

Paper Submission – *Journal of Academic Librarianship*

Title: Transforming the Academic Library: creating an organizational culture that fosters staff success.

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Abstract:

Culture plays a critical role in creating a work environment where employees are committed and contribute to the success of the organization. A research study assessed organizational culture in an academic library to identify current and preferred organizational cultures. Specific actions to implement culture change, achieve organizational transformation, and facilitate a positive, creative and rewarding working environment are proposed.

Article Outline

Introduction

- What is Organizational Culture
- Assessing Organizational Culture
- The Research Study in Context

Literature on Organizational Culture and Change

Methodology

- Applying the Competing Values Framework
- Using the Organizational Culture Assessment Instrument
- The U of S Case Study

Results and Discussion

- Plotting the Culture(s)
- Existence of Subcultures
- Outcomes from the Case Study

Moving From Assessment to Change management

- The Individual as Change Agent and Leader
- Charting a Course for Change

Conclusions

Notes and References

Appendix 1. Achieving organizational renewal and Transformation. The University of Saskatchewan Library Action Plan

INTRODUCTION

Organizational culture plays a critical role in creating a work environment where employees are committed and contribute to the success of the organization.

Through an analysis of workplace culture it is possible to identify required changes to values, organizational structure, leadership and management initiatives and support mechanisms that facilitate a positive, creative and rewarding work environment that will support the progress and success of library staff.

Research was conducted at the University of Saskatchewan (U of S) Library using Cameron and Quinn's (2006) Competing Values Framework (CVF) to assess the library's organizational culture.¹ The study explored the dominant current and preferred organizational cultures of the library; identified subcultures; examined the congruence between subcultures and overall dominant culture; and proposed specific actions to implement culture change and achieve organizational transformation and renewal.

What is organizational culture?

Theories and definitions of organizational culture from a range of disciplines have been employed by scholars in an effort to better understand the complexity of

¹ Kim S Cameron & Robert E. Quinn, *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework* (San Francisco: Jossey-Bass, 2006).

culture and its central role in how we function in groups and create successful organizations.²

Organizational culture, broadly defined is a collective understanding, a shared and integrated set of perceptions, memories, values, attitudes and definitions that have been learned over time and which determine expectations (implicit and explicit) of behavior that are taught to new members in their socialization into the organization. It is the organizational culture that gives identity, provides collective commitment, builds social system stability and allows people to make sense of the organization.³

Assessing Organizational Culture

Understanding organizational culture is a necessary first step in thinking about organizational change, and in reshaping organizations for effectiveness and organizational success. Changing organizations in a deep, meaningful and lasting way must involve changes to fundamental perceptions, beliefs, patterns of behavior and norms, and ways of sense-making that have developed over long

² Ibid; Amos Lakos & Shelley Phipps, "Creating a Culture of Assessment: A Catalyst for Organizational Change," *portal: Libraries and the Academy* 4 (3) (2004): 345-361; M. Jason Martin, " 'That's The Way We Do Things Around Here': An Overview of Organizational Culture," *Electronic Journal of Academic and Special Librarianship* 7 (1) (2006); Edgar H. Schein, *Organizational Culture and Leadership*, 2nd ed. (San Francisco: Jossey-Bass, 1992).

³ William Sannwald, "Understanding Organizational Culture," *Library Administration & Management* 14 (1) (2000): 8-14.

periods of time. Schein (1999) warns that in managing change in organizations the biggest danger is not fully appreciating the depth and power of culture.⁴

Assessing organizational culture provides an opportunity to take the “directional temperature” of the organization. By understanding both the current and the preferred culture of the library and by observing the areas of greatest discrepancy between them, a road map for change can be developed. As we move through times of change, understanding organizational culture is critically important.⁵ Academic libraries once characterized by long-term, well-established workforces, are now experiencing retirements of long serving support staff at the same time as they are incorporating growing numbers of new librarians and mobile experienced librarians. This influx of new staff influences the shape and direction of these organizations.

The 8Rs Research Team (2005), in its study of human resource trends in Canadian cultural industries, recommended that libraries begin examining their own institutional demographics and planning for the future; that positional restructuring initiatives should be sensitive to the challenge of balancing workloads with task variety; and that in order to build healthy workplaces, senior

⁴ Edgar H. Schein, *The Corporate Culture Survival Guide: Sense and Nonsense about Culture Change* (San Francisco: Jossey-Bass, 1999).

⁵ Michelle L. Kaarst-Brown, Scott Nicholson, von Dran, Gisela M. & Jeffrey M. Stanton, "Organizational Cultures of Libraries as a Strategic Resource," *Library Trends* 53 (1) (2004): 33-53.

managers need to understand where their staff are both satisfied and dissatisfied, and provide opportunities to staff throughout the organizational hierarchy.⁶ They concluded that the overall well-being of the library in the future is contingent upon the continuous cultivation of both management and leadership competencies, and that libraries must develop and support a culture where every individual is encouraged to play a leadership role in whatever position they hold.

This recognition of the role culture plays in the effective functioning of organizations is reflected in the Canadian Association of Research Libraries response to the 8Rs study which acknowledged that the key to staff planning is setting in place a system which considers the best structure and culture to encourage mentoring and broad-based knowledge of the library and its organization.⁷

The Research Study in Context

At the commencement of this research study, 15 of 38 librarians at the U of S Library were “new” to the library having started work within the past 5 years.

Addressing their socialization and acculturation, how librarians assimilate and/or influence the culture, values and perspectives of the library, raised questions

⁶ 8Rs Research Team, *The Future of Human Resources in Canadian Libraries*. 8Rs Canadian Library Human Resource Study (2005).

⁷ Vicki Whitmell, *The Future of Human Resources in Canadian Libraries ‘the 8Rs Study’: Considerations for the Canadian Association of Research Libraries* (Ottawa ON: Canadian Association of Research Libraries, 2006).

concerning the impact of organizational culture on their work.⁸ As the study began a new Dean of the Library was appointed and a strategic planning process initiated for the Library. Through that process it became clear that a new culture emphasizing creativity, innovation and risk taking was required. Analyzing the library's culture would also inform this institutional planning and contribute to the library's organizational change and renewal.

With this as the context for the U of S case study, the research was undertaken to:

1. explore the current and preferred organizational cultures of the library
2. identify subcultures – in particular, whether staff new to the organization constitute subcultures with identifiable and different perceptions of the library's culture
3. examine the impact of workplace culture on effective work performance and the success of library staff
4. propose specific actions to implement culture change and achieve organizational transformation and renewal.

THE LITERATURE ON ORGANIZATIONAL CULTURE AND CHANGE

There is a wealth of research which uses organizational culture to understand the social meaning, structure and effectiveness of organizations. The business and

⁸ William K Black & Joan M. Leysen, "Fostering Success: The Socialization of Entry-Level Librarians in ARL Libraries," *Journal of Library Administration* 36, (4) (2002): 3-26.

management literature addresses the importance of understanding organizational culture in order for change to be implemented, managed and integrated so that organizations of all types can function successfully.

Research frameworks and methodologies have been developed for studying organizational culture and change. These frameworks typically describe relationships between organizational dynamics such as purpose, strategy, structure, control systems, information systems, reward systems and culture.⁹ Proponents of the appreciative inquiry method focus on illuminating and affirming success factors or forces within an organization to use with organizational development interventions such as strategic planning, organizational design or restructuring.¹⁰ Grounded theory methods have also been used extensively as a procedural framework for studying organizational behavior and providing a way to implement planned organizational change initiatives.¹¹

⁹ Rosabeth Moss Kanter, Barry A. Stein & Todd D. Jick, *The Challenge of Organizational Change: How Companies Experience It and Leaders Guide It* (New York: Free Press, 1992).

¹⁰ Charles Elliot, *Locating the Energy for Change: An Introduction to Appreciative Inquiry* (Winnipeg: International Institute for Sustainable Development 1999); James D. Ludema, David L. Cooperrider & Frank J. Barrett, "Appreciative Inquiry: The Power of the Unconditional Positive Question," in *Handbook of Action Research Participative Inquiry and Practice*, Peter Reason and Hilary Bradbury, eds. (London: Sage, 2001): 189-199; Geoffrey Vickers, *Value Systems and Social Process* (London: Tavistock Publications, 1968).

¹¹ Kathy Charmaz, *Constructing Grounded Theory A Practical Guide through Qualitative Analysis* (London: Sage, 2006); Barney Glaser, *The Discovery of Grounded Theory* (Chicago: Aldine, 1967); Karen Locke, *Grounded Theory in Management Research* (London: Sage, 2001);

Action research methodology starts with an inquiry into the context for change and a diagnosis of the forces for change, their source, potency and the nature of the demands they are making on the organization.¹² Diagnosis is used to examine an organization's current state and find ways to solve problems or enhance organizational effectiveness.¹³ Action research also includes elements of experiential learning and reflective practice.¹⁴

This action research approach involving a process of continuous interaction between diagnosis, planning, action and review was adopted in order to move a change through the U of S library. Beckhard and Pritchard's (1992) four step process provided a method for determining the need for change and the degree of choice; defining a desired future; assessing the present in terms of the future to has strategic and operational plan which defines goals, activities and structures that help achieve the desired state.¹⁵

D. Partington, "Building Grounded Theories of Managerial Action," *British Journal of Management* 11 (2000): 91-102; Anselm Strauss & Juliet Corbin, eds. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2nd ed. (Thousand Oaks: Sage, 1998).

¹² A. Pettigrew, *The Management of Strategic Change* (Oxford: Blackwell, 1987).

¹³ M. Harrison & A. Shirom, *Organizational Diagnosis and Assessment; Bridging Theory and Practice* (Thousand Oaks: Sage, 1999).

¹⁴ D. Kolb, *Experiential Learning* (Englewood Cliffs: Prentice Hall, 1984); D. Schon, *The Reflective Practitioner* (New York: Basic Books, 1983).

¹⁵ R. Beckhard & W. Pritchard, *Changing the Essence: The Art of Creating and Leading Fundamental Change in Organizations* (San Francisco: Jossey-Bass, 1992).

In order to assess the culture and manage an organizational change process the Competing Values Framework first developed by Quinn and Rohrbaugh (1983) and refined by Cameron and Quinn (2006) was selected.¹⁶ It provided a theoretical framework for understanding organizational culture, offered a reliable and validated instrument, the Organizational Culture Assessment Instrument (OCAI) for diagnosing that culture, and a systematic strategy for changing the organizational culture and enhancing organizational effectiveness. The real value of the CVF lies in the process for identifying what needs to change in an organization's culture and for developing a strategy to initiate a culture change process and facilitate organizational transformation.

The CVF has been used extensively to examine organizational culture in such diverse settings as: change in large industrial firms such as Ford Motor Company;¹⁷ the relationship between organizational culture characteristics and the quality of work life in health care settings¹⁸ and the cultural characteristics of industries in Qatar to determine the viability of implementing TQM in those

¹⁶ Robert E. Quinn & John Rohrbaugh, "A Spatial Model of Effectiveness Criteria: Toward a Competing Values Approach to Organizational Analysis," *Management Science* 29 (1983): 363-377; Kim S Cameron & Robert E. Quinn, *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*.

¹⁷ Neil B Sendlebauch, "The Competing Values Framework for Management Training and Development: A Tool for Understanding Complex Issues and Tasks," *Human Resources Management* 32 (1) (1993): 75-99.

¹⁸ Eric A. Goodman, Raymond F. Zammuto & Blair D. Gifford, "The Competing Values Framework: Understanding the Impact of Organizational Culture on the Quality of Work Life," *Organizational Development Journal* 19 (3) (2001): 58-68.

settings.¹⁹ It has also been used to help identify the needed areas of change within organizations, and to manage the change process. It has served as the basis for creating a comprehensive manager training program and to determine job satisfaction and engagement.²⁰ Berrio (2000) employed the CVF to examine characteristics of learning organizations²¹ and the CVF has been applied in higher education institutions, public-sector bodies and in corporations. Studies have demonstrated the statistical reliability and validity of the CVF and the Organizational Culture Assessment Instrument (OCAI).²²

The CVF has also been discussed in terms of its potential usefulness in library settings. Faerman (1993) explored the CVF as a management tool for examining how libraries might move to user-centeredness using the four competing and complimentary quadrants of the CVF.²³ Varner (1996) found that the CVF, as an

¹⁹ N. Al-Khalifa, N. & Elaine M. Aspinwall, "Using the Competing Values Framework to Investigate the Culture of Qatar Industries," *Total Quality Management* 12, (4) (2001): 417-428.

²⁰ Robert Hooijberg & Frank Petrock, "On Culture Change: Using the Competing Values Framework to Help Leaders to a Transformational Strategy," *Human Resource Management* 32 (1993): 29-51.

²¹ Angek Antonio Berrio, "Organizational Culture and Organizational Learning in Public, Non-Profit Institutions: A Profile of Ohio State University Extension," dissertation (Ohio State University, 2000).

²² Thomas J. Kalliath, Allen C. Bluedorn & David F. Gillespie, "A Confirmatory Factor Analysis of the Competing Values Instrument," *Educational Psychological Measurement* 59 (1) (1999): 143-158.

²³ Sue R. Faerman, "Organizational Change and Leadership Styles," *Journal of Library Administration* 19 (3/4) (1993): 55-79.

action research approach in an academic library setting, can be used to achieve organizational change through participation and collaboration.²⁴ Kaarst-Brown et.al. (2004) discussed the use of the CVF as a tool for understanding organizational culture in libraries from all sectors, the role of organizational culture in the socialization of new librarians, and the use of the CVF to identify dominant cultures and subcultures.²⁵ Lakos and Phipps (2004) explored the utility of the CVF in creating or developing a culture of assessment in learning organizations.²⁶

Cameron and Quinn (2006) collected cultural profiles from more than three thousand organizations and developed “typical” dominant culture types for organizations from a number of industry sectors. Using the CVF offered an opportunity to compare the U of S local findings to these “average” dominant cultures in other organizations in higher education thus providing benchmark data.

The CVF distinguishes between two major intersecting dimensions in organizations. One dimension (horizontal) reflects the extent to which an

²⁴ Carroll H. Varner, "An Examination of an Academic Library Culture using a Competing Values Framework," dissertation (Illinois State University, 1996).

²⁵ Michelle L. Kaarst-Brown, Scott Nicholson, Gisela M von Dran & Jeffrey M. Stanton, "Organizational Cultures of Libraries as a Strategic Resource".

²⁶ Amos Lakos & Shelley Phipps, "Creating a Culture of Assessment: A Catalyst for Organizational Change".

organization has a control orientation. That dimension runs from an emphasis on flexibility, discretion and dynamism to an emphasis on stability, order and control. The second dimension (vertical) reflects the extent to which an organization is focused on its internal or external functioning. This dimension runs from an emphasis on internal orientation, integration and unity to an emphasis on external orientation, differentiation and rivalry. These two dimensions form four quadrants which represent a distinct organizational culture and define what people value about an organization's performance. The core values in each quadrant represent opposite or competing assumptions. Each quadrant is identified as a cultural type representing basic assumptions, orientations and values. Thus four dominant culture types emerge from the framework. This is graphically presented in Figure 1.

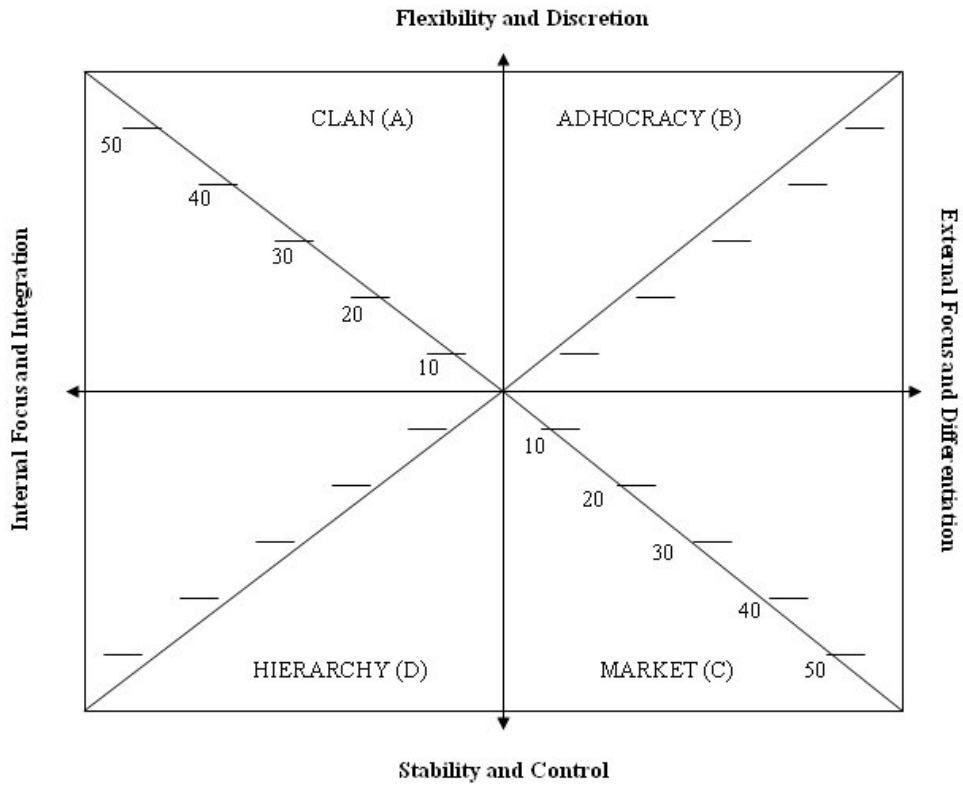
Figure 1. CVF Organizational Culture Model

The Clan Culture

An organization that focuses on internal maintenance with flexibility, concern for people, and sensitivity to customers.

The Adhocracy Culture

An organization that focuses on external positioning with a high degree of flexibility and individuality.



The Hierarchy Culture

An organization that focuses on internal maintenance with a need for stability and control.

The Market Culture

An organization that focuses on external positioning with a need for stability and control.

From Cameron, Kim S. and Quinn, Robert E. 2006. *Diagnosing And Changing Organizational Culture: Based On The Competing Values Framework*. San Francisco: Jossey-Bass.

None of the cultural types or sets of characteristics is considered to be superior or more valued than another and organizations typically embody qualities in all four quadrants with an emphasis in any particular quadrant shifting over the course of time.

The Hierarchy culture is characterized as a formalized and structured place to work where formal rules and policies hold the organization together, procedures govern what people do, effective leaders are good coordinators and organizers, maintenance of a smooth running organization is important and the long term concerns are stability, predictability and efficiency.

The Market culture is characterized as a results-oriented workplace where leaders drive the organization toward productivity, results and profit, an emphasis on winning holds the organization together, the prevailing concern is on competitive actions and achieving goals, targets and increasing its competitive position.

The Clan culture is typified by a friendly place to work where people share a lot of themselves, leaders serve as mentors, the organization is held together by loyalty and tradition, commitment is high, the emphasis is on the long term

benefit of individual development, high cohesion and morale and a premium is placed on teamwork, participation and consensus.

The Adhocracy culture is characterized by a dynamic, entrepreneurial and creative workplace where people take risks, leaders are visionary and innovative, the commitment to experimentation and innovation holds the organization together, readiness for change and meeting new challenges is important and the emphasis is on being at the leading edge of new knowledge, services and products.

Using the Organizational Culture Assessment Instrument (OCAI)

The OCAI is based on six content dimensions -- the dominant characteristics of the organization; leadership style; management of employees; organizational glue or bonding mechanisms; strategic emphases; and criteria of success -- which reflect the fundamental cultural values and implicit assumptions about the way an organization functions. The OCAI poses a series of statements that reflect the key elements in describing organizational culture. When organizational members respond to questions about these dimensions the underlying organizational culture can be uncovered. Figure 2 provides a sample of the OCAI as used in the U of S Library study.

Figure 2. Sample of the OCAI

Part 2 Organizational Profile of the Library

Please answer the following six questions to reflect your perception of the **current state** of the U of S Library system. Each of the questions contains four descriptions of academic libraries. Please distribute 100 points among the four descriptions A, B, C, D depending on how similar the description is to the U of S Library. None of the descriptions is any better than the others; they are just different. For each question, please use 100 points.

2.1 Dominant Characteristics (Divide 100 points)

- A. _____ Library A is a very personal place. It is like an extended family. People seem to share a lot of themselves.
- B. _____ Library B is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.
- C. _____ Library C is a very formalized and structured place. Policies and procedures generally govern what people do.
- D. _____ Library D is very competitive in orientation. A major concern is with getting the job done. People are very production oriented.

Scores on the OCAI are calculated and used to plot a graphic representation of the types of culture that are dominant in an organization. This ability to graphically represent or plot the scores helps to describe and communicate the findings in a meaningful way which stimulates a high level of interest and engagement internally in the organizational assessment.²⁷

The U of S Library Case Study

The study was carried out in two phases with the OCAI administered via a questionnaire to all librarians in phase one followed by all the library support staff in phase two. The questionnaire included a Participant Profile (Part One) which

²⁷ Carroll H. Varner, "An Examination of an Academic Library Culture using a Competing Values Framework".

captured information about the number of years worked at the U of S Library and for librarians, the number of years in the profession and tenure status. Part Two, the Current Organizational Culture assessment, required responses to six questions on the OCAI to reflect perceptions of the current state of the U of S Library. The questions contained four descriptions of academic libraries and respondents were to distribute 100 points among the four descriptions depending on how similar the descriptions were to the U of S Library. Part Three, the Preferred Organizational Culture, required responses to the same six questions scored according to how the Library should be in five years in order to be highly successful.

RESULTS AND DISCUSSION

All librarians at the University of Saskatchewan Library were included in phase one of the study with the exception of the 2 researchers and 4 librarians who were on leave at the time of the study. In phase two of the study all support staff were invited to respond to the questionnaire. Figure 3 provides details of the survey participants, the responses received and the response rates. As the administration of the questionnaire to support staff followed two other major staff surveys on campus and within the library the low response rate may in part be attributed to survey fatigue. Since the overall response rate of 38% and that of the support staff at 29% did not meet the requirements for statistical significance, we have limited our analysis of the data to the librarian responses.

Figure 3. Survey responses

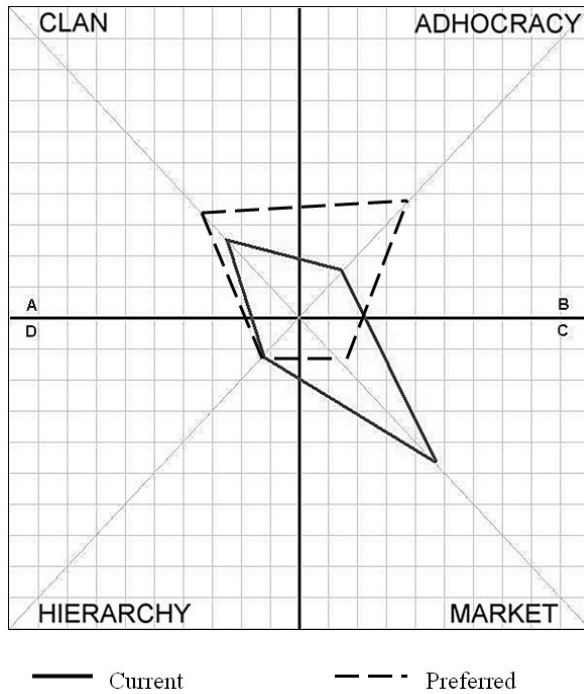
Participants	Surveys Distributed	Responses Received	Response Rate
<u>Total staff</u>	<u>145</u>	<u>56</u>	<u>38%</u>
<u>Librarians</u>			<u>67%</u>
<u>Tenured</u>	<u>36</u>	<u>24</u>	<u>52%</u>
<u>Pretenured</u>	<u>23</u>	<u>12</u>	<u>92%</u>
	<u>13</u>	<u>12</u>	
<u>Support Staff</u>	<u>109</u>	<u>32</u>	<u>29%</u>

Plotting the Culture(s)

Using the librarian scores on the OCAI we constructed an organizational culture profile for the U of S Library as it currently exists. We also plotted the preferred culture to compare the extent to which the current culture matches (is congruent with) the preferred culture and to identify where cultural change might be in order (figure 4). When interpreting the culture plots an analysis of scoring should be sensitive to differences of 10 points or more according to Cameron and Quinn (2006).²⁸

²⁸ Kim S Cameron & Robert E. Quinn, *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*

**Fig.4 Librarians Culture Profile
Current and Preferred**



For the current culture the librarians scored the U of S Library highest in the Market culture quadrant. Market cultures focus on external positioning, competitive actions, market leadership and achievement of measurable goals and targets. They are concerned with stability, control and an emphasis on productivity which is the glue that holds the organization together. Leaders are

For the current culture the librarians scored the U of S Library highest in the Market culture quadrant. Market cultures focus on external positioning, competitive actions, market leadership and achievement of measurable goals

and targets. They are concerned with stability, control and an emphasis on productivity which is the glue that holds the organization together. Leaders are hard drivers, producers, and competitors. Reputation and success is defined in terms of market share and penetration.²⁹

This culture plot for the U of S Library does not vary widely from the average culture profile for organizations in the service industry group as identified by Cameron and Quinn from their investigations of more than three thousand organizations. From their observations most organizations tend to gravitate over time toward an emphasis on the Hierarchy and Market types and it takes a great deal of effort and leadership to make the change to a Clan or Adhocracy culture.

The preferred culture profile for the Library revealed a desired shift to both the Adhocracy (by 19 points) and Clan (by 10 points) cultures. Organizations with Adhocracy as the dominant culture are considered a dynamic, entrepreneurial, and creative place to work where leaders are innovators and risk-takers and individual initiative and freedom is encouraged. Emphasis is on growth and being at the leading edge, success means gaining unique and new products or services and commitment to experimentation and innovation is the glue that holds the organization together. In Clan cultures organizations are considered to be very people and relationship focused. A sense of cohesion and participation

²⁹. Ibid.

and belonging characterize these types of organizations. Long term goals, teamwork and consensus, and individual development are valued and emphasized in clan oriented organizations. The organization is held together by loyalty and commitment is high.

Paradoxes often exist in cultural profiles and many high performing organizations simultaneously emphasize the Clan culture along with the Market culture or the Hierarchy along with the Adhocracy culture. Quinn and Cameron (1983) found that in institutions of higher education, organizational effectiveness was highest in those organizations which emphasized innovation and change (Adhocracy) and at the same time stability and control (Hierarchy) and those that supported and developed their employees (Clan) but also demanded output and achievement from them (Market).³⁰

Existence of Subcultures

To investigate the possible existence of subcultures represented by the pretenured and tenured groups of librarians we plotted the scores for the two groups separately to allow for comparisons. For the current organizational culture (Figure 5) both groups saw the library as dominated by the Market culture, although the pretenured librarians scored it notably higher (by 13 points). The tenured librarians also scored the library as more hierarchical (by 10 points)

³⁰ Robert E. Quinn & John Rohrbaugh, "A Spatial Model of Effectiveness Criteria: Toward a Competing Values Approach to Organizational Analysis".

seeing the library as being a more formalized structured workplace with a concern for rules, policies, stability, predictability and efficiency.

For the preferred culture (Figure 6) all librarians prefer an increase in the Adhocracy dimension (26 points higher for the pretenured librarians and 22 points for the tenured librarians) and a reduction in Market orientation with the pretenured librarians seeking a greater reduction (by 11 points). The pretenured librarians also showed a preference for increased elements of the Clan culture (11 points higher).

Fig. 5 Pretenured/Tenured Librarians Current Culture Profile

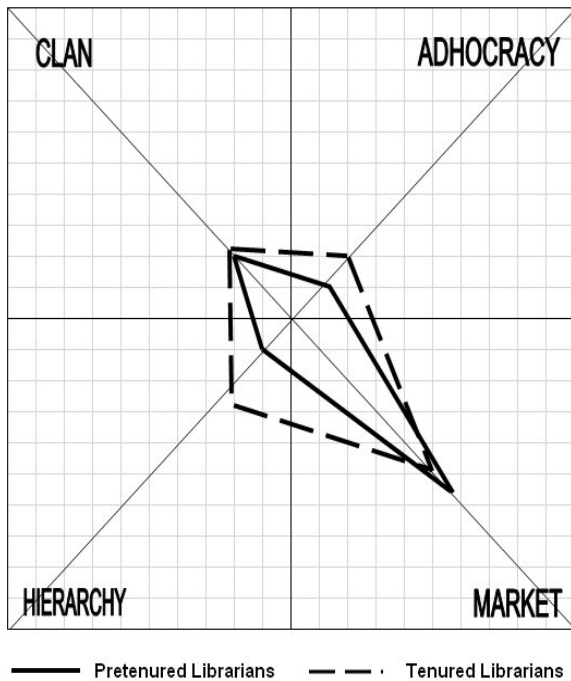
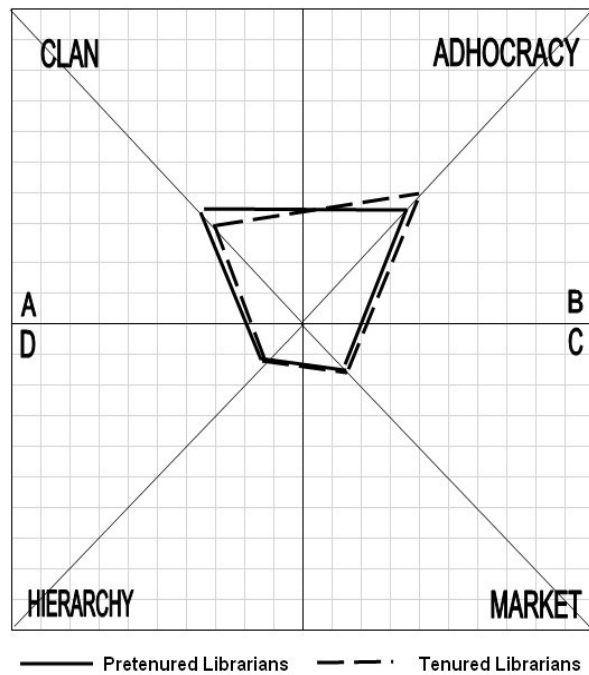


Fig. 6 Pretenured/Tenured Librarians Preferred Culture Profile

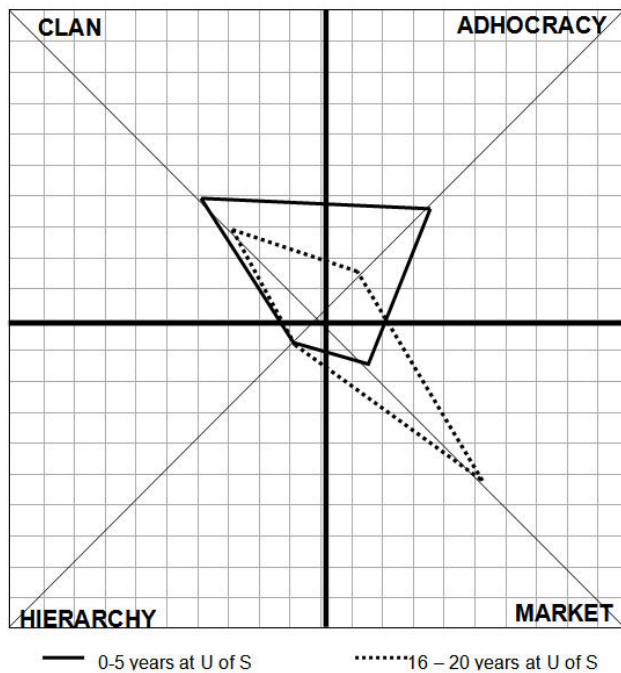


Consideration was also given to identifying possible subcultures amongst different groupings of librarians such as by department, branch location, public or technical service functions, or by administrative responsibility. However given the small population sizes involved it was not possible to present these results and ensure the anonymity of respondents.

We were also interested in investigating differences in cultural perceptions between librarians based on the length of time worked at the U of S Library.

There was a dramatic difference in perceptions between librarians who have been with the Library less than 6 years compared to those employed at the Library for 16-20 years (Figure 7). Librarians in the 16-20 years group prefer a cultural orientation that replicates very closely the current cultural emphasis (high Market attention). New librarians are seeking a balance between high degrees of Adhocracy and Clan features with very little emphasis on the Market and Hierarchy elements. Reconciling these different expectations in plans for organizational change and growth will be critical to continued and long term organizational success.

Fig. 7 Librarians 0 – 5 and 16-20
Preferred Culture Profiles



Cultural Congruence

The analysis of the culture plots also involved a consideration of cultural congruence. Cultural congruence indicates that various aspects of an organization's culture are aligned with the same culture types and set of values emphasized throughout the organization. Cultural incongruence often leads to differences in perspectives, goals and strategies within an organization thus inhibiting the organization's ability to perform at the highest levels of effectiveness.

In a congruent culture the six cultural attributes of strategy, leadership style, reward system, approach to managing employees, criteria of success and dominant characteristics all tend to emphasize the same set of cultural values

and the individual plots for each would look similar. In the U of S study, the six cultural attributes were plotted to determine the extent to which each attribute reflects (is congruent with) the same dominant type. For both the current and preferred culture profiles the plots were consistent within the various subcultures, pretenured and tenured librarians and new and long serving librarians indicating a congruent culture within each group. Research has shown that congruent cultures are more typical of high performing organizations. Having all aspects of the organization clear about and focused on the same values and sharing the same assumptions eliminates many of the complications, disconnects and obstacles that can get in the way of effective performance.³¹

Outcomes from the U of S Study

This study revealed that at the University of Saskatchewan Library there is general agreement amongst librarians for a preferred organizational culture emphasizing a transition from a Market and Hierarchy culture to an Adhocracy with stronger elements of a Clan culture. There is a desire amongst librarians to move in the same direction toward a similar preferred organization.

The existence of subcultures was confirmed reflecting some notable differences in the perceptions and expectations between the pretenured and the tenured

³¹ Kim S Cameron & Robert E. Quinn, *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*.

librarians, and between librarians who have been with the organization less than six years and those who have been with the Library for 16 years or more.

An awareness of these differences is critical in order to understand how the organization is changing with the influx of new librarians to the organization. It also has implications for how effectively the Library can move forward with continuing recruitment, retention and operational success while recognizing the changing and sometimes conflicting organizational culture preferences.

Evaluating the strength and variations in these subcultures was critical in determining the most desired areas of change and the most effective ways of influencing and directing that organizational change.

Organizations often shift dominant cultural characteristics as they move through their life cycle. Quinn and Cameron (1983) found that Clan cultures with an emphasis on Adhocracy are most often found in newer organizations while Market cultures with a focus on Hierarchy often exist in mature organizations.³²

The results of the study suggest that the desire for a shift to an Adhocracy culture with increased Clan elements in our Library can be attributed, in part, to the influx of new librarians and signifies a type of organizational renewal.

³² Robert E. Quinn & Kim S. Cameron, "Organizational Life Cycles and Shifting Criteria of Effectiveness," *Management Science* 9, (1983): 33-51.

MOVING FROM ASSESSMENT TO CHANGE MANAGEMENT

Assessing organizational culture is the first step in moving towards organizational change. This research has made it possible to better understand the type of culture preferred by librarians at the University of Saskatchewan and to consider a course of action that will move the Library from its current state to a desired new state. Systematically managing a culture change involves engaging librarians in a process of discovering or revealing cultural perceptions and understandings and actively discussing, codifying and agreeing upon appropriate new behaviors, and activities.

The Individual as Change Agent and Leader

Culture change is about behavior change and managing that change in culture depends on the implementation of behaviors by individuals in the organization that reflect and reinforce the values of the desired organizational culture. It is important to specify what people will be doing in the desired culture and it is the shared understanding of cultural values that allows people to act independently within the organization and create a change in work engagement.³³

Achieving lasting change in organizations then requires getting employees involved in planning and implementing change. Schein (1992) points out that “learning and change cannot be imposed on people. Their involvement and

³³ Robert Hooijberg & Frank Petrock, "On Culture Change: Using the Competing Values Framework to Help Leaders to a Transformational Strategy".
Noel M. Tichy & Eli B. Cohen, *The Leadership Engine: How Winning Companies Build Leaders at Entry Level* (New York: Harper Business Essentials, 1997).

participation are needed in diagnosing what is going on, figuring out what to do, and actually doing it".³⁴ A fundamental and enduring cultural change will only occur if the change process becomes personalized, individuals are willing to engage in new behaviors and there are changes in the managerial competencies demonstrated in the organization.

Given both the leadership and managerial responsibilities of librarians and the critical role distributed leadership can play in creating meaningful organizational change, the study also considered the behaviors leaders and managers should adopt in order to engage in a successful culture change effort. Mapping the managerial competencies and leadership roles to the quadrants of the CVF is helpful in illustrating how leaders and managers can most appropriately focus their skill development. Figure 8 illustrates the types of competencies and expertise needed to increase the elements of the adhocracy and clan cultures. It is helpful in considering how to support a cultural change.

³⁴ Edgar H. Schein, *Organizational Culture and Leadership*, 2nd ed.

Fig. 8 Managerial Competencies and Leadership Profiles

Culture Type : CLAN

Managerial

Managing teams
Managing interpersonal relationships
Managing development of others

Leadership

Facilitator - people & process oriented; manages conflict; seeks consensus; involves staff in decision making & problem solving; actively pursues participation & openness

Mentor – caring & empathic; influence based on mutual respect & trust; morale & commitment actively pursued

Culture Type: ADHOCRACY

Managerial

Managing innovation
Managing the future
Managing continuous improvement

Leadership

Innovator – clever & creative; envisions change; influence based on anticipation of better future & generating hope in others; innovation & adaptation actively pursued

Visionary – future-oriented in thinking; focuses on where organization is going; emphasizes possibilities & probabilities; style characterized by strategic direction & continuous improvement

Culture Type: HIERARCHY

Managerial

Managing acculturation
Managing the control system
Managing coordination

Leadership

Monitor – technically expert & well-informed; tracks details & contributes expertise; influence based on information control; documentation & information management actively pursued

Coordinator – dependable & reliable; maintains structure & flow of work; influence based on situational engineering, managing schedules, giving assignments; stability & control actively pursued

Culture Type: MARKET

Managerial

Managing competitiveness
Energizing employees
Managing customer service

Leadership

Competitor – aggressive & decisive; actively pursues goals & targets; energized by competitive situations; winning is dominant objective; focus on external competitors & market position

Producer – task-oriented & work-focused; achieves through hard work; influence based on intensity & rational arguments around accomplishing things; productivity actively pursued

Based on Cameron, K. and Quinn, R. *Diagnosing and Changing Organizational Culture Based on the Competing Values Framework*. Rev. Ed 2006. San Francisco, Jossey-Bass.

Charting a Course for Change

Managing a change process at the U of S Library involves focusing on what it means to increase the Adhocracy and Clan cultures and decrease the Market and Hierarchy cultures.

In moving to an Adhocracy culture, leaders will need to focus on encouraging staff to innovate, expand alternatives, become creative and facilitate new idea generation; communicate a clear vision of the future and facilitate its accomplishment; and foster an orientation towards continuous improvement, flexibility and productive change among individuals.

If we are to increase the elements of a Clan culture the leadership focus will be on facilitating effective, cohesive, smooth functioning and high performance teamwork; managing interpersonal relationships – including supportive feedback, listening and resolution of interpersonal problems; and helping individuals improve their performance, expand their competencies and obtain personal development opportunities.

Successful culture change may require addressing almost every aspect of the organization to ensure it is aligned and reinforces the preferred culture.

Waterman, Peters and Phillips (1988) proposed a Seven S model which recognized that successful culture change may require a change in structure, symbols, systems, staff, strategy, style of leaders and skills of managers. The Library's strategic planning process illustrates how the Seven S model might be employed in organizational change.³⁵ A new organizational *structure* is currently being implemented that is intended to realign the Library structure to support and

³⁵ Robert H. Waterman, Tom J. Peters & J. R. Phillips, "Structure is Not Organization," *Business Horizons* (1980): 50-63.

deliver on its strategic directions. Identifying *symbols* that signify a new future helps staff visualize something different, helps change the mental interpretation systems of staff and provides something for people to rally around. With this in mind a tagline contest was launched amongst library staff to create a slogan that captures the essence of our vision, mission and values that would serve as a succinct statement that speaks to staff and acts as a key element in our external promotions. *System* changes are underway in a number of areas. In the appraisal system, a revised annual performance review for librarians is being piloted. As part of the quality and improvement systems the library is moving towards better collection of data, beginning with the implementation of LibQUAL+ in March of 2007, which will provide evidence of the perceived quality of our services and processes. New staff recognition and reward systems with individual and team awards of excellence have been introduced. There is a recognized need to conduct a skills audit, identify core competencies required and develop and implement a staff training and development plan within our priority strategic actions. The intention is to reinforce organizational changes, clarify expectations for staff, provide learning of new knowledge and skills and address the growth and development of staff thus transforming the library as a learning organization where people continually expand their capacity and commitment to learning and working together.³⁶

³⁶ Peter M. Senge, *The Fifth Discipline: The art and Practice of the Learning Organization* (New York; Toronto: Doubleday Currency, 1990).

A communication *strategy* is under development in order to ensure meaningful communication and dialogue that allows different voices to be expressed. By listening and responding to concerns, resistance and feedback from all levels of the Library we can gain a broader understanding of what change means to different parts of the library and how it will affect them -- confronting each other's underlying reasoning and assumptions and overcoming "defensive routines".³⁷ One action *strategy* the Library is pursuing in developing the Library's integrated plan is to involve all library staff in the formulation of action plans at the unit level and eventually individual workplans, in order to build commitment to the new organization and strategic directions of the library.

The new strategic plan also calls for a change in *styles of leaders*. There is an expectation that leadership is demonstrated at all levels throughout the library in relation to different activities, projects and quality service, moving to a more participatory and distributed leadership model.³⁸ With the implementation of our new organizational structure and as teams, units, taskforces and other work groupings are established the *styles of managers* and the managerial requirements appropriate to each are being considered. Changing the skills and competencies of managers to reinforce the culture change process will be critical for success.

In order to achieve organizational change at the U of S Library that is enduring and transformational, and will create a culture that fosters staff success, we have

³⁷ Chris Argyris, *Overcoming Organizational Defences* (Boston: Allyn and Bacon, 1990).

³⁸ Sheila Creth, "Leadership: Myths and Reality," in *Human Resource Management in Today's Academic Library: Meeting Challenges and Creating Opportunities*, Janice Simmons-Welburn and Beth McNeil eds. (Westport, CN: Libraries Unlimited, 2004).

proposed a number of specific actions as possible change initiatives. This action plan is included in Appendix 1.

CONCLUSIONS

Change by its very nature requires risk-taking and letting go. A transformation may actually require maximizing experimentation and risk-taking, tolerating unknowable consequences and evolving toward, rather than targeting an end state.³⁹ One way to achieve this is to make change one step at a time, gauging the effectiveness of each move before going on. According to James Quinn (1980) who dubbed this piecemeal approach to strategic planning “logical incrementalism”, the most effective strategies tend to emerge step-by-step from an iterative process in which the organization probes the future, experiments, and learns from a series of partial (incremental) commitments.⁴⁰ While it is important to have an implementation plan, it is critical to respond to the voices within the organization, the emerging requirements of particular situations and to the reality that change may never be a discrete phenomenon or a closed book. Implementing change is an ongoing process of discovery and it requires addressing many questions such as: are the real needs of the Library being

³⁹ Rosabeth Moss Kanter, Barry A. Stein & Todd D. Jick, *The Challenge of Organizational Change: How Companies Experience It and Leaders Guide It*.

⁴⁰ J. B. Quinn, "Managing Strategic Change," *Sloan Management Review* 21, (1980): 3-20.

addressed; how shared is the vision; how can anchors to the past be preserved while moving to the future; can change participants at all levels of the hierarchy have an impact; when should progress be visible; now that we have gotten this far is this the direction we still want to go?

The process of organizational culture change will require ongoing commitment and attention to this incremental process that requires time for individuals to learn new ways of working together. The structure and tools for change will need to be revisited and reviewed on a regular basis through out this process. It will be important for leaders to develop methods for considered assessment and review of the new mechanisms put in place to support change. Recurring discussions with staff will be critical in these efforts and incremental reflection will be essential. The researchers anticipate that it will be useful to reassess the organizational culture during the course of this change to ensure that culture change is indeed becoming embedded in the values and perceptions of the organization and its members. This may be particularly useful to help all staff engage in rich conversations about the progress of the Library during this time of change. Assessment of success will also require personal reflection and growth, particularly for leaders and managers in the organization.

Our research identified the desire on the part of the librarians for more elements of Adhocracy and Clan cultures, to a workplace characterized by creativity, innovation and risk taking which values people, relationships, teamwork, individual development, commitment and consensus. It is therefore no surprise

that creativity, innovation and risk taking and the “Clan” values mentioned above surfaced through the strategic planning process and are now strongly reflected in the Library’s Strategic plan.

Creating an organizational culture that fosters staff success begins with understanding the characteristics of the present organizational culture, identifying the desired future culture and what needs to change in that culture to reach desired goals. Communicating this new direction and creating appropriate support mechanisms, opportunities for learning and growth and a clear plan of action for change and improvement are critical. Staff success can be achieved through both an individual and a collective change process that involves a continuous negotiation between perceptions, values, goals and actions. All of these must be aligned in order to promote staff success and organizational transformation.

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Appendix 1. Achieving Organizational Renewal and Transformation

University of Saskatchewan Library Action Plan

The following action items embody the elements of the Adhocracy and Clan cultures desired by librarians. These are the strategies that will ensure librarians are able to participate, influence and affect change. They address innovation, future directions and continuous improvement, characteristics of an Adhocracy culture, as well as teamwork, interpersonal relationships and staff development, characteristics of a Clan culture.

In order to **manage innovation**:

- hold idea sharing events in the workplace and assign responsibility for fostering and modeling innovative thinking to key individuals in the library. to ensue that innovation is encouraged and learned at all levels.
- create cross functional taskforces that are both problem-solving and ideas-generating to develop new or alternate approaches to work consider divergent viewpoints.
- monitor the expectations, preferences and complaints of clients. Assign the analysis and review of these to a group of staff empowered to make recommendations on actions and future service developments.
- encourage action learning amongst staff by first trying out ideas on a pilot basis and analyzing what is learned from a success or failure.

To **manage the future** the Library should:

- ask each staff member to generate their own vision statement consistent with the basic principles and values of the library
- identify and share stories which exemplify progress towards the library vision and help make these part of the history that defines success in the library
- agree upon priorities for work units and individuals and identify achievable actions to these ends

To **manage continuous improvement** we consider it important to:

- make continuous improvement a key feature of the vision articulated for each work unit in the library
- highlight the importance of assessment and provide training for staff to understand the process and value of assessment and improvement
- help staff understand the basic elements of reflective practice and encourage them to use this as a personal and group tool for reviewing and improving activities
- actively seek out improvement ideas from staff and emphasize trends in improvement, as well as big ideas

To **manage teams** we should:

- provide team building and communication training and expertise, teaching staff to behave in teams for maximum benefit

- ensure teams as much as possible include representation from a variety of subcultures and groupings to ensure all perspectives are heard and staff engagement is at its peak
- encourage interdisciplinary and cross functional teams for service development and problem solving
- Keep teams issues-centered, and future-centered and help teams seek alternative and creative solutions

In managing interpersonal relationships we will:

- be clear about expectations of staff performance and be consistent in interpersonal interactions
- create an environment where opinions are valued, considered and respected by all
- ensure team leaders are accessible to staff to deal with concerns, problems and successes

To manage the development of staff we will:

- establish goals for staff that are specific, measurable, aligned to the library's mission, reachable but still a stretch and time-bound
- encourage and support staff in taking risks, cultivating excitement in trying something that may result in improvements and ensuring that learning occurs from mistakes and failures

- provide opportunities for staff to learn new tasks, enrich and expand their jobs by adding responsibilities that require the learning of new skills and abilities
- recognize and expand existing staff expertise and talents
- encourage staff to take responsibility for activities and provide coaching and support for this increased autonomy

Through these key actions a culture change will occur that reflects the goals of most librarians of the organization resulting in a strong foundation to support ongoing change.