

Culture of Assessment as a Catalyst for Organizational Culture Change in Libraries

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Introduction

The environments in which libraries operate are under the constant pressure of change. On the technology front, emphasis increasingly is centred on providing effective services, instead of just selling more products. The Internet is growing fast, and the wireless environment is exploding. The amount of digital information available is increasing even faster and the need to have better access to this information glut is of strategic importance to society. Customers are expecting more control on how they access and use information.

Customers want simplicity and easy access to services and information. One response to this need is that portals (Lakos, 2001), which are emerging as transformational applications, are becoming the environment of choice for delivery and access to information.

Libraries have to deal with external funding agencies, accreditation agencies and governments who want to make sure that outcomes are positive and measurable. Increasingly they are dictating the measures they want to see and they tie outcomes to funding.

The question posed in this paper is: what is the essence of culture of assessment and can it influence the culture of libraries, can it contribute to a culture change?

In the 'Choosing Our Future' (Stoffle, et al, 1996, pp. 213-225) article in 1996, Carla Stoffle, Robert Renaud and Jerilyn Veldof predicted that libraries have to take present and future changes seriously in order to stay viable and true to their mandates of ensuring equitable access to information and in order to deliver services that are needed by library users and citizens. The article emphasized the need to "studying processes and using process improvement tools...collect data and use them as the basis for decision-making...benchmarking costs and processes...need to look at customer needs... focus on education, knowledge management, assessment, connection development." (Stoffle, et al, 1996, pp. 220-222) This situation continues to be true today and change pressures are mounting in intensity and the rate of change is not letting up.

As we live in an information environment dominated increasingly by the Internet, we have to understand that it is primarily a communication environment. All organizations and businesses are busy rediscovering and reinventing themselves and adapting themselves around the potentials and the pitfalls of the Internet. The Internet opens tremendous and until now incon-

ceivable possibilities and it enables the creation of communities of interest. Librarians have to realize that they are in the information business rather than in the library business. They have to adjust, re-evaluate their core services, and change their perspective and purpose. Libraries have to rediscover and re-imagine themselves in order to stay relevant or fade. In order to change successfully, libraries have to change their systems, processes, but mainly their organizational cultures. To do this, they have to measure - they have to know why, what, how and for whom.

In this environment, libraries need to be nimble, innovative, responsive, pro-active and willing to change. To be able to deliver on these challenges, libraries have to be able to measure their outcomes effectively and systematically and to make decisions based on data, assessment and customer feedback. Libraries have to transform themselves into organizations that support the values of quality and quality management (Brophy & Couling, 1996). This also means that libraries should build organizations that support learning. (Senge, 1994) Libraries that focus on customer needs increase their ability to provide quality service to their customers. By concentrating on their ability to learn and create solutions, the learning organization "is continually enhancing its capacity to create its future." (Senge, 1990) Libraries have to create environments that enable successful assessment and the implementation of results based on these assessments. In other words, libraries need to create organizational cultures that are focused on effective outcomes for customers. The culture change needed will be greatly enhanced by the adoption of a culture of assessment (Lakos, 1999).

How do we create a culture of assessment? What hinders and what helps us in this endeavor? Most management studies stress the importance of measurement activities for ensuring business and organizational success.

What are the criteria for successful organizations?

A Canadian study that examines the attitudes of senior executives of large Canadian companies on their views about critical factors needed to create and sustain wealth, found that the three most important factors contributing to business success are (1) managerial leadership and vision, (2) customer service and

(3) skilled and motivated employees. The study (Armitage, 1999) found that the principal components of managerial leadership include clarity of purpose, the ability to communicate the purpose, creating a positive working environment and careful measurement of results. Further, good customer service is built on management commitment, relationship development (working with the customers), customer service training, "walking the walk" (accepting responsibility) and measuring results (through customer surveys, customer retention rate, etc). Employee skill-set and motivation are related to the organizational culture which includes management vision, teamwork, measuring results including performance and rewarding performance.

Three themes kept appearing in this analysis. First, understanding what matters to an organization means clarity of purpose, management vision and the ability to plan for the organization's future success. Second, it is the importance of communicating what matters. Third, measuring what matters, which also includes benchmarking, is viewed as a strategic need in all aspects of organizational success.

The importance of measurement has a number of implications. Modern organizations are attempting to link hard financial measures with such aspects of decision-making as vision and leadership. This means that organizations are moving toward measures of outcome and measures of process effectiveness. The study also observed an increase in the importance of measures of customer satisfaction, employee turnover and process improvement, which are consistent with looking at organizations from a multi-stakeholder perspective and the importance of the balanced scorecard approach to performance measurement developed by Kaplan & Norton. (Kaplan & Norton, 1996). Another implication is the realization that what gets measured gets managed. The study emphasizes that creating value lies in understanding, communicating and measuring what matters to the organization, and although these elements are self-evident, implementing them is what makes for successful organizations. (Armitage & Jog, 1999).

In addition to measuring as a strategic prerequisite for success, a number of researchers have identified organizational culture as a prerequisite for survival in times of radical change. Organizations that are not cognizant of the importance of their culture and that do not pay attention to the power of organizational culture when undertaking various change initiatives may find themselves failing. Businesses that thrive over long time periods are differentiated by their culture. "The major distinguishing feature in these companies, their most important competitive advantage, the most powerful factor they all highlight as a key ingredient in their success, is their organizational culture." (Cameron & Quinn, 1999) It is important that in times of fundamental change, organizations pay particular attention to their culture, as the success of change is very much

dependent on the management of cultural transformation. (Martin, 1995)

What is Organizational Culture and Why Does it Matter?

Organizational culture is important because initiatives and changes undertaken without its consideration often have unforeseen consequences, and usually negative ones from the perspective of effectiveness. Culture matters because it is a "powerful, latent, and often unconscious set of forces that determine both individual and collective behaviour, ways of perceiving, thought patterns, and values...cultural elements determine strategy, goals and modes of operating" (Schein, 1999). Leaders' and managers' patterns of thought and activities are often determined by culture.

Organizational culture focuses on beliefs, values and meanings used by members of an organization, and the practices and behaviours that exemplify and reinforce them. Researchers, consultants and managers have gravitated to the concept of culture in order to better grasp why and how organizations originate, evolve and operate. Culture is not simple. It is tempting to think about culture as just "the way we do things here," "the rites and rituals of the company", "the company climate", "the reward system" or "our basic values". These are all manifestations of culture, but not at the level where culture really matters. A better way to think about it is to realise that it exists at several levels and we need to understand the deeper ones.

Organizational culture refers to the overt and covert rules, values and principles an organization owns and that is influenced by history, custom and practices. These are an enduring set of tenets and norms that form the basis of a social system and allow the members to attribute value and meaning to the external and internal events they experience. The essence of culture is the values, beliefs and assumptions that over time become shared and taken for granted. This results from a joint learning process.

Organizational culture is stable, difficult to change, and represents the accumulated learning of a group. The important parts of culture are essentially invisible. Culture is the shared mental model that the members of an organization hold and take for granted. Culture is difficult to decipher for insiders. There is no right or wrong culture, except in relation to what the organization wants to achieve. The relative strength of an organization culture is dependent on how well the group deals with external adaptation and internal integration (Schein, 1984). In essence, the organization needs to pay attention to its survival as an organization and to the systems it uses to do what it has to do in order to deliver its products and services in such a way that it ensures its ability to survive and succeed.

The Need for Transforming Institutional Cultures

Educational reform in higher education has increasingly focused on the need to transform institutional cultures. In the public libraries area, competition is increasing for information not only from the Internet. Giant bookshops are providing strong alternatives to traditional public library services. Municipalities, themselves under constant financial and social pressures are closely evaluating their services and are demanding measurable value and outcomes. The same is true for corporate libraries as well as for government libraries. Libraries of all stripes need to prove their value to their stakeholders, customers and funders.

Legislators emphasize accountability to particular societal needs, and educators emphasize improving particular forms of student learning. In educational institutions at all levels there is also general agreement on the need to foster collaboration in achieving institutional missions and that this requires a culture of improvement. Assessment within institutions is generally seen as a key lever for creating an institutional culture of improvement, inquiry, responsibility, and (in the language of some circles) quality. For example, regional accreditation agencies in the U.S. are emphasizing student learning outcomes and using assessment for improvement. What kind of assessment fosters a culture of collaborative inquiry into student learning outcomes? How will the roles, commitments, and identities of faculty and staff formed in one culture be appreciated or changed as part of the process of transforming culture? What is most needed to achieve a transformation of institutional culture that achieves our shared and diverse purposes?

If we focus on the higher education environment and the role of the library in fostering the educational role of an institution, we have to examine some of the following issues:

- Where does the institution focus its efforts and resources to make the most effective transformation to a culture of assessment?
- What are the characteristics of leadership that bring about the transformation toward a culture of assessment?
- How do we sustain a culture of assessment over time?
- How can we balance assessment that stresses collaboration with the one-on-one nature of student and faculty relationship? How can we balance the tension between collaboration and one-on-one approaches?
- How do we transform a traditional research culture so that it also values scholarship of assessment?
- What steps are necessary to keep the focus on student learning outcomes?

- How is institutional culture formed/shaped/changed? Who sets the norms and the constructs that define institutional culture? Who are the drivers/definers of culture in an institution? How do internal and external forces affect culture?
- Given increasing globalization, where can we make international comparisons of assessment approaches? (AAHE Research Forum 2001).

Libraries, Librarians and Culture of Assessment

The challenge associated with making assessment more influential in libraries is an amalgamation of the librarian profession's set of values and the parent organization's value set. A profession that sees itself as "doing good" is less concerned with outcomes and impacts, since it sees its activities as inherently positive. Assessment activities also require a certain skill set, which has not been readily available to the profession. The evolution of library activities into functional silos such as circulation, cataloguing, acquisition, reference service, imposed an organizational structure that assigned to the periphery the activities concerned with data, planning, surveys, etc. To change, libraries have to incorporate assessment into their everyday activities, they have to create structures for assessment activities and use these measures to create environments that are effective and truly client centred.

Libraries have to be more efficient and effective. They have to be managed well. This implies better decision-making, the capability and willingness to prioritise scarce resources, both human and material, and to be accountable for the use of those resources. It is imperative that they establish and institutionalize planning processes in order to foster an environment of assessment. To focus on client needs, libraries must base their services on the expressed needs and requirements of their clientele, to deliver high quality service and to find ways to ensure service quality. The focus on results, on outcomes, on added value is essential. These are the prerequisites for creating a culture of assessment.

Defining a "Culture of Assessment"

"A Culture of Assessment is an organizational environment in which decisions are based on facts, research and analysis, and where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders. A Culture of Assessment exists in organizations where staff care to know what results they produce and how those results relate to customers' expectations. Organizational mission, values, structures, and systems support behavior that is performance and learning focused." (Lakos, Phipps & Wilson, 1998-2000)

A Culture of Assessment Exists When:

The library needs to be externally focused. The focus has to be on delivering value to customers. In libraries,

the purpose is defined on creating learning and research outcomes for the customers, listening to the voice of the customer and closing the decision-making loop in the library's processes to create outcomes that are needed and measurable.

- The library's mission, planning, and policies are focused on supporting the customer's information and communication needs.

The formal documents, which define what the library is about (mission or vision), explicitly identify the need for customer focus. These measures are incorporated into the various organizational policies, so that they actually support the purpose and the mission. Libraries have to pay attention to the parent institutions' culture, the academic culture itself which may be conservative and inward looking; the organization's structure may be rigid and not ready for experiments; the power relationships between university departments and faculties may inhibit or slow down change; the faculty culture and reward system may be a challenge; existing employment policies and reward systems may be difficult to change. All these have direct effect on the culture of the library. The limits of what is possible are very much determined by the parent institution.

- Performance measures are included in library planning documents such as strategic plans.

There exists a planning framework that identifies exact and explicit targets to achieve the organizational purpose. The planning document identifies specific performance measures to achieve. The plans identify certain level of service that have to be achieved and also identifies schedules for achieving these levels of service. These measures have to be spelled out and be measurable.

- Library administrators are committed to supporting assessment.

Library executives have to be visibly and continuously committed to assessment work. They have to understand the importance of assessment to the success of the organization. Lack of leadership will stop any meaningful change. Leadership is essential for success. Leadership has to be visible, present and credible. If leadership is perceived to be lacking or it is perceived not to walk the talk, it will not be able to support meaningful culture of assessment. Management which is control oriented tends to develop a centralized and authoritarian structure that is not well suited to free exchange of data and information flow which is the lifeblood of an assessment environment. Since assessment may produce unknown results, executives have to support staff, invest in staff and resources as a form of long-term investment.

Leadership also has to continuously articulate the organization's purpose. Staff needs a strategic framework to do measurements and this has to be linked to the strategic purpose of the organization. This purpose has to be explicit and understood. If this is present, it means that the organization knows where it is going and it can develop measures to achieve it. This will enhance the move to an assessment culture.

Lack of purpose may also translate into lack or insufficient planning. Planning gives a framework of understanding, clarity and direction to assessment and eventually to buy-in.

- Staff and leaders recognize the value of assessment and support and participate in assessment as part of their regular assignments. Individual and organizational responsibility for assessment is addressed explicitly.

The value of assessment is being absorbed both by the leadership and staff. It is continuously explained and celebrated. Assessment is slowly becoming part of the work process. It is becoming part of the normal decision making loop in the organization. Staff and leaders understand that assessment is "normal" work - it is part of each work process. A challenge to overcome is workload, the grind of everyday work, the lack of time for doing anything extra, the amount of time needed for new activities and new services. This factor is especially challenging since so much of the work is changing and may be seen as just more work and more responsibility. Work processes have to be re-evaluated for efficiency and effectiveness. Old processes and services should be phased out in order to focus on what is needed strategically. Since assessment work may be new and unfamiliar, and viewed as risky, risk should be encouraged. In essence risk taking will have to be the norm in libraries.

Assessment work is explained in organizational policies and in process documents. Assessment responsibilities are detailed in organizational structure and plans. Assessment is made part of each person's individual work assignment and the achievement of his personal work goals.

- Continuous communication with customers is maintained through needs assessment, quality outcome and satisfaction measurements. Relevant data and user feedback is routinely collected, analyzed, and used to set priorities, allocate resources and make decisions.

Structures, resources, plans and processes are in place to continuously communicate with customers about their needs, their expectations and their successes in using library services. Customers

are made aware of the level of service they should expect and the library measures its service based on expected delivery of service quality. Systems are developed to identify and collect relevant data. Data is analysed and converted into information that is used to set new priorities for service, to allocate resources where they will be best used to further the mission of the institution. Decisions will be made based on evidence and analysis supplied by relevant data.

Support Systems

- A Management Information System or Decision Support System supports assessment.

A Management Information Service is set up in order to support the data and information needs of the organization. Library leaders who possess clearly defined expectations, and understand the need for data and information to support decision making, will support the MIS. The MIS unit will be responsible for the coordination of all assessment activities, identification of information needs, creation of an appropriate environment for organizing data and information, analysis of information and making information available to the processing and management units of the library.

The need for management information systems in libraries was recognised over twenty years ago. One of the earliest and most persistent promoter of the necessity and advantages of MIS in libraries is Charles McClure who wrote about this already in the early 1980s. (McClure, 1980). However, setting up an MIS or a DSS requires awareness, commitment and resources. Current examples of functioning MIS systems in academic libraries are almost nonexistent. Setting up an MIS is not simple, but it will have benefits, especially as demands for accountability are increasing. A MIS will enhance the creation of assessment culture in libraries. In order to sustain quality services, institutions that aspire to be continuously effective and successful have to rely on decision support systems. An example of MIS development is work at the University of Waterloo Library and the Tri-University Library Group Consortia between 1993-1999 (Lakos, 1998) and newer MIS type implementations at the University of Virginia and the University of Pennsylvania Libraries.

- All library services, programs and products are evaluated for quality and impact.

All services are evaluated from the perspective of customer expectations, in order to deliver measurable outcomes and impact for the customer. Special efforts are undertaken to identify appropriate measures of quality and ways to measure them.

Service standards are identified and services and processes are measured against these standards.

It is essential that the value of quality, in particular the focus on delivering service quality be the core value of the library. Understanding and applying this value to every decision and every process should be the basic tenet of the library. Activities and decisions have to be checked against this value constantly. Service quality has to be understood as being based on quality for the customer and the stakeholder and being defined by them. This also means that these quality measures have to be identified and measured and acted on constantly. Implementing service standards may also enhance quality service. In Great Britain (Citizen's Charter, 1994) and New Zealand and also in the US (National Performance Review, 1994), governments are introducing programmes designed to increase the standards of public service and make them more cost effective. Parts of these initiatives are concerned with being more customer-centred. In the public library field in particular, this led to the introduction of quality service standards and to ways of tracking these standards. Some service standards were also introduced in academic libraries, for example at the University of Sunderland (Aitkins 1998) in the U.K., and in the US at Wright State University Libraries (Hernon & Altman, 1996). ARL and Texas A&M are instrumental in developing the LibQual Project that will help libraries understand better the issues associated with service quality and adapting the SERVQUAL instrument to the library environment (ARL LibQual, 2000). At the same time, the ARL/OLMS developed an Online Lyceum Course - Measuring Library Service Quality (ARL/OLMS Online Lyceum, 2000) that is teaching academic librarians the importance of measuring and implementing service quality into their services. These intelligently introduced and imaginatively administered service standards could become enabling tools for the enhancement of assessment activities and increase the acceptance of the value of service quality in academic libraries.

- Staff continuously improve their capability to serve customers and are rewarded for this. Rewards support removing barriers to quality customer service.

Staff is given support and resources to keep up their skills and to keep up their focus on delivering measurable higher quality services. Systems are in place to reward staff for achieving and surpassing defined quality service standards. Library staff receive feedback from their peers and from their superiors about their achievements and in acquiring

ing new competencies that contribute to achieving them.

A well conceived reward system would contribute to acceptance of performance measurement activities in libraries. This may be a system of praise and recognition or a system of effectiveness rewarded by monetary compensation. Libraries should focus on the effects of incentives on improving the working environment and on the effectiveness of the outcomes.

A visible reward system is developed that recognizes outstanding customer service as its base. There will be correlation between staff rewards and increase in customer satisfaction. Reward systems that are tied to clear organizational goals and expectations will enhance not only individual staff effectiveness, but also help align the organization with their purpose, and enhance the effectiveness of the organization. This issue is of utmost importance in achieving organizational effectiveness.

- Units and staff have customer focused S*M*A*R*T* goals which are monitored regularly.

These goals are *Specific, Measurable, Attainable, Results-Oriented and Timely*. These goals should be developed in conjunction with the strategic purpose of the organization. Developing the goals enhances the understanding of the individual of their purpose and place in the organization and greatly facilitates their buy-in into the assessment process and into aligning their performance to a clearly articulated set of goals and rewards.

- On-going staff development in the area of assessment is provided and supported.

The changes in the information environment point to the need for continuous upgrading of skill sets at all levels of the organization. Without a well-structured learning and training environment, the library will not keep up with new information opportunities and will be less effective.

Continuous learning is becoming part of the job of each person. The library has to plan and set up each job to include enough time and opportunity to upgrade skills. Good training programs also boost the confidence level of staff and enable effective execution of change.

Staff development in all areas of assessment is needed. This includes training on appropriate information analysis tools and software as well as continuous skills upgrading in assessment work. Many librarians feel that they lack the technical and computer skills needed, and resist acquiring those skills. Many feel that they lack the skills to use data gathering techniques such as surveys and focus groups. They also are unsure about using statistics.

Professionals hesitate working in areas where they lack knowledge, as this seems to signify lack of control. Lack of skills also creates lack of confidence. Much assessment is not carried out because staff lacks the confidence to try out new and unfamiliar activities. The skills issue may also be aggravated by a lack of well-organized technical support for non-technical staff. Without this supportive environment, staff's capability to use assessment and analysis tools is derailed.

Opportunities for Creating a Culture of Assessment in Libraries: How Do We Get There and How Do We Create Organizational Cultures That Are Effective?

Introducing a new concept and set of activities such as continuous assessment into an established library environment is difficult. Developing new attitudes in a well established organizational environment is difficult as well. There are built in cultural and personal obstacles to overcome. Some of the more important issues to focus on are:

Leadership with a Clear and Articulated Purpose

The presence of visible leadership cannot be emphasized enough. Leadership is paramount for any organizational culture change to take hold, to be taught to the organization, to be nurtured and sustained over time until it becomes ingrained. This has to be facilitated by well-articulated purpose and vision. Only leadership that understands this, is committed to it and has staying power to guide it through will eventually create real culture change.

We need to provide superior leadership and leaders. At the same time it needs to be a leadership that has an articulated purpose. The leadership understands the purpose of creating a learning organization, it understands it and it believes in it and articulates it constantly to its staff, to organizational stakeholders and to external customers. In order to change a culture, purpose has to be learned, and learning takes time, repetition and creation of structures and environments that are supported and sustained over time. The culture change has to be also measurable – hence the need for a “culture of assessment”, which itself will drive and push the culture change.

The leadership has to be inclusive, support learning and create openness between people. A leadership steeped in culture of control will usually deliver either no change or it will rather reinforce the status quo and the present power structure. A “culture of assessment” stands in contradiction to a “culture of control” and to strong hierarchical relationships that impede change. At the same time we should be aware that changes that strive to create a learning environment and to deliver sustainable service quality cannot be imposed from above. For positive change to take hold, it has to

come from a common vision and articulated purpose that is transmitted well and is in turn understood and embraced by most of the organization.

People have to be empowered for real change to take hold. People need a personal stake in the change. Only then will they embrace change. Change is resisted because it is “not familiar” and is viewed as imposed externally. In order for change to take root, leadership has to create organizational ownership.

Culture of assessment is an environment, a process that encourages learning. Ownership happens by doing and seeing results. As people learn how to do assessment, their confidence increases, they see results, they realize that they are the creators of the new environment and eventually it spreads through the organization.

Create a Systems Thinking Environment – Develop a SIPOC (*Suppliers, Input, Processes, Output, Customers*) Framework

Creating an assessment environment and the corresponding MIS infrastructure depends on seeing the whole picture, its various components and the links between them. Administration and staff have to be encouraged to look beyond the details. Understanding organizational purpose, seeing the big picture, being customer-centered and understanding the links and interrelations between goals, outcomes, processes and constant change are of primary importance.

Every organization is part of external environments and needs to deal with stakeholders that determine its activities. It is important that members of the library understand in what kind of environment they live, what is the purpose for the library’s existence, who are the customers that need their services and what are the processes needed to deliver value to the customers and stakeholders. How will libraries anticipate where they are going if they are not thinking systematically, if they are not thinking about their customers needs, if they are not organizing their processes for flexibility and innovation. What will happen if their reward systems for staff are out of line with the needs of the stakeholders and the reality of what the changes impose on libraries. Therefore, it is imperative for libraries and librarians to be educated about systems thinking, about dynamic relationships between expectations and inputs, about seeing the big picture, about thinking outside the box. Adopting the framework of SIPOC will enable libraries to create learning environments that understand the need for the feedback loop with customers and appreciate the need for assessment as an everyday, reflective, systematic activity (Scholtes, 1998).

Thinking Strategically and the Balanced Score Card Framework

It has been clear for some time that organizations that know their cultures, that know their purpose and that use well designed performance measurement systems, are more likely to succeed. The relationship between focused performance measurements, driven by organizational strategy and a reward system has been around for a long time. Over twenty years ago Steven Kerr summarized the pitfalls of many organizations whose performance measurement systems rewarded different behaviors than the ones they were hoping to obtain from their employees. (Kerr, 1995) The Balanced Scorecard developed by Robert Kaplan and David Norton (Kaplan & Norton, 1996) describes a strategically oriented set of performance indicators that are grouped into four perspectives: financial, customer, internal processes, and learning and growth. The idea is to link performance measurements to strategy. The balanced scorecard gives managers a framework of integrating and coordinating their activities and linking their strategies to performance metrics and ties them to compensation systems in a meaningful way. This also helps the development of non-financial measures and assigns to them measurable values. Over time, there were many diverse implementations of the balanced scorecard and it was also adapted to the non-profit sector (Epstein 2000). Adapting the balanced scorecard to the library environment is possible and will tie our strategic purposes to our processes and rewards and give a coherent framework to our assessment endeavors.

Openness–Integrity–Trust

Assessment and evaluation work needs open communication. This is usually impossible in an environment of turf wars and personal distrust. Nothing inhibits innovation, creativity, team-building, and a sense of purpose more than lack of trust in an organization. This usually creates a sense of fear that is very difficult to overcome. The result is usually resistance to change. When new ideas are introduced, those are particularly difficult to be accepted and absorbed, especially in an environment of distrust and fear. Management in particular may see no advantages for themselves from any assessment work. Change has to be seen as unavoidable and ultimately personally beneficial.

A culture of assessment cannot develop or succeed in an environment of distrust. Trust can develop only in an environment where divergent positions can be articulated and differences discussed calmly. Open and fearless institutional environment will foster better communication and enhance the success of common values for the achievement of quality outcomes. An environment which is free of distrust will work more efficiently and ultimately more effectively.

Conclusion

Culture of assessment is essential to maintaining libraries as relevant institutions in the new information environment. The culture of assessment pushes the organization forward toward focusing on customers and outcomes for customers. It encourages self-examination and openness between staff, customers and other stakeholders. It becomes embedded in everyday processes and it for dynamic organizational change. This in essence is one of the prerequisites to change that over time becomes accepted and changes the culture of the organization.

A culture of assessment is about learning how to learn. It is about developing the organization's and the individual's learning capabilities. It necessitates curiosity. The new competence, experience and learning agility that is part of the creation of a culture of assessment leads to new confidence and enhanced expertise. This in turn leads to more effectiveness and more measurable outcomes and impacts for customers and stakeholders.

Organizational culture change still needs an amalgam of committed leadership, repeated articulation of purpose, time, and group learning to really penetrate the organization and take root. In this way, focus on achieving positive and tangible outcomes assisted by a culture of assessment will contribute to positive organizational culture change, but may not be decisive by itself. Assessment has to become part of the work processes, part of the organizational structure, part of organizational learning and part of the decision-making loop, in order to impact the culture and act as a catalyst for organizational change. Culture of assessment has to become a basic value to the organization, it has to become embedded in everyday work, automatic, taken for granted - it has to become our culture.

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