



ClimateQUAL[®], Change Strategies and Organizational Improvement

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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







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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

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

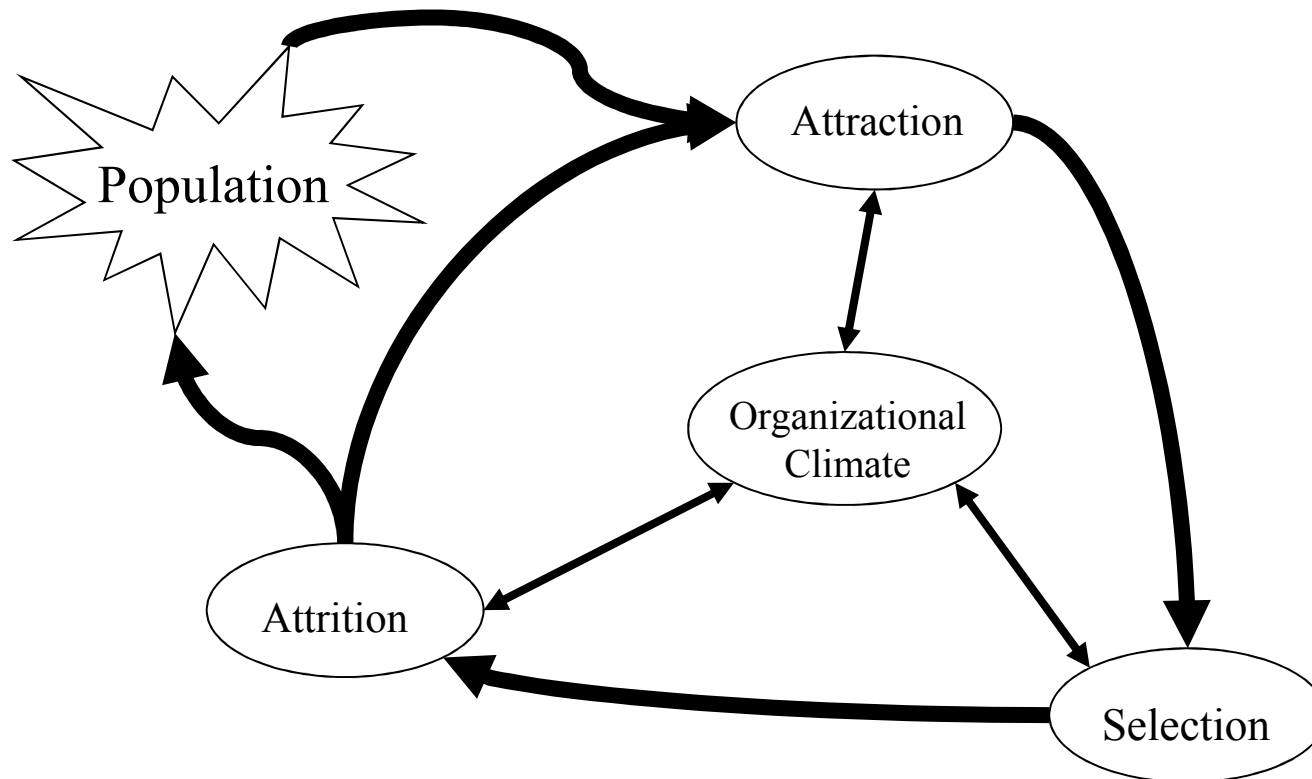


-
- Early literature on climate measured employees' global perception of the organization
 - Not useful
 - New work focuses on specific organizational imperatives
 - Climate for safety
 - Climate for productivity
 - Climate for Customer Service
 - Climate for Diversity

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).

Sample

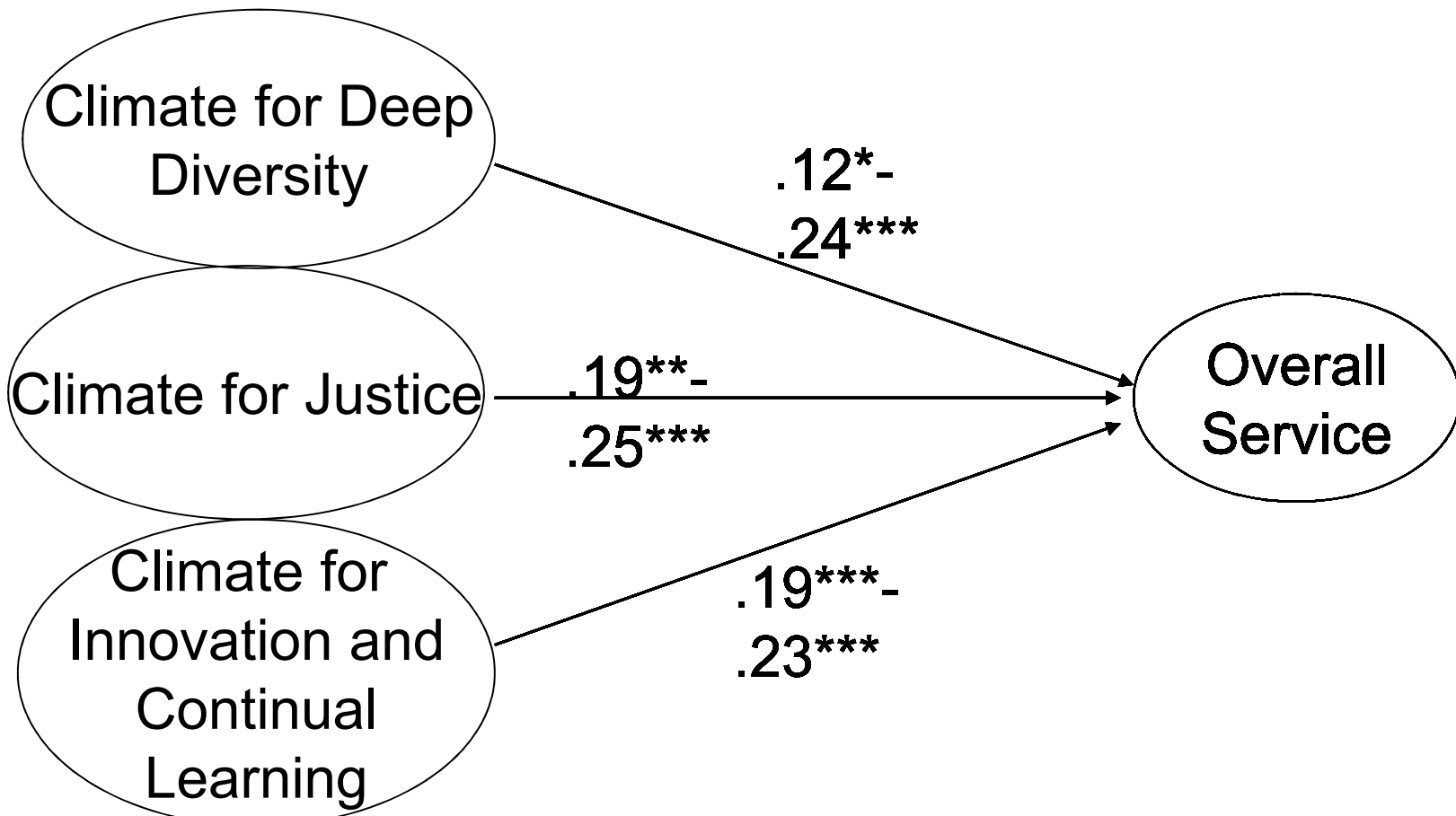


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- The Healthy Organization Sample
 - 3224 employees from 21 libraries
 - 286 teams
 - Average team size: 9.4
 - Modal age: between 40 and 59
 - 60% female
 - 70.3% Caucasian

Results



- The Healthy Organization



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



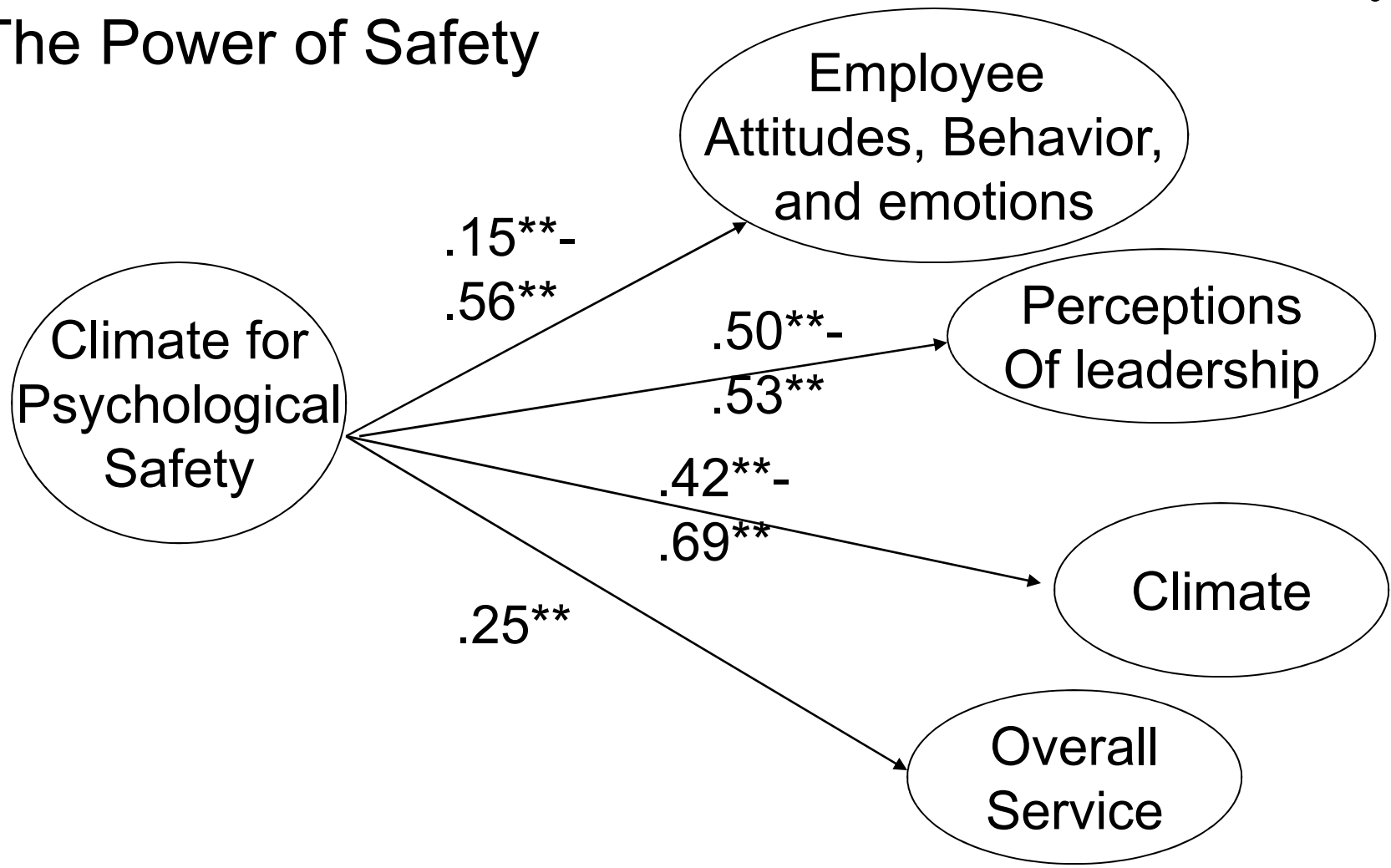
The Learning Organization (Garvin, Edmondson, & Gino, 2008).

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



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

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?

University of Maryland



-
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)**

University of Iowa



-
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)**

University of Connecticut



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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)**

Johns Hopkins University



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)**

University of Massachusetts Amherst



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.

Mapping the Scales



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

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Mapping the Scales



ClimateQUAL® - OCDA Scales	Organizational Systems	Organization Development Tools	Improvement Strategies / Activities
Organizational Attitudes			
Organizational Citizenship Behaviors <i>The degree to which staff perceives that 'professionalism' is exhibited within the organization.</i>	Communication Leader Behavior Staff Development & Training	Focus groups Surveys	Information sharing. Conduct training for supervisors. Create core competencies for supervisors that outline expected behaviors and how the behaviors will be evaluated.
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The Need for Assessment



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- 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

ClimateQUAL[®] Comments





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

Institution	Staff Responses	Response Rate
Arizona State University (2008)	165	54%
Cornell University (2008)	307	72%
Duke University (2008)	202	80%
Emory University (2008)	187	68%
George Mason University (2009)	100	68%
Illinois State University (2009)	73	78%
Johns Hopkins University (2009)	128	75%
Kansas State University (2008)	92	81%
New York University (2008)	166	45%



Response Rates

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

Response Rates



Institution	Staff Responses	Response Rate
University of Iowa (2007)	147	82%
University of Kansas (2007)	140	79%
University of Maryland (2008)	180	63%
University of Massachusetts, Amherst (2008)	105	77%
University of Nebraska, Lincoln (2009)	136	95%
University of Nebraska, Omaha (2009)	52	78%
University of Texas (2010)	167	57%
University of Wyoming (2009)	73	89%
Wayne State University (2010)	61	46%

Overall Response Rates



Survey Year	Staff Responses	Response Rate
2007	685	76%
2008	1627	66%
2009	880	59%
2010	318	45%

Nesstar



-
- Working to provide access to institutional data
 - Normative data:
 - All Libraries
 - All Individuals
 - Web view

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

Nesstar WebView

http://localhost/webview/

Customize Links Free Hotmal Web Slice Gallery Windows Marketplace Windows Media Windows Other bookmarks



DESCRIPTION TABULATION ANALYSIS

Dataset: AllIndividual

Variable Religion

Values	Categories	N	
0	Other	154	9.3%
1	Christian	703	42.6%
2	Jewish	61	3.7%
3	Buddhist	33	2.0%
4	Islamic	6	0.4%
5	Hindu	12	0.7%
6	Agnostic	199	12.1%
7	Atheist	164	9.9%
8	Spiritual but not Religious	317	19.2%
Sysmiss		207	

Summary Statistics

Valid cases 1649

Missing cases 207

This variable is numeric

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Nesstar WebView

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Customize Links Free Hotmal Web Slice Gallery Windows Marketplace Windows Media Windows Other bookmarks

nesstar

DESCRIPTION TABULATION ANALYSIS

MyServer Emory DemoLib AllLib

- AllLibrary
 - Metadata
 - Variable Description
 - Library
 - Job Satisfaction
 - OCBs
 - Organizational Commitment
 - Organizational Withdrawal
 - Task engagement
 - Individual Psychological Empowerment
 - Team Psychological Empowerment
 - Task Conflict
 - Interpersonal Conflict
 - LMX
 - Manager's Passion for Service
 - Authentic Transformational Leadership--Library
 - Trust in Leadership
 - Distributive Justice
 - Procedural Justice
 - Interpersonal Justice
 - Informational Justice
 - Climate for Demo Diversity: Race
 - Climate for Demo Diversity: Gender
 - Climate for Demo Diversity: Rank
 - Climate for Demo Diversity: Sexual Orientation
 - Climate for Continual Learning
 - Climate for Innovation: Supervisory Support
 - Climate for Innovation: Team-Level
 - Climate for Teamwork: Benefits of Teams

Dataset: AllLibrary

Variable JS_mean : Job Satisfaction

Summary Statistics

Valid cases	10
Missing cases	0
Standard deviation	0.157
Minimum	3.421
Maximum	3.941
Mean	3.690

This variable is numeric

Min, max, mean, and standard deviation

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Final Details

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- Post-survey questionnaires – data posted to the shared workspace
 - Shared Workspace

<http://blog.climatequal.org>



StatsQUAL®



DigiQUAL®



MINES
For Libraries®



ClimateQUAL®



LibQUAL+®



ARL Statistics®





Questions?



Thank you,

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Paul Hanges

Martha Kyrillidou

Mark A. Puente