

The UC Berkeley Library Staff Survey: 2001

Overview

This report summarizes the results of the Library Survey delivered to 455 employees of the University of California, Berkeley Library in October 2001 by the Centre for Organizational Research & Development (COR&D) in collaboration with Dr. Christina Maslach. The survey was created as a follow-up study to the first assessment, which was conducted in May 1999. The Centre received 285 completed surveys (a response rate of 63%) of which 26% had additional written comments.

The Purpose of the Survey

The aim of the survey is assess progress since the previous survey in 1999 and to guide initiatives for further improving the quality of worklife at the Library of the University of California, Berkeley. The *Six Areas of Worklife* section identifies the extent to which staff members throughout the organization find their work environment consistent with their career aspirations. The *Areas of Management* segment is a customized section of the survey, containing items modified from the standard Staff Survey, as well as items developed for the first survey in collaboration with the Library. The next section *Feelings About Work* considers the place of staff members on the continuum from burnout to engagement with work.

The section *Changes over Time: Comparing Time 1 & 2* examines the organization as a whole, and identifies areas that have significantly changed since the survey was first conducted in 1999. In the section *Changes in Individuals: Comparing Matched Cases Over Time* includes the data from only those employees who completed both surveys (matched by follow up code). This section identifies those areas that changed for this group of matched employees over the past two years.

Sections of the Report

Summary	An outline of the report findings
Six Areas of Worklife	How do Library employees compare to normative data?
Workload	Is the workload manageable?
Control	Do people feel they have appropriate control in their work?
Reward	Do people feel rewarded and recognized for their efforts?
Community	Do people feel they are part of the workplace community?
Fairness	Do people feel they are treated fairly?
Values	Can people live their values in their workplace?
Areas of Management	How do Library employees compare to normative data?
Library Administration	How do respondents perceive top administrators at the Library?
Unit and Department Heads	How do respondents perceive unit and department heads?
Supervisors	How do respondents perceive their supervisors?
Training Opportunities	Are training opportunities available and accessible?
Job Risks	Do people feel at risk for environmental threats?
Social Risks	Do people feel at risk for discrimination or harassment on the job?
Support	Do respondents feel respected and supported by colleagues and management?
Individual Library Questions	Job Performance, Management, Culture
Perceptions of Change	What areas are improving or becoming more difficult?
Feelings about Work	Are employees feeling effective, engaged and involved?
Changes over Time: Comparing Time 1 & 2	How did the Library as a whole change during the past two years?
Changes in Individuals: Matched Cases Over Time	How did employees who were present for Time 1 and Time 2 at the Library perceive changes in the past two years?
Evaluation	How can the Library consolidate its progress and maintain its momentum?
Appendices	
Appendix A	Specific Question Distributions
Appendix B	Comparisons Between Time 1 (1999) and Time 2 (2001)
Appendix C	Comparisons Between Time 1 (1999) and Time 2 (2001) – Matched Employees Only
Appendix D	Survey Participants

Summary

This survey is a checkup on issues raised in the initial survey from May 1999. It also examines the current Library environment. The following summary and recommendations highlight a number of these issues. The recommendations are designed to encourage further exploration rather than offer definite solutions.

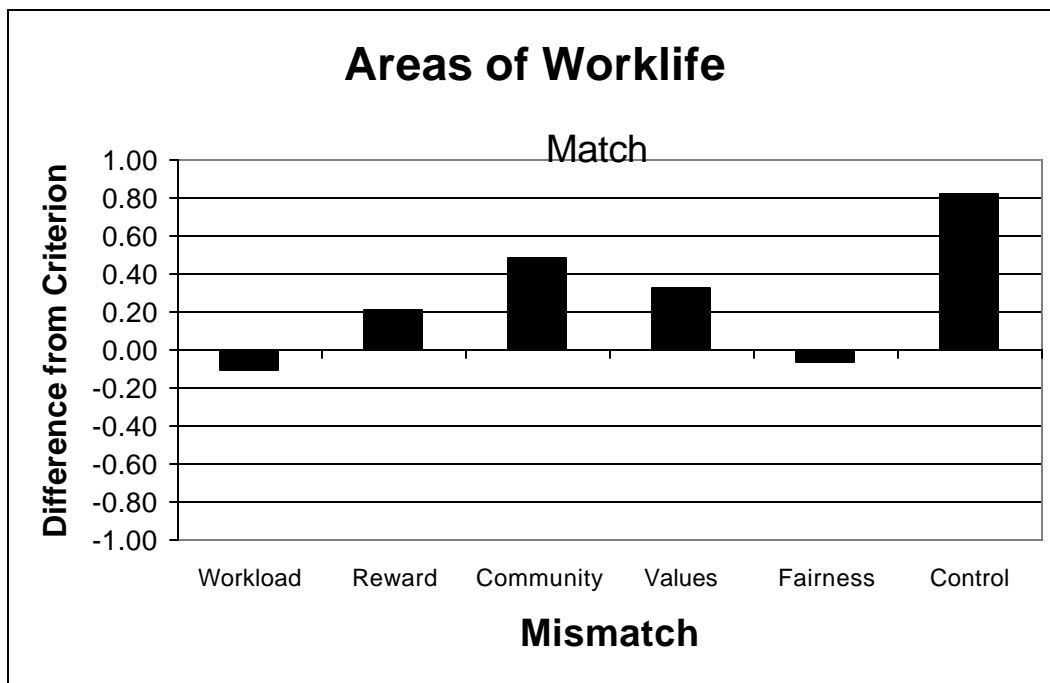
The primary message of the Survey is that things have improved at the Library over the past two years. Participants rated control, community, fairness, and values significantly more positively, with only two areas of worklife - workload and reward—remaining unchanged. This is a remarkable and broadly based change that indicates meaningful improvements in worklife at the Library.

Consistent with these more positive views of worklife, participants gave more positive ratings to management and training, while reporting less concern with workplace hazards than previously. Overall, participants reported a more positive view of change, rating every area in the neutral to getting better range, in contrast to a number of areas that were considered to be worsening in the 1999 Survey. These are noteworthy improvements in a number of issues relating to the quality of communication, indicating that people in the Library are enhancing their capacity to cooperate with one another.

The Six Areas of Worklife

Burnout is more likely to occur when there is a mismatch between the nature of a job and the person who does the job. The survey measured six areas of the workplace in which mismatches tend to occur – workload, reward, community, values, fairness, and control. These six factors can influence one’s relationship with work in terms of the continuum from burnout to engagement.

The bars on the following graph display the difference between the average score for Library staff and the balance point between match and mismatch for each area. A match occurs when daily work experiences are congruent with what people expect. A mismatch indicates that what staff experience at work is incompatible with their expectations. Bars close to the midpoint (0 on the scale) indicate little difference from the balance point. Bars farther from the midpoint indicate a difference from the normative data and therefore represent relative strengths or challenges for the Library. This graph allows a quick overview of the organization as it compares to a reference: more detail on each measure is found on following pages.



Workload

Workload is the amount of work to be done in a given time. A manageable workload provides the opportunity to do what one enjoys, to pursue career objectives and to develop professionally. Difficulties with workload occur when there is too much to do in too little time with too few resources. A crisis in workload is not a matter of simply stretching to meet a new challenge, but of going beyond human limits.

The overall average for workload does not differ significantly from the average event though it lies in the mismatch range. Most respondents feel that they work intensely for prolonged periods, must constantly upgrade their skills, and do not have the information and resources readily

available to do their job. However, respondents did feel that they have enough time to do what is important for the job, and that their work does not take away from their personal interests.

Rewards

Reward is recognition – financial and social – for contributions on the job. A meaningful reward system acknowledges contributions to work and provides clear indications of what the organization values. People experience a lack of recognition as devaluing their work and themselves. Reward systems include feedback from colleagues in addition to formal management systems.

As the overall average for rewards lies in the match range, most employees felt that their work was appreciated and that they received recognition from others. Almost half of respondents agreed that they have access to opportunities to further their careers. However, the majority of employees felt that the financial rewards were insufficient.

Community

Community is the quality of an organization's social environment. People thrive in communities characterized by support, collaboration, and positive feelings. Trust is at the heart of any shared sense of community. Mismatches occur when there is no sense of positive connection with others at work and when there is a lack of confidence in the organization.

There was a positive response to the sense of community among staff at the Berkeley Library. Most respondents indicated that they worked with a supportive work group and that group members cooperated with one another. Despite these good working relations, the majority of employees indicated that they do not feel close to their colleagues.

Values

Values are what is important to the organization and to its members. When organizational and personal values are congruent, successes are shared. Mismatches occur when there are persistent conflicts between the requirements for the job and personal principles. They occur when differences exist between an organization's values and the values of its staff, or if the organization does not practice its stated values.

Library employees rated the Library's values positively. The majority of respondents felt that the Library's and their personal values were alike, and that these organizational goals influence their day-to-day work activities. As a result, they felt that working at the Library did not force them to compromise their personal values.

Fairness

Fairness is the extent to which the organization has consistent and equitable rules for everyone. An important element is the extent to which resources are allocated according to generally understood procedures that are consistent with the organization's objectives. Fairness communicates respect for the members of an organization's community. A lack of fairness indicates confusion in an organization's values and its relationships with people.

The overall average for fairness lies in the mismatch range. Employees were unsure regarding all issues of fairness pertaining to the Library. They were also unsure as to whether management treats employees fairly, whether resources are allocated fairly, or if there are effective appeal procedures.

Control

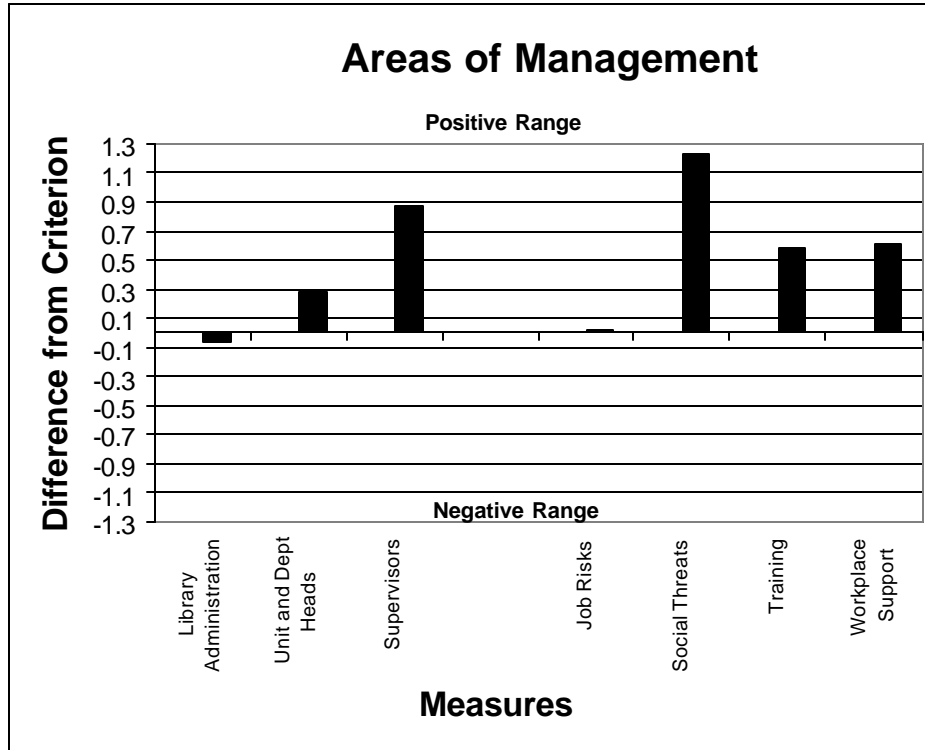
Control is the opportunity to make choices and decisions, to solve problems, and to contribute to the fulfillment of responsibilities. A good match occurs when there is a correspondence between control and accountability. A mismatch occurs when people lack sufficient control to fulfill the responsibilities for which they are accountable. A mismatch also occurs when the policies or structures at work prevent the pursuit of important career objectives.

Library employees were confident that they have professional autonomy at work. They felt that they have control over how they do their work, and the priorities that they set. A large number of staff felt that they could influence management to obtain necessary work equipment and space. They felt that they have the opportunity to make choices at work, and that other people do not make the important decisions about their work.

Areas of Management

Areas of Management is a customized section of the survey. It contains items modified from the standard Staff Survey, as well as items developed in collaboration with the survey team before the survey was distributed the first time in 1999. It is used to identify issues concerning management and managerial practices specific to the Library.

This Profile provides an overview of the measures drawn from the management section. The Profile looks at respondents' average rating of these measures compared to the midpoint between agree and disagree (hard to decide).



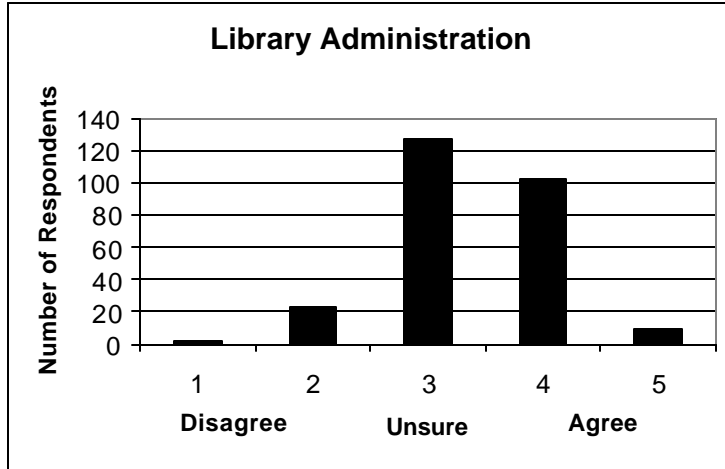
The bars on the graph display the difference between the average score for Library staff and the midpoint for each measure. Bars close to the midpoint (0 on the scale) indicate respondents were unsure about the measure. Bars farther into the positive range of the graph indicate relative strengths for the Library, while bars farther into the negative range of the graph indicate challenges. This

graph allows a quick overview of the organization; more details on each measure are found on the following pages.

Library staff members' ratings of their Library Administration as well as job risks were in the unsure range. Their ratings of all other measures, including unit and department heads, supervisors, social threats, training and workplace support were in the positive range. No ratings were in the negative range.

Library Administration

Nine items measure respondents' perceptions of Library Administration: I believe that the Library Administration values my work, Outstanding service awards are distributed fairly, Promotions are handled fairly, Library Administration has provided a clear direction for the

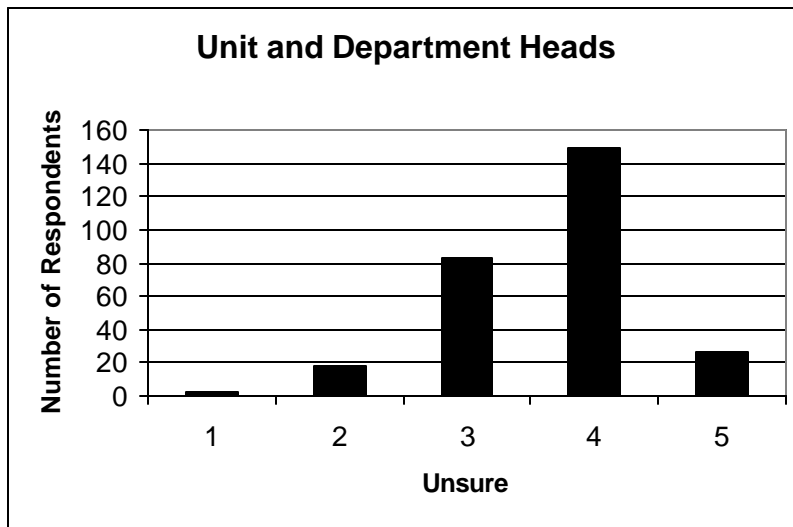


Library to follow, Library Administration promotes meaningful staff development, Library Administration is open to hearing staff concerns and complaints, Library Administration knows the functions and staff within their respective units, and There is respect for staff from Library Administration.

The graph shows the number of respondents who disagreed, were unsure or agreed to the Library

Administration items. The graph's high point is at 3 (unsure) indicating many employees are unsure if administrative staffs are fulfilling their duties. The next largest rating was Agree by a considerable margin, indicating a generally positive view of Administration.

Unit and Department Heads



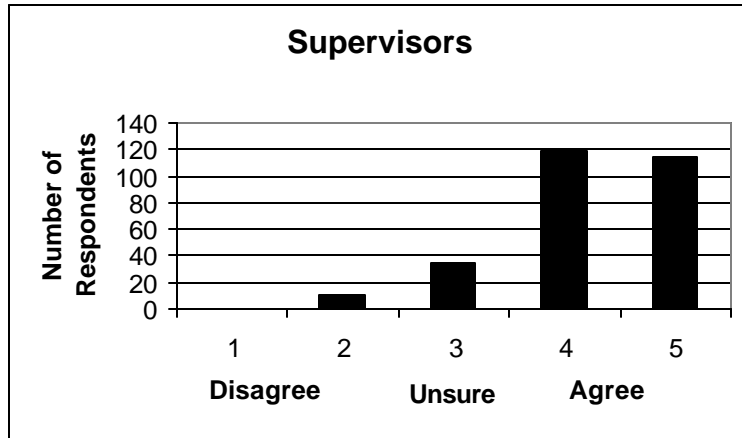
Five items measured respondents' perceptions of their unit and department heads: Unit and Department Heads are accountable for their actions, Unit and Department Heads know the functions and staff within their units, Unit and Department Heads clearly communicate top management's directions to line supervisors, There is employee input into decisions of Unit and Department Heads, and Supervisors keep their staff

well informed on Library issues and priorities.

The graph is strongest at 4 (agree), thus indicating that many feel that their Unit and Department Heads are fulfilling their roles. Employees agreed that Unit and Department Heads know the staff within their units and that employees have input into the decision making of these Heads. Employees were unsure, however, as to whether Unit and Department Heads are held

accountable for their actions or how clearly top management's directions are being communicated.

Supervisors



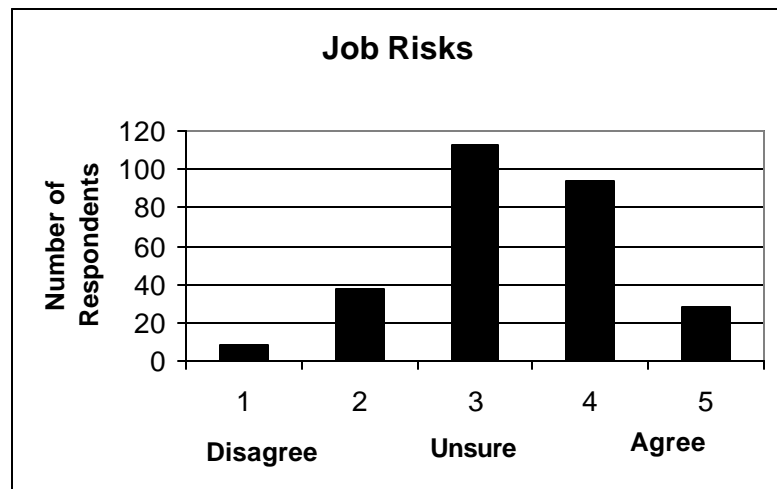
Six items measured respondents' relationship with their supervisors: My supervisor is flexible about work arrangements, My supervisor is someone I can talk to about any problems affecting my work, My supervisor provides me with useful feedback on my performance, Management of my unit delegates authority to appropriate employees, I feel I am supported by my supervisor, and I feel I support my supervisor.

The majority of respondents gave positive ratings. This indicates that most employees have a successful relationship with their supervisors. Supervisors were rated positively on all items in the measure. Employees strongly agreed that the delegation of authority was appropriate and that they fully supported their supervisors.

Job Conditions

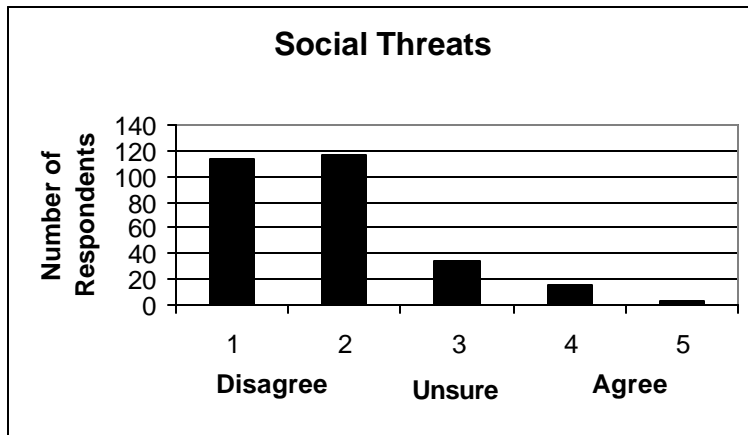
The survey measured seven threats to one's job: Crowding or lack of space to perform the job adequately, Poor ventilation, Poor lighting, Ongoing construction noise and dust, Poorly designed work stations, Strain injuries, and Lack of needed supplies or equipment.

Most employees identified two risks: poor ventilation and the poor design of workstations. The remaining risks did not receive many nominations.



Social Conditions

The survey measured two social threats to well being: Discrimination and Harassment.

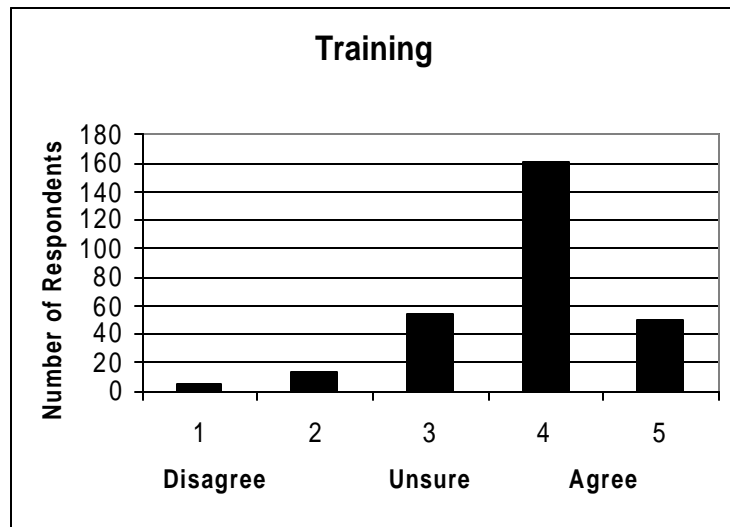


As shown in the graph, the majority of staff does not feel that they are at risk for these social threats at the Library.

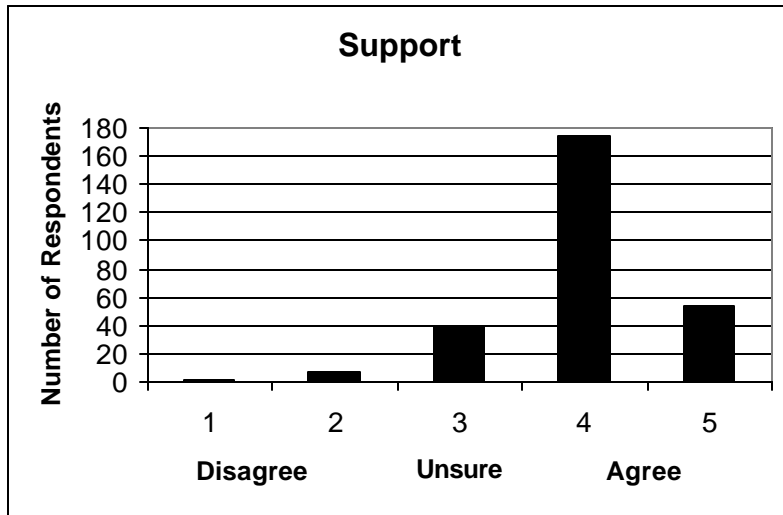
Training

Three items measured training opportunities at the Library: I am getting the kind of training I need to do my job well, It is possible to rearrange work responsibilities to participate in educational programs, and I am provided with formal opportunities to upgrade my skills.

The strong peak at 4 (agree) shows that the majority of employees believe that training opportunities are available to them. Only a minority of employees feel that they are not receiving adequate training for their job.



Support



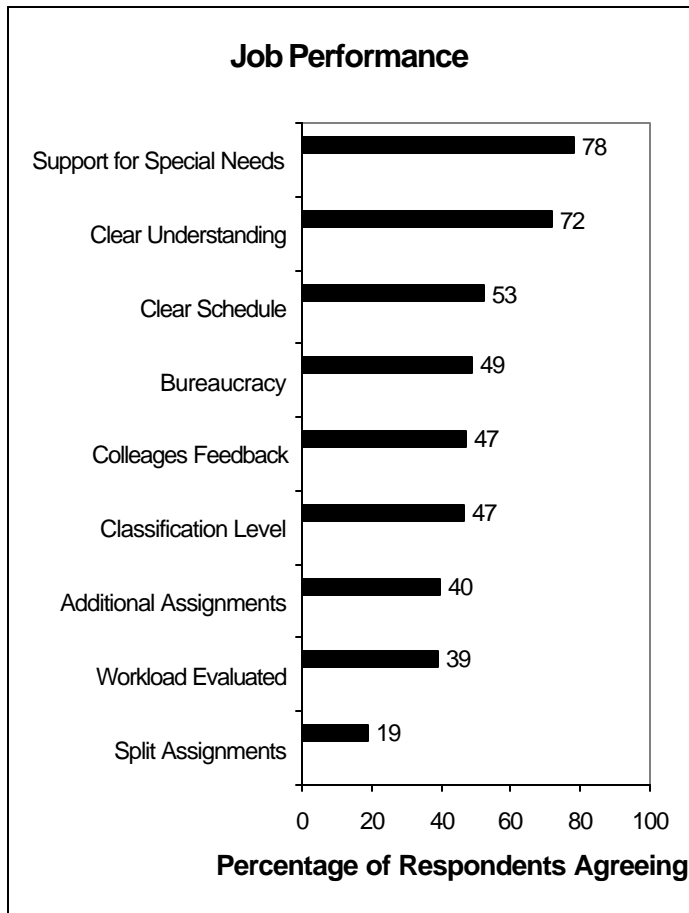
Seven items measured perceived support in the workplace: I have been supported in my attempts for internal advancement, The management of my immediate unit values my work, My ideas are listened to, Most staff are willing to share resources, I am afraid to speak up for fear of reprisal (reverse coded), Colleagues show me respect, and Cultural differences are handled with respect.

The graph has a definite strong point at 4 (agree) indicating that the majority of employees feel that there is support and respect at the Library.

Individual Library Questions

Three sections of the survey: Job Performance, Management, and Culture, contained items representing specific issues for Library Staff.

Job Performance



The following graphs show the percentage of staff members who agreed to each item. Distribution of frequencies for each item (the percentage of staff members who disagreed, agreed, and were unsure) is presented in Appendix A.

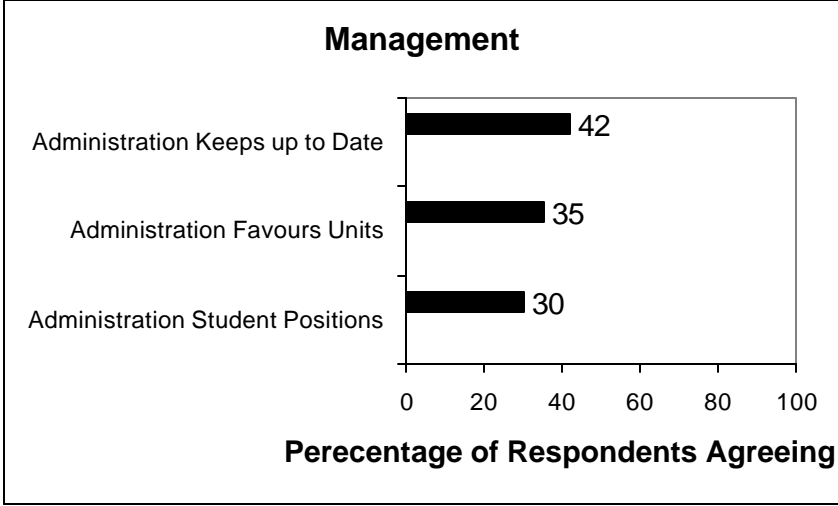
The Job Performance section of the survey consisted of eleven specific questions. As shown in the adjacent graph, approximately three quarters of Library staff agreed that there is support for special needs (including family, disability leave, and telecommuting), and that they have a clear understanding of the expectations their jobs require. About half of respondents indicated that there are clear policies regarding work schedule flexibility. Many respondents also indicated that colleagues provide useful feedback, and that their level of classification is appropriate for their work.

The other items on the scale were not viewed as positively. Almost half of employees feel that Library bureaucracy makes their jobs more difficult, and slightly less than half feel that they are given additional assignments without regard to their current workload. Only a minority agree that their workload is adequately evaluated within the changing environment and that split assignments make them more productive.

The other items on the scale were not

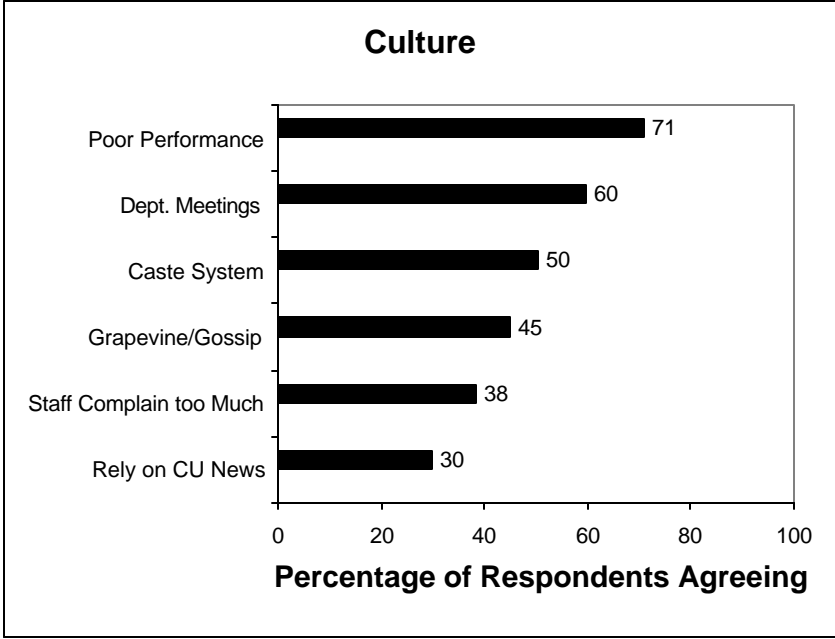
Management

Three specific questions were included in the Management section. Many employees believe that Library Administration keeps Unit and Department Heads up to date on Library issues and that favoritism is not shown towards certain Library units. However, only 30% of respondents feel that that student positions are appropriately distributed.



Culture

The last section includes questions regarding Library Culture. The graph shows that a large

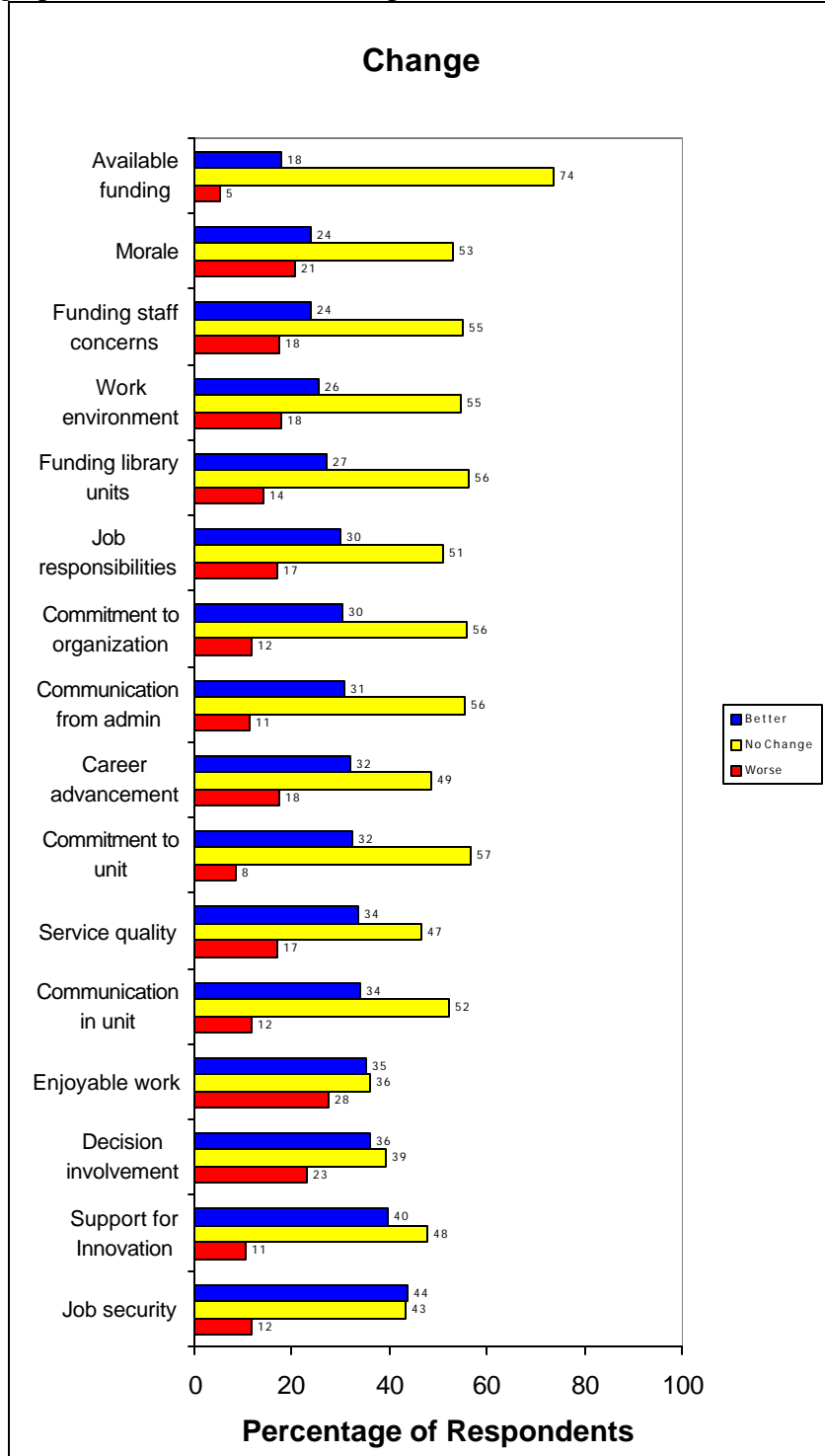


majority of employees feel that that the Library tolerates poor performance from some staff members. This contributes to negative feelings about fairness. In addition, half of the respondents indicated that there is a caste system within the Library. On a more positive note, employees feel that departmental meetings are a good place to learn about work issues. Departmental meetings were rated higher (60%) as a good information source than grapevine gossip (45%) and CU News (30%). A minority

of employees feel that Library staff complain too much.

Perceptions of Change

When people are emotionally exhausted, withdrawn from their work, or feel professionally ineffective, they are less likely to feel positive about ongoing change in the organization. The graph shows the number of respondents who indicated work conditions had improved, worsened or stayed the same over the previous two years.



Overall, items are positively rated if more respondents feel things are getting better than getting worse.

In the graph below, the blue bar represents the percentage of respondents indicating improvement, the red bar indicates worsening conditions, and the yellow bar indicates no change over the past two years.

The majority of Library staff felt that there had been no change over the past two years on all items on the change scale. Nevertheless, a larger number felt that things had changed for the better than for the worse. This is particularly evident in ten of the items, including available funding for staffing functions, work environment, fair distribution of funds to Library units, job responsibilities, commitment to the Library and Unit, communication from Library Administration and within units, quality of service, and career advancement opportunities.

For two of the items, almost an equal number of respondents indicated that there had either been no change, or that the situation had improved. These items included support for innovation and job security. There seems to be discrepancy over whether the work is enjoyable. The graph shows that approximately an equal number of respondents rated that there had been no change, a change for the better, and a change for the worse regarding the opportunity to be involved in enjoyable work. Although most indicated that there was no change in the area of work morale and fair distribution of funding for staff concerns, roughly the same number of employees indicated that the situation was both improving and worsening. This is another area of discrepancy.

Feelings about Work

The relationship that people have with their job can be seen as a continuum. At one end is engagement, indicating a positive relationship with work; at the other is burnout, which indicates a negative relationship with work. The three dimensions of this continuum are:

Energy -- Exhaustion

Involvement -- Cynicism

Professional Efficacy -- Inefficacy

Burnout

Burnout has three components: exhaustion, cynicism, and reduced professional efficacy.

Exhaustion is feeling overextended, both emotionally and physically. People feel drained and used up, and unable to unwind and recover. Exhaustion is the immediate reaction to the stress of job demands or major change. Cynicism is a cold, distant attitude towards work and the people on the job. In a way, it is an attempt to protect oneself from exhaustion and disappointment.

Reduced professional efficacy is a growing sense of inadequacy or ineffectiveness with work.

People lose confidence in their capacity to make a difference in their work, and as they lose confidence in themselves, others lose confidence in them.

Engagement

Like burnout, engagement has three components: energy, involvement, and professional efficacy.

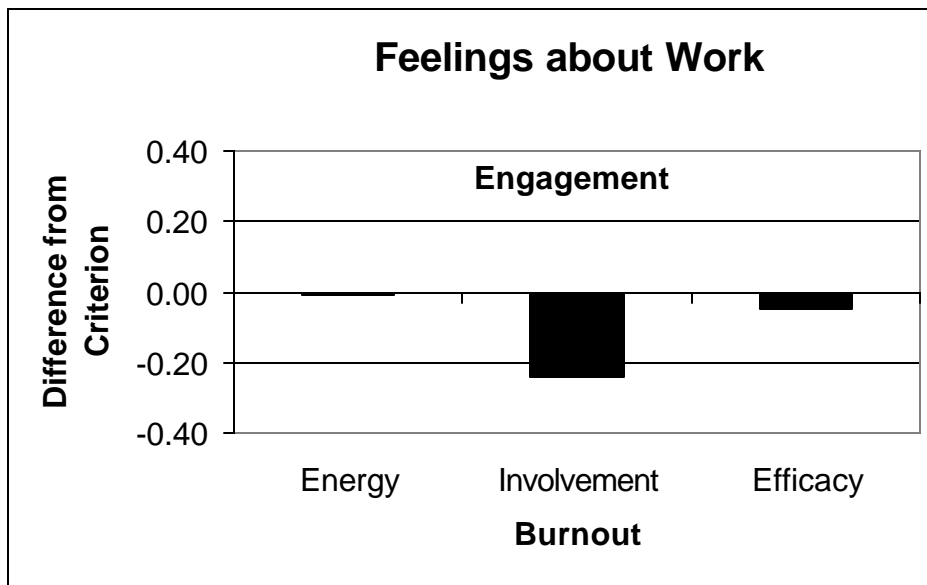
People who are engaged have energy required for a reasonable range of projects or personal relationships. An energetic approach to work is closely associated with supportive work relationships as well as with supportive work conditions and manageable job demands.

Involvement is a close, intense relationship with work and the people on the job. Professional efficacy is a sense of adequacy and personal empowerment. One is able to make progress resulting in accomplishments that are meaningful. There is a sense that one is making a difference in the workplace. This effectiveness inspires the confidence of others and improves work relations.

Placing burnout data in context facilitates interpretation. The graph on the next page shows the continuum between burnout and engagement. Because normative burnout data does not exist for library staff, the mean scores for the Library were compared to a sample of service providers from public and private institutions from across North America (n=2100). This sample of service providers comprises occupations such as accounting, record keeping, administration, and technicians, with client contact being a common theme in these occupations. The line in the center represents average scores of the comparison group for the three components.

The bars on the graph display the difference between the average score for Library staff and the reference point average for each measure. Bars close to the midpoint (0 on the scale) indicate little difference from the reference. Bars farther away from the midpoint indicate a difference from the normative data and therefore represent relative strengths or challenges for the Library.

This graph allows a quick overview of the organization as it compares to the reference.



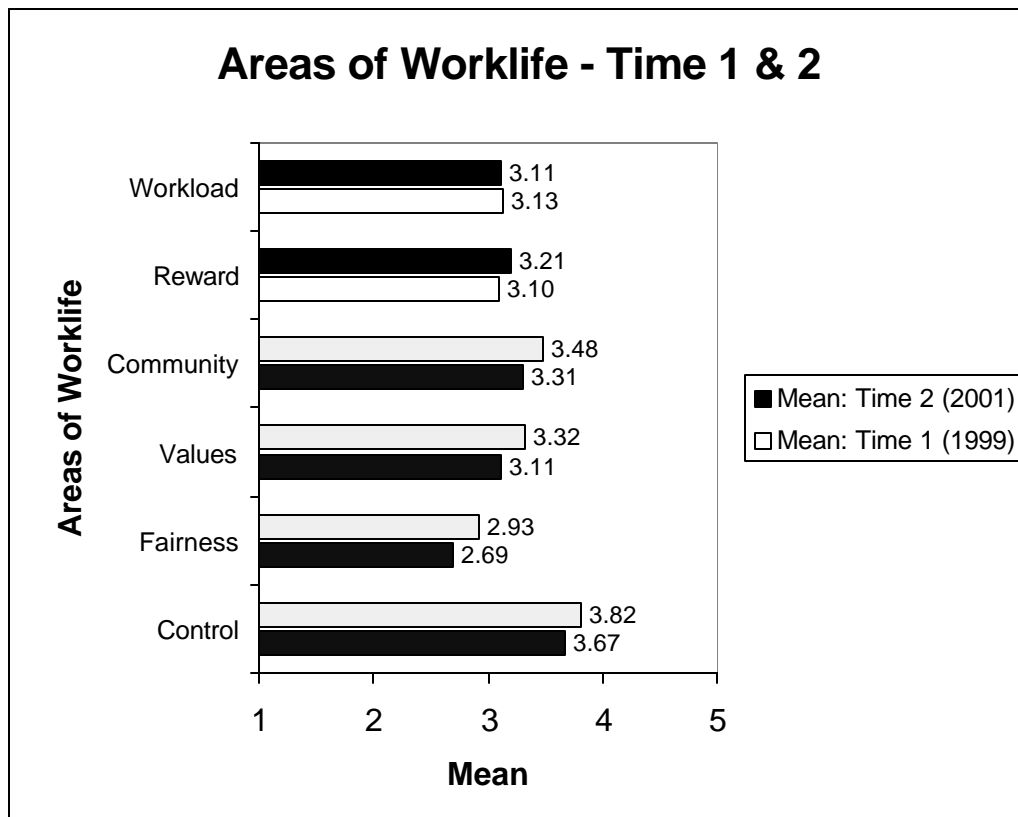
Energy and professional efficacy vary little from the reference group. However, library employees have a lower rating than the comparison group for involvement, suggesting that they are experiencing a higher rate of cynicism than the reference group.

It is noteworthy that this pattern is virtually the same as the one two years ago, despite a number of changes in the workplace, as noted in the next sections.

Changes over Time: Comparing Time 1 & 2

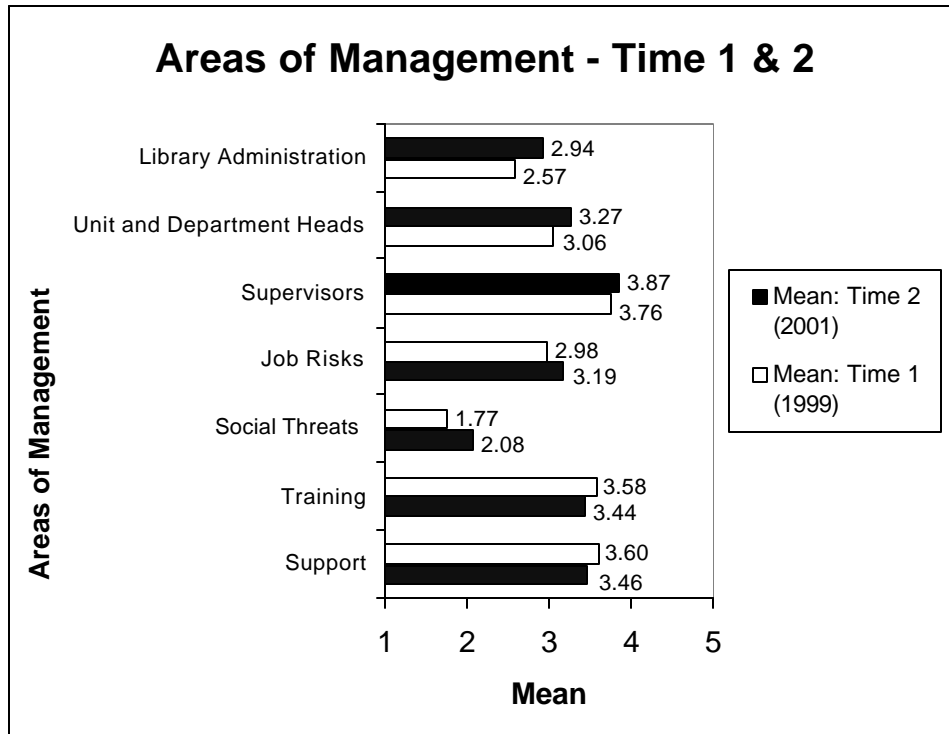
The data from Time 1, collected in 1999, was compared to the recently collected data in 2001. It was analyzed for significant differences in either a positive or negative direction. Results indicated that employees, on the whole, are seeing many parts of the Library work environment more positively.

Areas of Worklife



The first of these positive trends are evident in the Areas of Worklife. The questions that are significant are marked with dots on the graph. Between 1999 and 2001, employees saw an improved change in the fairness and value system of the Library. There was also a stronger sense of community and sense of control. No significant differences were found in regard to the reward system and workload at the Library.

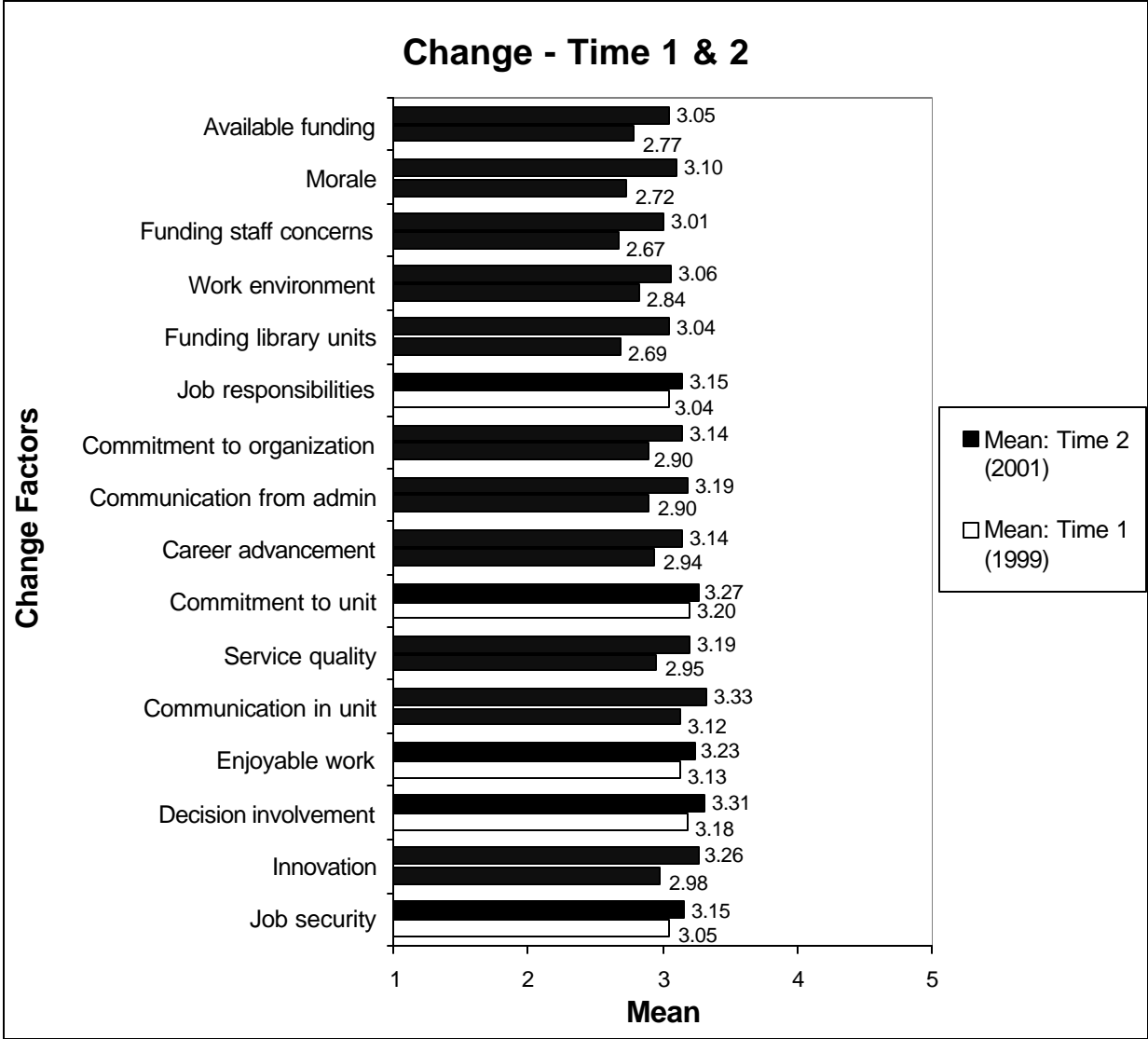
Areas of Management



A comparison of Time 1 and Time 2 reveals a striking set of positive changes with respect to almost all of the Areas of Management. Again, dotted bars represent a significant difference. The ratings of the Library Administration were much more positive than two years ago, and an inspection of the individual items [listed in Appendix C] shows that every one of them showed a significant positive increase. The ratings of Unit and Department Heads were also more positive at Time 2. The already positive ratings of supervisors remained steady. There were positive increases for training opportunities and for a sense of support (especially with respect to sharing resources, being listened to, respecting cultural differences, and not being afraid to speak up). Another positive outcome was the decline in both social risks and job risks (most notably construction problems and insufficient supplies).

A review of the items on specific Library issues reveals more positive changes. Staff members were significantly less likely to see the Library bureaucracy as making their work difficult, and thought there was greater support for special needs. All of the Administration management items (keeping Heads up to date, not showing favoritism, distributing student positions) were rated more positively. In the Culture section, the noteworthy improvement was that staff said they were much less likely to rely on gossip and the grapevine.

Perceptions of Change

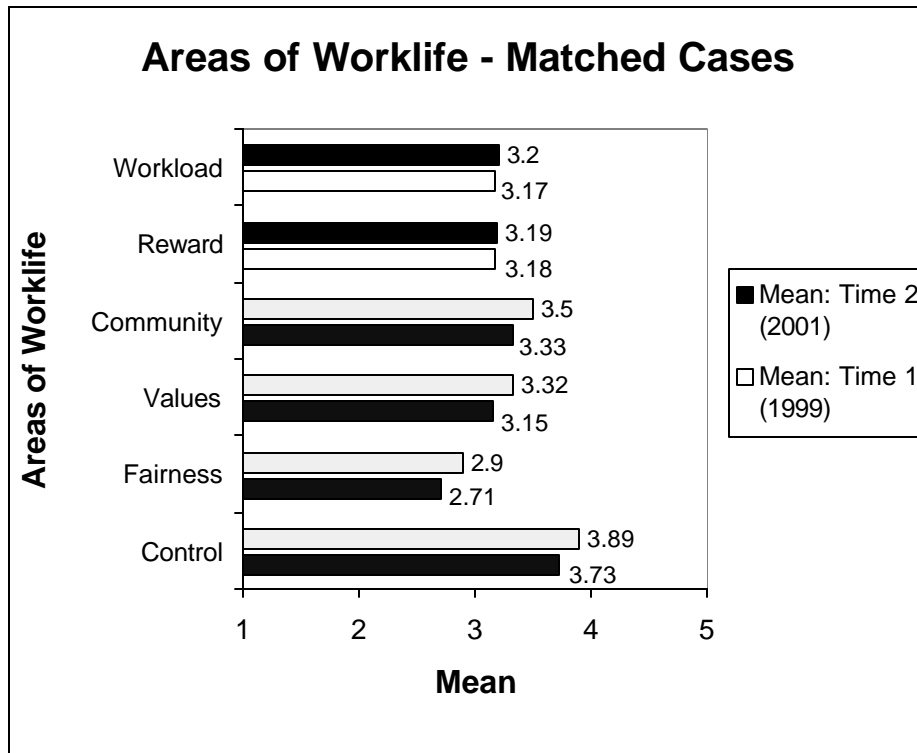


Several significant differences between Time 1 and Time 2 were found regarding **perceptions of change** in the Library. Results indicate that several positive changes have been made at the Library since the time of the first data collection in 1999. These significant changes appear on the graph as dots in the bars. Specifically, Library employees saw positive changes in the commitment to the organization, fair distribution of funding for staff concerns and Library units as well as funding for staffing functions, the physical work environment, employee morale, career advancement opportunities, communication from administration and within units, quality of service, and the support for innovation. No significant changes were found regarding changes in job responsibilities and security, commitment to units, involvement in decision-making, and enjoyable work.

Changes in Individuals: Comparing Matched Cases Over Time

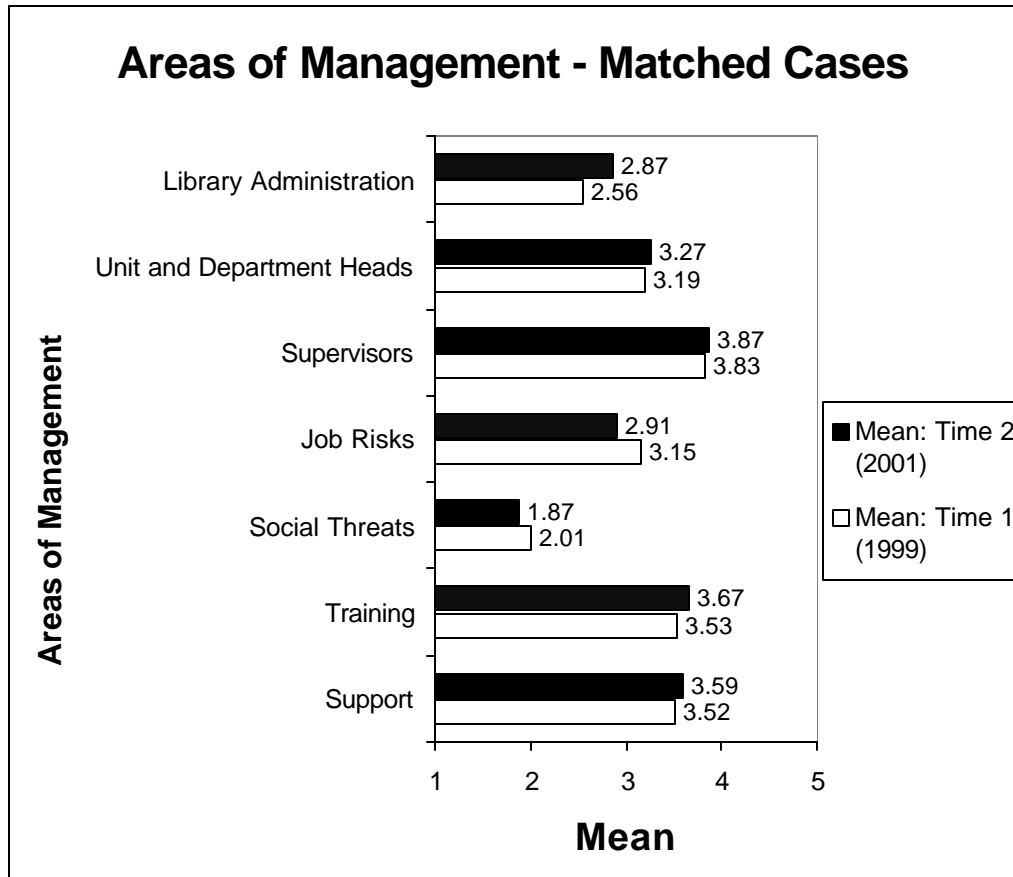
The data from Time 1 (1999) and Time 2 (2001) were matched according to the Follow-up code. There were a total of 114 (40%) employees who responded to both surveys. Using the data from these participants only, several trends arise with regards to Areas of Worklife and Perceptions of Change. Similar to the Library as a whole, these matched participants also saw positive changes in the organization.

Areas of Worklife



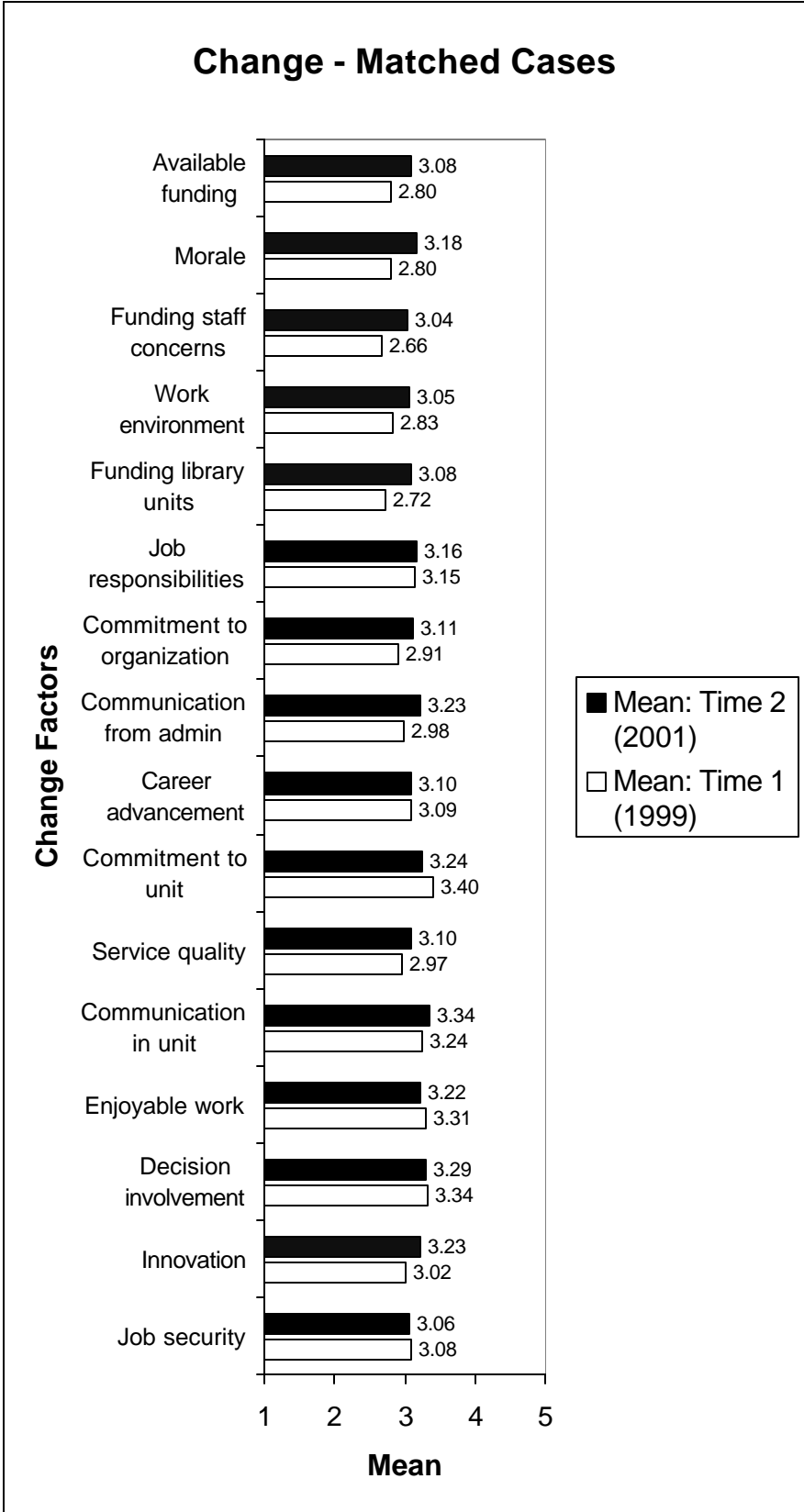
Significant differences are marked with dots on the graph. Consistent with the whole organization, employees felt that there was a positive change with regards to fairness, values, and a sense of community and control at the Library. There were no significant changes in workload or the Library's reward system.

Areas of Management



A comparison of Time 1 and Time 2 shows a pattern of positive improvement much like the overall sample. Most noticeable was the significantly more positive rating of Library Administration, and of training opportunities, and the significant decline of job risks. The ratings of administrative management were more positive, there was a decline in the negative impact of bureaucracy, and the staff said they were less likely to rely on gossip and the grapevine.

Perceptions of Change



Employees who were at the Library at the time of both data collections, viewed many positive changes since the last survey. For example, many felt there was a change in the distribution of funding for staff concerns and Library units, and available funding. Employee morale, the physical work environment, and the support for innovation also changed for the better during the past two years.

Employees who were present at Time 1 and Time 2 did not see any significant changes in job security and responsibilities, career advancement possibilities, quality of service, commitment to the organization and unit, enjoying the work, communication from administration and unit, and decision involvement.

Evaluation

The findings that have emerged from this second survey reflect a clear pattern of positive changes in the work environment of the Library. All of the staff should feel very proud of this noteworthy accomplishment! It required much time, effort, and dedication to the goal of making a positive difference, and that investment has clearly paid off.

A principal objective at this point is to consolidate the progress of the past two years and maintain its momentum. One strategy for doing so is to prepare a retrospective report that summarizes the various initiatives taken over the past two years (e.g., administrative changes, the Organizational Culture Committee) and evaluates their impact. Such an evaluation would help identify what worked, what didn't, and what has yet to be accomplished. One point from the written comments emphasizes the importance of such a document. A number of written comments attribute much of the positive change in the Library to Mr. Lowell. A belief that Mr. Lowell is the cause of all positive change creates two significant problems. First, it diminishes the sense of responsibility for developing a better working environment. Second, his departure has discouraged some employees, who expressed concern that the recently improved quality of work life will now diminish. A document that describes the contribution of the Organizational Culture Committee and other initiatives would empower employees by confirming their own contribution to improving the workplace.

Despite significant changes in many areas, issues remain. For example, the lack of improvement in the areas of workload and reward, and the still problematic area of fairness, all point to the need to focus on what is still needed to deal with these concerns. There may be some things that the Library might do to improve the situation, but there may also be some larger campus or system-wide policies that are important constraints and that thus pose a greater challenge for change.

It is noteworthy that changes in perceptions of the work environment have not yet produced widespread improvements in people's sense of energy, involvement, and efficacy. Although some individuals did report improvements in these qualities, these have not yet become pervasive. The full impact of the initiatives that have led to a more positive perception of key areas of workload will require more time to be evident in employees' engagement with work. Subsequent Checkup Surveys will assess further progress in these areas.

APPENDIX A:

Specific Question Distributions

Job Performance

Item	Disagree (%)	Hard to Decide (%)	Agree (%)
I am getting the kind of training I need to do my job well.	19.4	18.7	61.8
It is possible to rearrange work responsibilities to participate in educational programs.	12.7	13.7	73.2
I have been provided with formal training opportunities to upgrade my skills.	18.0	14.1	68.0
I have been supported in my attempts for internal advancement (i.e., movement between departments, reclassification, salary).	17.0	32.4	50.8
There are clear policies on work schedule flexibility.	25.5	22.0	52.5
There is support for special needs (i.e. family and disability leave, telecommuting, use of sick & vacation leave).	8.5	13.4	78.1
My colleagues provide me with useful feedback on my performance	22.7	29.7	46.8
My workload is evaluated within the changing environment	26.7	34.2	39.1
My classification level is appropriate for the work I do.	38.3	14.9	46.8
The management of my immediate unit values my work.	10.9	12.0	77.1
I believe that the Library Administration values my work.	24.0	38.5	37.4
I have been given additional assignments without regard to my existing workload.	40.8	19.4	39.8
I have a clear understanding of the expectations for my job.	11.0	17.0	72.1
			61.5
Management of my unit delegates authority to appropriate employees.	16.9	21.6	
Split assignments have made me more productive.	30.0	51.3	18.8
Outstanding service awards are distributed fairly.	40.5	43.5	15.9
Promotions are handled fairly.	34.5	40.6	24.8
Library bureaucracy makes my job more difficult	24.5	26.6	49.0

Management

Item	Disagree (%)	Hard to Decide (%)	Agree (%)
Library Administration has provided a clear direction for the Library to follow.	29.3	41.1	29.6
Library Administration promotes meaningful staff development.	6.8	18.5	70.1
Library Administration is open to hearing staff concerns and complaints.	23.2	36.4	40.4
Library Administration is open to dealing with staff concerns and complaints.	28.7	44.4	26.9
Library Administration distributes student positions appropriately.	11.3	58.4	30.3
Library Administration favors some library units.	14.0	50.7	35.3
Library Administration knows the functions and staff within their respective units.	36.3	39.2	24.4
Library Administration keeps Unit and Department Heads up to date on Library priorities and initiatives.	14.1	44.2	41.8
Unit and Department Heads are held accountable for their actions.	23.9	45.0	31.1
Unit and Department Heads know the functions and staff within their units.	17.5	19.2	63.3
Unit and Department Heads clearly communicate top management's directions to line supervisors.	22.0	42.3	35.6
Unit and Department Heads There is employee input into decisions of Unit and Department Heads.	23.8	26.0	50.2
Supervisors keep their staff well informed on Library issues and priorities.	19.0	25.1	55.8
My supervisor is flexible about work arrangements.	9.2	6.0	84.8
My supervisor is someone I can talk to about any problems affecting work.	12.3	11.6	76.1
My supervisor provides me with useful feedback on my performance.	16.7	22.0	61.4

Library Culture

Item	Disagree (%)	Hard to Decide (%)	Agree (%)
My ideas are listened to.	11.2	27.1	61.6
Most staff are willing to share resources.	15.1	21.1	63.8
I am afraid to speak up for fear of reprisal.	65.8	18.0	16.2
Colleagues show me respect.	8.1	18.2	73.7
Staff complain too much about what is wrong around here.	37.9	23.9	38.3
Cultural differences are handled with respect.	9.8	30.5	59.7
There is respect for staff from Library Administration.	25.3	35.1	39.6
There is a caste system within the Library between librarians and other staff.	18.3	31.3	50.3
I feel I am supported by my supervisor.	9.5	12.3	78.3
I feel I support my supervisor.	4.2	8.1	87.7
The Library culture tolerates poor performance from some staff.	11.3	17.7	71
I rely on the CU News for relevant information about issues at work.	50.4	19.7	30.0
Departmental meetings provide me with good information about issues at work.	20.7	19.6	59.7
I rely on the grapevine/gossip for good information about issues at work.	35.8	19.3	44.9

Job Risks

Item	Disagree (%)	Hard to Decide (%)	Agree (%)
Crowding or lack of space to perform job adequately.	47.9	9.5	42.7
Poor ventilation.	38.4	8.1	53.5
Poor lighting.	56.0	13.0	31.0
Ongoing construction noise and dust.	54.4	16.5	29.2
Poorly designed work stations.	39.8	13.4	46.8
Strain injuries (e.g. repetitive strain injuries, back strain, eye strain, etc.)	29.8	18.2	51.9
Lack of needed supplies or equipment.	64.6	15.1	20.4
Unwelcome change in job responsibilities.	63.9	19.6	16.5
Discrimination.	80.3	12.0	7.7
Harassment.	88.4	7.4	4.2

APPENDIX B:

COMPARISONS BETWEEN TIME 1 (1999) AND TIME 2 (2001)

Three Areas of Engagement	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Involvement	3.98	4.06	0.08	0.67	0.150
Energy	3.46	3.45	-0.01	-0.18	0.860
Professional Efficacy	4.54	4.50	-0.04	0.43	0.670

Six Areas of Work Life	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Control	3.67	3.82	-0.02	0.33	0.740*
Community	3.31	3.48	0.15	-2.80	0.005*
Values	3.11	3.32	0.11	-1.70	0.090*
Reward	3.10	3.21	0.17	-2.72	0.007
Workload	3.13	3.11	0.24	-3.62	0.001
Fairness	2.69	2.93	0.21	-3.57	0.001*

Areas of Management	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Library Administration	2.57	2.94	0.37	-6.04	0.001*
Unit and Department Heads	3.06	3.27	0.21	-3.57	0.001*
Supervisors	3.76	3.87	0.10	-1.61	0.110
Job Risks	3.19	2.98	-0.21	3.01	0.003*
Social Risks	2.08	1.77	-0.30	4.10	0.001*
Training	3.44	3.58	0.14	-2.25	0.025*
Support	3.46	3.60	0.14	-2.73	0.006*

Administration	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Deal with staff concerns	2.45	2.93	0.47	-6.07	0.001*
Hear staff concerns	2.67	3.15	0.48	-5.80	0.001*
Knows functions of staff	2.53	2.81	0.28	-3.46	0.001*
Provides clear direction	2.36	2.94	0.58	-7.55	0.001*
Promotes staff development	2.69	3.12	0.43	-5.48	0.001*
Respect from admin	2.71	3.13	0.42	-5.16	0.001*
Admin values work	2.86	3.12	0.27	-3.29	0.001*
Service awards	2.41	2.55	0.14	-1.75	0.080*
Promotions	2.55	2.77	0.22	2.70	0.007*

Unit and Department Heads	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Clear communication	2.98	3.12	0.14	-1.89	0.060
Keep well informed	3.12	3.40	0.27	-3.48	0.001*
Held accountable	2.79	3.02	0.23	-3.08	0.002*
Know the functions of staff	3.43	3.55	0.13	-1.68	0.093
Employee decision input	3.00	3.26	0.26	-3.10	0.002*

Supervisors	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Can talk to supervisor	3.72	3.92	0.20	-2.17	0.030*
Feel supported	3.80	3.98	0.18	-2.15	0.030*
Provides feedback	3.46	3.62	0.16	-1.74	0.080
Support supervisor	4.10	4.16	0.06	-1.05	0.290
Values work	3.83	3.89	0.05	-0.72	0.470
Flexible work arrangements	3.95	4.07	0.12	-1.57	0.120
Delegates authority	3.44	3.45	0.00	-0.08	0.940

Job Risks	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Lighting	2.81	2.78	-0.03	0.31	0.760
Crowding	3.08	2.98	-0.09	0.90	0.370
Work stations	3.41	3.20	-0.21	2.16	0.030
Construction	3.26	2.69	-0.57	5.90	0.001*
Ventilation	3.46	3.33	-0.13	1.14	0.250
Strain injuries	3.41	3.35	-0.07	0.75	0.450
Lack of supplies	2.89	2.50	-0.39	4.41	0.001*

Social Risks	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Discrimination	2.20	1.87	-0.32	3.90	0.001*
Harassment	1.96	1.69	-0.27	3.62	0.001*

Training	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Educational programs	3.57	3.71	0.14	-1.93	0.050
Formal opportunities	3.43	3.54	0.12	-1.55	0.120
Getting training	3.32	3.49	0.17	-2.08	0.040*

Support	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Ideas listened to	3.37	3.57	0.20	-2.57	0.010*
Afraid to speak (Reverse)	3.39	3.62	0.23	-2.55	0.010*
Share resources	3.32	3.53	0.20	-2.77	0.006*
Cultural differences	3.37	3.54	0.18	-2.54	0.010*
Values work	3.83	3.89	0.05	-0.72	0.470
Internal advancement	3.22	3.37	0.14	-1.67	0.095
Respect	3.74	3.76	0.02	-0.33	0.750

Job Performance	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Split Assignments	2.84	2.82	-0.02	0.32	0.750
Workload Evaluated	2.94	3.08	0.14	-1.70	0.090
Additional Assignments	3.09	3.03	-0.05	0.65	0.520
Classification Level	2.85	2.97	0.12	-1.20	0.230
Colleagues Feedback	3.21	3.28	0.07	-1.05	0.290
Bureaucracy	3.67	3.38	-0.28	3.33	0.001*
Clear Schedule	3.24	3.27	0.04	-0.37	0.710
Clear Understanding	3.68	3.73	0.05	-0.75	0.450
Support for Special Needs	3.71	3.89	0.18	-2.42	0.020*

Management	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Administration Student Positions	2.84	3.18	0.34	-5.36	0.001*
Administration Favors Units	3.60	3.30	-0.30	4.39	0.001*
Administration Keeps up to Date	3.09	3.29	0.20	-2.99	0.003*

Culture	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Rely on CU News	2.82	2.71	-0.11	1.31	0.190
Staff Complain too Much	3.00	3.04	0.04	-0.43	0.670
Grapevine/Gossip	3.37	3.06	-0.30	3.67	0.001*
Caste System	3.57	3.50	-0.06	0.83	0.410
Dept. Meetings	3.31	3.40	0.09	-1.10	0.270
Poor Performance	3.97	3.85	-0.11	1.54	0.120

Change Frequencies	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Communication in unit	3.12	3.33	0.20	-1.91	0.060*
Decision involvement	3.18	3.31	0.13	-4.26	0.001
Commitment to unit	3.20	3.27	0.07	-1.87	0.060
Innovation	2.98	3.26	0.28	-1.48	0.140*
Enjoyable work	3.13	3.23	0.10	-2.91	0.004
Service quality	2.95	3.19	0.24	-3.81	0.001*
Communication from admin	2.90	3.19	0.28	-1.04	0.300*
Job security	3.05	3.15	0.10	-2.82	0.005
Job responsibilities	3.04	3.15	0.10	-3.67	0.001
Commitment organization	2.90	3.14	0.24	-3.53	0.001*
Career advancement	2.94	3.14	0.19	-1.45	0.150*
Morale	2.72	3.10	0.38	-5.55	0.001*
Work environment	2.84	3.06	0.22	-3.46	0.001*
Available funding	2.77	3.05	0.27	-5.08	0.001*
Funding library units	2.69	3.04	0.36	-4.92	0.001*
Funding staff concerns	2.67	3.01	0.34	-3.44	0.001*

APPENDIX C:

COMPARISONS BETWEEN TIME 1 (1999) AND TIME 2 (2001) – MATCHED EMPLOYEES ONLY

Three Areas of Engagement	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Involvement	4.05	4.01	-0.04	-0.37	0.710
Energy	3.55	3.47	-0.08	-0.74	0.460
Professional Efficacy	4.42	4.55	0.13	-1.73	0.090

Six Areas of Worklife	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Control	3.73	3.89	0.16	-2.63	0.010*
Community	3.33	3.5	0.17	-2.25	0.026*
Values	3.15	3.32	0.17	-2.54	0.012*
Workload	3.17	3.2	0.03	-0.53	0.599
Reward	3.18	3.19	0.01	-0.06	0.951
Fairness	2.71	2.9	0.19	-2.52	0.013*

Areas of Management	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Library Administration	2.56	2.87	0.31	-4.03	0.001*
Unit and Department Heads	3.19	3.27	0.08	-1.02	0.308
Supervisors	3.83	3.87	0.04	-0.45	0.650
Job Risks	3.15	2.91	-0.24	3.24	0.002*
Social Risks	2.01	1.87	-0.14	1.54	0.127
Training	3.53	3.67	0.14	-2.10	0.038*
Support	3.52	3.59	0.07	-1.18	0.242

Administration	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Deal with staff concerns	2.37	2.86	0.49	-4.76	0.001*
Hear staff concerns	2.66	3.03	0.37	-3.06	0.003*
Knows functions of staff	2.5	2.89	0.39	-3.52	0.001*
Provides clear direction	2.26	2.83	0.57	-4.78	0.001*
Promotes staff development	2.84	3.12	0.28	-2.50	0.014*
Respect from admin	2.56	3.06	0.5	-4.75	0.001*
Admin values work	2.78	3.1	0.32	-3.29	0.001*
Service awards	2.38	2.32	-0.06	0.54	0.589
Promotions	2.54	2.62	0.08	-0.80	0.423

Unit and Department Heads	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Clear communication	3.09	3.16	0.07	-0.67	0.501
Keep well informed	3.2	3.41	0.21	-1.95	0.054
Held accountable	2.81	2.95	0.14	-1.40	0.163
Know the functions of staff	3.58	3.5	-0.08	0.82	0.412
Employee decision input	3.18	3.27	0.09	-0.88	0.379

Supervisors	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Can talk to supervisor	3.73	3.88	0.15	-1.25	0.213
Feel supported	3.87	3.97	0.1	-0.97	0.333
Provides feedback	3.47	3.69	0.22	-1.70	0.091
Support supervisor	4.22	4.17	-0.05	0.61	0.543
Values work	3.96	3.9	-0.06	0.56	0.574
Flexible work arrangements	4.06	4.12	0.06	-0.56	0.580
Delegates authority	3.54	3.43	-0.11	0.95	0.345

Job Risks	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Lighting	2.79	2.61	-0.18	1.45	0.149
Crowding	3.04	2.99	-0.04	0.34	0.737
Work stations	3.37	3.10	-0.27	2.18	0.031*
Construction	3.29	2.72	-0.57	4.88	0.001*
Ventilation	3.57	3.37	-0.20	1.71	0.091
Strain injuries	3.27	3.27	0.00	0.00	1.000
Lack of supplies	2.79	2.38	-0.41	3.78	0.001*

Social Risks	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Discrimination	2.09	2.00	-0.09	0.86	0.390
Harassment	1.97	1.76	-0.21	2.19	0.031*

Training	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Educational programs	3.63	3.87	0.24	-2.33	0.021*
Formal opportunities	3.54	3.59	0.05	-0.49	0.624
Getting training	3.42	3.57	0.15	-1.58	0.116

Support	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Ideas listened to	3.42	3.59	0.17	-1.53	0.130
Afraid to speak (Reverse)	3.50	3.67	0.18	-1.43	0.156
Share resources	3.32	3.54	0.21	-1.98	0.050
Cultural differences	3.37	3.40	0.04	-0.37	0.710
Values work	3.96	3.90	-0.06	0.56	0.574
Internal advancement	3.44	3.41	-0.03	0.22	0.828
Respect	3.78	3.72	-0.06	0.70	0.484

Job Performance	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Split Assignments	2.76	2.80	0.04	-0.48	0.635
Workload Evaluated	2.79	2.99	0.20	-2.02	0.046
Additional Assignments	3.15	2.93	-0.22	2.26	0.026*
Classification Level	3.04	2.79	-0.24	1.90	0.060
Colleagues Feedback	3.32	3.33	0.01	-0.08	0.934
Bureaucracy	3.70	3.35	-0.35	3.47	0.001*
Clear Schedule	3.28	3.31	0.03	-0.25	0.806
Clear Understanding	3.71	3.64	-0.07	0.79	0.431
Support for Special Needs	3.73	3.90	0.17	-1.71	0.089

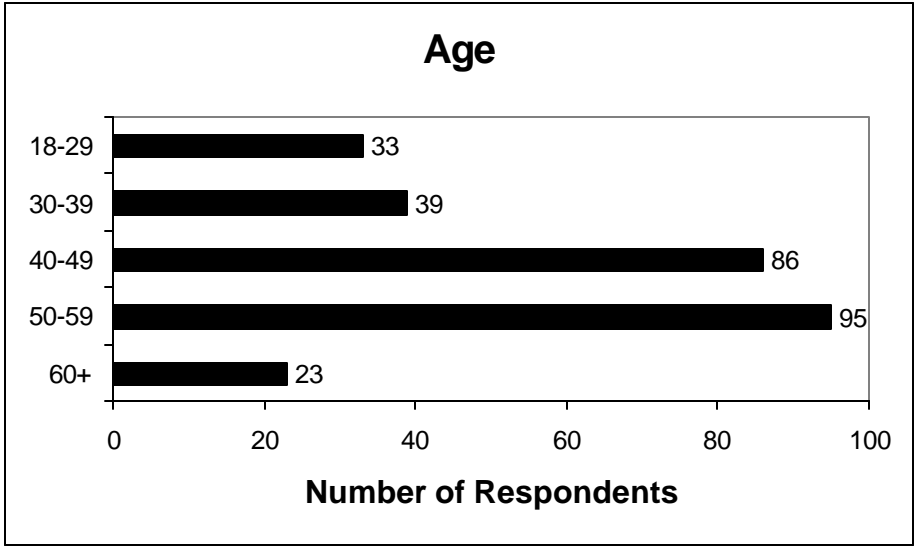
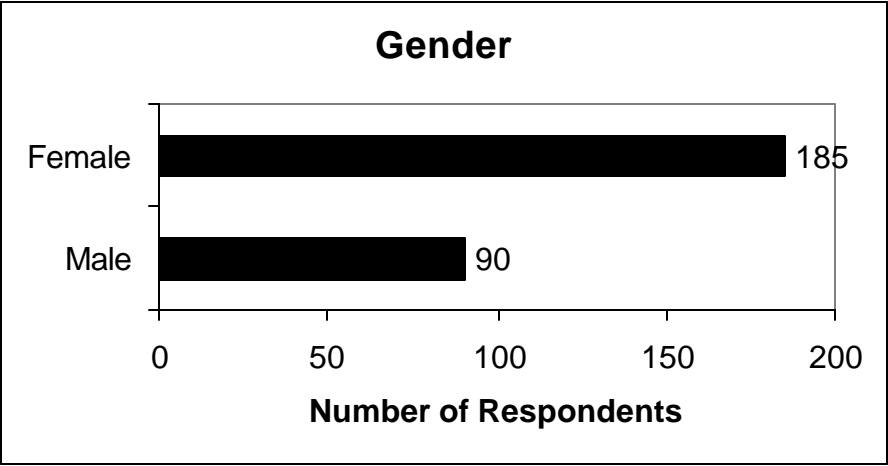
Management	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Administration Student Positions	2.76	3.25	0.49	-5.88	0.001*
Administration Favors Units	3.67	3.35	-0.32	3.29	0.001*
Administration Keeps up to Date	3.13	3.28	0.16	-1.56	0.123

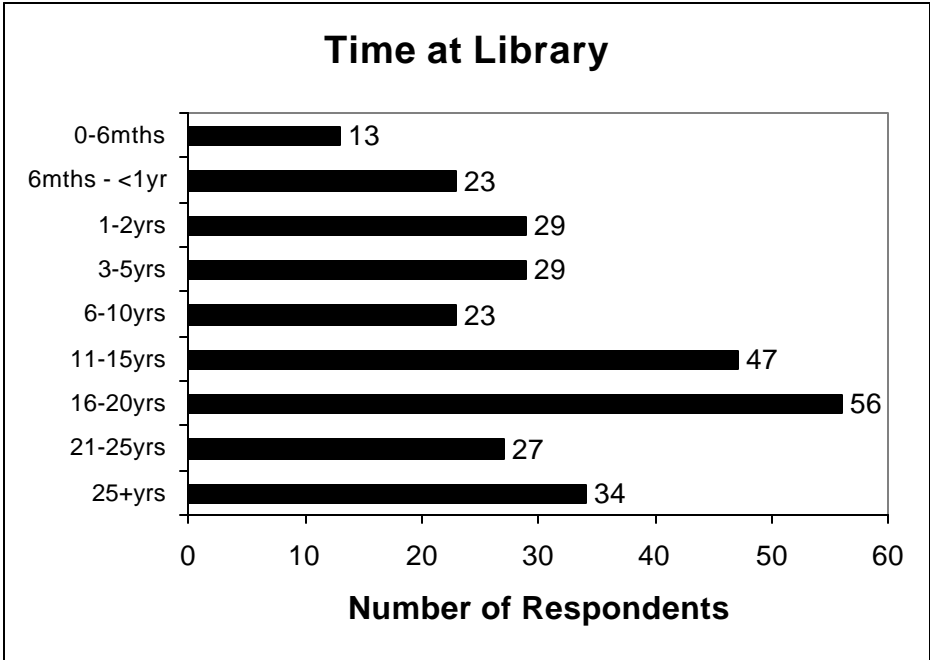
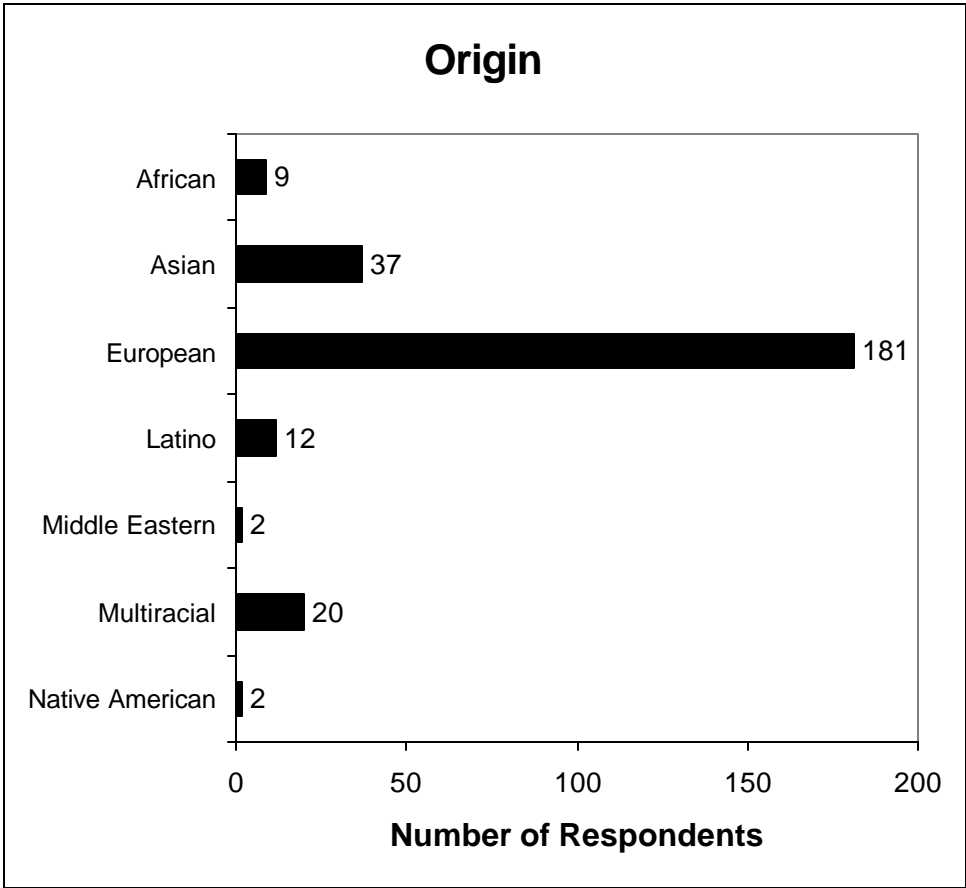
Culture	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Rely on CU News	2.89	2.84	-0.04	0.44	0.662
Staff Complain too Much	2.98	3.00	0.02	-0.16	0.874
Grapevine/Gossip	3.39	3.09	-0.30	2.59	0.011*
Caste System	3.53	3.56	0.04	-0.31	0.755
Dept. Meetings	3.48	3.45	-0.04	0.35	0.729
Poor Performance	3.99	3.89	-0.11	1.03	0.306

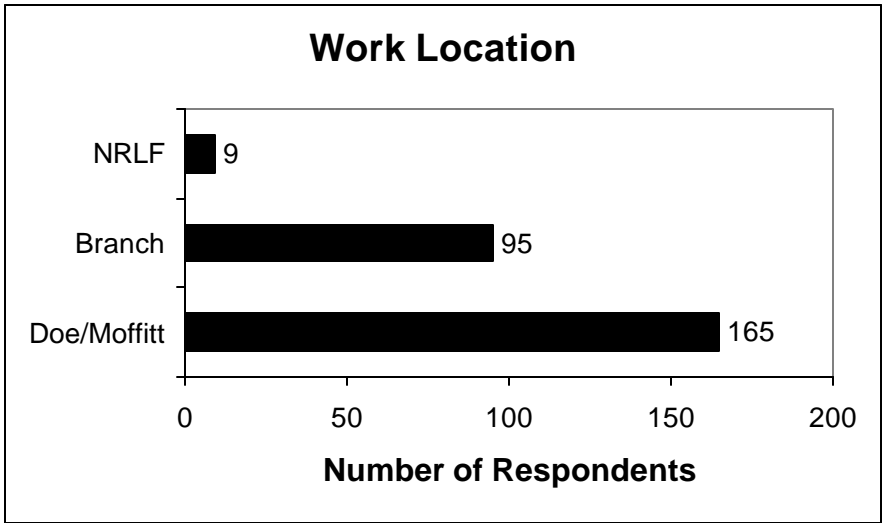
Change Frequencies	Mean: Time 1 (1999)	Mean: Time 2 (2001)	Difference	T-Value	Significance
Communication in unit	3.24	3.34	0.10	-0.98	0.331
Decision involvement	3.34	3.29	-0.05	0.44	0.662
Commitment to unit	3.40	3.24	-0.15	1.57	0.120
Innovation	3.02	3.23	0.22	-2.29	0.024*
Communication from admin	2.98	3.23	0.25	-1.89	0.062
Enjoyable work	3.31	3.22	-0.08	0.77	0.441
Morale	2.80	3.18	0.38	-3.10	0.002*
Job responsibilities	3.15	3.16	0.01	-0.10	0.919
Commitment to organization	2.91	3.11	0.20	-1.89	0.061
Service quality	2.97	3.10	0.13	-1.28	0.203
Career advancement	3.09	3.10	0.01	-0.08	0.935
Fund library units	2.72	3.08	0.36	-3.53	0.001*
Available funding	2.80	3.08	0.28	-2.20	0.030*
Job security	3.08	3.06	-0.02	0.20	0.841
Work environment	2.83	3.05	0.22	-2.45	0.016*
Funding staff concerns	2.66	3.04	0.37	-3.35	0.01*

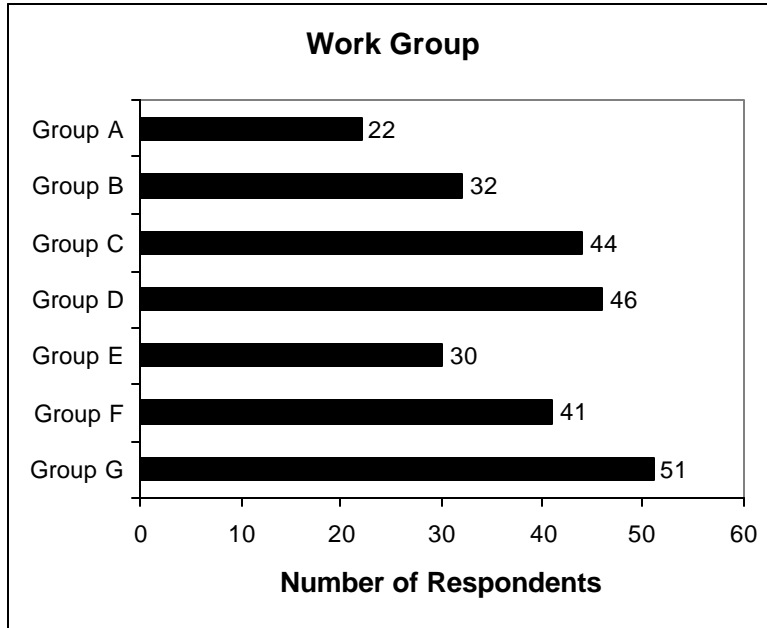
APPENDIX D:

WHO PARTICIPATED IN THE SURVEY









Group Definitions

Group A: Librarian's Office, Business Services, Development, Human resources, Space Planning, Facilities, Copy Service, Security, Mail Room

Group B: Systems, NRLF, Digital Publishing Group (formerly ETU)

Group C: Bancroft Administration, Mark Twain, Bancroft Technical Services, ROHO, Bancroft Public Services, East Asian Library

Group D: Doe/Moffitt Circulation, ILS, Periodicals/Newspaper/Microforms, Research Reference & Collections, Teaching Library, MRC, Graphics

Group E: Anthropology, Business/Economics, Education/Psychology, Environmental Design, Social Welfare, Art History/Classics, Music

Group F: Biosciences, Chemistry, Earth Sciences/Maps, Engineering, Astronomy/Mathematics/Statistics, Optometry/HSIS, Physics, Public Health/OEHL

Group G: Technical Services, Preservation

