%</td>
</tr>
<tr>
<td>University of Nebraska, Omaha (2009)</td>
<td>52</td>
<td>78%</td>
</tr>
<tr>
<td>University of Texas (2010)</td>
<td>167</td>
<td>57%</td>
</tr>
<tr>
<td>University of Wyoming (2009)</td>
<td>73</td>
<td>89%</td>
</tr>
<tr>
<td>Wayne State University (2010)</td>
<td>61</td>
<td>46%</td>
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</table>
## Overall Response Rates

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>Staff Responses</th>
<th>Response Rate</th>
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<tbody>
<tr>
<td>2007</td>
<td>685</td>
<td>76%</td>
</tr>
<tr>
<td>2008</td>
<td>1627</td>
<td>66%</td>
</tr>
<tr>
<td>2009</td>
<td>880</td>
<td>59%</td>
</tr>
<tr>
<td>2010</td>
<td>318</td>
<td>45%</td>
</tr>
</tbody>
</table>
Nesstar

• Working to provide access to institutional data

• Normative data:
  - All Libraries
  - All Individuals
  - Web view

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ClimateQUAL® and Nesstar

• How will Nesstar be used for ClimateQUAL®?
  - Web delivery of survey results
  - Normative data for all libraries
  - Normative data for all individuals
  - Frequencies and possible cross-tabulations

• Why Nesstar for ClimateQUAL®?
  - Faster delivery of survey results

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<table>
<thead>
<tr>
<th>Values</th>
<th>Categories</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Other</td>
<td>154</td>
<td>9.3%</td>
</tr>
<tr>
<td>1</td>
<td>Christian</td>
<td>703</td>
<td>42.6%</td>
</tr>
<tr>
<td>2</td>
<td>Jewish</td>
<td>61</td>
<td>3.7%</td>
</tr>
<tr>
<td>3</td>
<td>Buddhist</td>
<td>33</td>
<td>2.0%</td>
</tr>
<tr>
<td>4</td>
<td>Islamic</td>
<td>6</td>
<td>0.4%</td>
</tr>
<tr>
<td>5</td>
<td>Hindu</td>
<td>12</td>
<td>0.7%</td>
</tr>
<tr>
<td>6</td>
<td>Agnostic</td>
<td>199</td>
<td>12.1%</td>
</tr>
<tr>
<td>7</td>
<td>Atheist</td>
<td>164</td>
<td>9.9%</td>
</tr>
<tr>
<td>8</td>
<td>Spiritual but not Religious</td>
<td>317</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

**Summary Statistics**
Valid cases 1649
Missing cases 207
This variable is numeric
### Variable JS_mean: Job Satisfaction

<table>
<thead>
<tr>
<th>Summary Statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid cases</td>
<td>10</td>
</tr>
<tr>
<td>Missing cases</td>
<td>0</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>0.157</td>
</tr>
<tr>
<td>Minimum</td>
<td>3.421</td>
</tr>
<tr>
<td>Maximum</td>
<td>3.941</td>
</tr>
<tr>
<td>Mean</td>
<td>3.690</td>
</tr>
</tbody>
</table>

This variable is numeric.
Final Details

• Post-survey questionnaires – data posted to the shared workspace

• Shared Workspace
  http://blog.climatequal.org
StatsQUAL®

DigiQUAL®

ARL Statistics®

MINES For Libraries®

Scenarios

Balanced Scorecard

Return on Investment Lib-Value

LibQUAL+®

ClimateQUAL®

http://www.climatequal.org/
Questions?

Thank you,
  Sue Baughman
  Paul Hanges
  Martha Kyrillidou
  Mark A. Puente

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