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## In The Process Of Becoming The Organizational Culture Of The Metropolitan Academic Library

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**IN THE PROCESS OF BECOMING:  
THE ORGANIZATIONAL CULTURE OF THE METROPOLITAN  
ACADEMIC LIBRARY**

by

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A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education  
in the Department of Educational and Human Sciences  
in the College of Education  
at the University of Central Florida  
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## **ABSTRACT**

Organizational culture may be defined as the shared norms, values, and beliefs of an organization. The culture expresses itself through symbols and sagas. Organizational culture shapes the behavior of those within the organization and provides a lens through which its members can interpret reality. This study sought to define the organizational culture of the Metropolitan Academic Library. The study was guided by Schein's five levels of cultural assumptions: assumptions about external adaptation issues; assumptions about internal integration; assumptions about the nature of truth and reality; assumptions about the nature of time and space; and assumptions about human nature, activity, and relationships.

In order to triangulate data, I gave the librarians and library technical assistants of the Metropolitan Academic Library the Martin Culture Survey. I then conducted a multi-day, on-site visit, where I interviewed members of the Metropolitan Academic Library, made observations about the library, and performed document analysis.

I found the culture of the Metropolitan Academic Library to be "in the process of becoming." The culture present in the library was not deep or rich; however, I did find some shared values, symbols, and sagas. With a recent turnover in administration, change was a dominant story of the Metropolitan Academic Library. The librarians and library technical assistants valued campus engagement, the people within the library, and service to the library patrons. These values find symbolic recognition in the coffee shop located in the library, the Christmas party, and the reference desk. Popular sagas of the Metropolitan Academic Library include the story of its humble origins and the building renovation.

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## **CHAPTER ONE: INTRODUCTION**

### Background

Culture is omnipresent in a society, yet difficult to pinpoint and define. In a general sense, culture is the shared patterns that shape the thoughts, actions, and mode of life of a group of people (Haviland, 1985; Jordan, 2003). In studying culture, one is able to place what seem like random, isolated events in their true context of a much larger whole (Kuh & Whitt, 1988). This allows the researcher to see the behavior of an entire group or society reflected in one of its members. Organizations bring together disparate individuals for the purpose of working toward common goals, and as such may be seen as “little societies” (Allaire & Firsirotu, 1984, p. 193). As these “little societies” grow and expand, they develop their own unique culture which provides insight into the organization’s values and beliefs. Researchers have embraced the study of organizational culture as a way to gain greater insight into organizations.

Organizational culture evolves over time and derives from the shared beliefs, values, and norms of the organization (Schein, 2004). It creates an identity, sense of purpose and meaning, and makes its members part of a larger whole (Smircich, 1983). Just like the culture of a society, organizational culture influences and controls the behavior of its subjects and colors how they view the world and construct reality. Organizational culture can both illuminate the reason for a particular action and dictate the action take place. It explains all of the tacit complexities of organizational life, and is expressed in a variety of ways including symbols, ceremonies, and stories (Schein, 2004).

Organizational culture is created through an interaction of the organization with its environment and members and through historical tradition (Van Maanen & Barley, 1985).

Values are the key component of culture, and those values that evolve over time help to create a much stronger culture than those organizational values that have not stood the test of time (Sannwald, 2000). Culture is taught to an organization's new members both formally and informally. The more wholly the culture is learned and absorbed by its new members, the stronger and more durable the culture becomes (Allaire & Firsirotu, 1984). No one right culture exists; the culture of an organization must match its mission and environment. In fact, rarely does an organization have just one culture. Organizations are generally comprised of one dominant culture and several smaller subcultures (Van Maanen & Barley, 1985).

Institutes of higher education became interested in organizational culture in the 1980s as they tried to thrive in a more hostile and competitive market (Sporn, 1996). Organizational culture influences all aspects of campus life, and a strong culture helps sustain a college or university through difficult times (Kuh & Whitt, 1988). Some researchers, such as Silver (2003), balk at the notion of taking a concept developed in business, like organizational culture, and applying it to higher education since the two worlds differ so much. Other researchers, however, most notably Bergquist and Pawlak (2008), Clark (1971 & 1972), Considine (2006), Dill (1982), Kuh and Whitt (1988), Masland (1985), and Tierney (1988), have enthusiastically embraced organizational culture in higher education. Some disagreement does exist as to the strength and influence of the organizational culture of the university. A faculty member's perception of culture is influenced by his or her profession, discipline, and institution. Studies by Gaff and Wilson (1971), Silver (2003), and De Zilwa (2007) found that the culture of a faculty member's discipline held far greater influence than his or her institution's culture. Therefore, it is more insightful to study the culture of a department on campus than the culture of a campus as a



whole, since the department will exert more influence on its faculty members and staff than the university. Colleges and universities house a great many departments on campus, one of which is the library.

Every institute of higher education has a library. It is often considered the heart or life blood of the research institution. Over their storied history, libraries have developed a culture that has been influenced and cultivated by both the discipline of librarianship and by the environment a specific library inhabits. This culture, both professional and individual, has a great impact on academic librarians and how they carry out their day-to-day duties, view libraries, and view those outside of the library.

#### Statement of the Problem

An interest exists in organizational culture in the world of academic libraries (Adeyoyin, 2006; Bangert, 1997; Katopol, 2006; Samuels, 1982; Sannwald, 2000; Shaughnessy, 1988), yet the interest tends to be shallow. These articles are intended mainly for library administrators, and offer an introduction to the concept of culture in hopes it will help explain why those in their libraries behave as they do. Very little research has been conducted on organizational culture in academic libraries. Lee (2000) and Ostrow (1998) both undertook case studies of academic libraries in order to uncover their cultures. In both studies, the researchers found a culture filled with resistance to change, a feeling of inferiority towards teaching faculty, and a general acceptance of mediocrity. But while the Minerva Library (Ostrow, 1998) had a culture filled with opposition towards the university and library administration and colleagues, the New Millennium Library (Lee, 2000) possessed a culture of non-confrontation.

These libraries have a great many cultural similarities. Lee (2000) suggests it may be difficult to an outsider to distinguish between the two cultures. Yet the differences between the two libraries are apparent to the reader, and, presumably, to the insider. Although it is still too early to make any definitive statements, the tantalizing possibility exists that these similarities are part of a profession wide culture, and that individual libraries are influencing the culture to make it uniquely their own. Ostrow and Lee's research is only the beginning.

The importance of studying organizational culture in academic libraries lies in what the research can tell us about professional librarians and paraprofessional staff. Organizational culture consists of the shared norms, values, and beliefs of an organization. Organizational culture also shapes behavior and provides a lens through which members can interpret reality. By understanding the culture, one gains an understanding of the underlying values and assumptions of the organization and what motivates and drives the behavior of those within the organization. It is through understanding these underlying values and assumptions that leaders gain true insight into their organizations. By studying the culture of academic libraries, library and university administrators can better understand the motivations and assumptions of librarians. This understanding can foster better relations between librarians and administration, help administration find useful ways to motivate and reward librarians, help direct change management, and provide greater insight into what makes academic libraries *sui generis*. In order to systematically piece together a library culture, more research in the field of organizational culture in academic libraries needs to be conducted.

### Purpose of the Study

This study investigated and ascertained the organizational culture of an academic library located in a metropolitan university. One way in which culture manifests itself is through an organization's assumptions about external adaptation; internal integration; the nature of truth and reality; the nature of time and space; and human nature, activity, and relationships. This study examined these assumptions to determine the overall beliefs about human behavior and interaction held by the academic library (Schein, 2004).

Organizational culture is also visible in the symbols, ceremonies, and stories of an organization. This study identified items that hold symbolic value to the library and what meaning those items have to members of the library (Jordan, 2003). Likewise, this study ascertained what ceremonies the library holds, and how they are viewed by members of the library (Drummond, 2001). Ultimately, this study added to the scant research on academic library culture, and expanded the literature on organizational culture in academic libraries.

### Research Questions

The central question of this study revolves around the organizational culture of academic libraries. The specific research questions guiding this study are:

- 1.) What is the primary culture of an academic library and how does this culture manifest itself?
- 2.) What subculture(s) exists in an academic library and how does it manifest itself? How is the subculture(s) population defined?
- 3.) How is the relationship between members of an academic library (e.g. librarians and library staff) and the members of the university (e.g. faculty, staff, and administrators) defined?
- 4.) How is the relationship among the various groups (e.g. Public Services librarian, Technical Services librarian, library staff, and administration) within an academic library defined?

### Definition of Terms

#### Organizational Culture

“A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 2004, p. 17).

#### Primary Culture

A primary culture “consists of some number of cultural elements that are embraced by practically everyone in an organization” (Trice & Beyer, 1993, p. 174).

#### Subculture

“A subset of an organization’s members who interact regularly with one another, identify themselves as a distinct group within the organization, share a set of problems commonly defined to be the problems of all, and routinely take action on the basis of collective understandings unique to the group” (Van Maanen & Barley, 1985, p. 38).

#### Librarian

A professional who holds an ALA accredited Master’s Degree in Library and Information Science, who is employed in a library, and engages in tasks which require specialized knowledge and education (American Library Association, 2002).

#### Paraprofessional Library Staff

Someone who works in a library and engages in “the routine application of established rules and techniques” of the library and does not hold an ALA accredited Master’s Degree in Library and Information Science (American Library Association, 2002).

### Public Services Librarian

A librarian who interacts regularly with library users in order to help them locate and use library resources. The most common Public Services librarian is a reference librarian.

### Technical Services Librarian

A librarian who does not interact with the library user, but instead works to acquire materials for the library and/or create records for library resources. The most common Technical Services librarian is a cataloger or catalog librarian.

### Theoretical Framework

This study was guided by Schein's (2004) five levels of cultural assumptions. These five levels are "assumptions about external adaptation issues," "assumptions about internal integration," "assumptions about the nature of truth and reality," "assumptions about the nature of time and space," and "assumptions about human nature, activity, and relationships." This framework allows the researcher to study and understand an organization's culture. These five levels are the key components of any organizational culture, and, when taken together, create the basic rules of human interaction and behavior in a culture. These assumptions generate insight into how the organization's members view themselves, work together, and construct reality.

### Assumptions about External Adaption

This level is concerned with how the organization relates to the environment in which it exists. Important to this level are mission, strategy, goals, and the overall interaction with the larger environment. The first level is important because organizations draw their values, the building blocks of culture, from their external environment. This level contains the means by which organizations adapt to their changing external environment. In order to understand this assumption, the mission, strategy, and goals of the Metropolitan Academic Library were studied.

### Assumptions about Internal Integration

Internal integration describes how those within the organization define their boundaries, distribute power, develop group cohesion, and allocate rewards. At this level, one is able to discern how the culture shapes the internal workings of the organization. The day-to-day tasks of power sharing (or lack thereof), group identification, and the meting out of awards are all key components to understanding this assumption. This study examined this level in terms of who is considered a member of the group, what qualities a member should have, and how rewards such as evaluations and promotion are allocated to members.

### Assumptions about the Nature of Truth and Reality

In this level, the organization codifies its norms about how members determine what is real and what constitutes truth. This assumption was studied by examining how the Metropolitan Academic Library makes decisions. Whether decisions are made by the director and implemented top-down, by group consensus, or according to tradition, reveals how the library views truth and reality.

### Assumptions about the Nature of Time and Space

Every organization differs in how it measures and defines time, both historically and presently. The history of an organization plays a vital role in its culture. Not only does culture evolve over time, but sagas and myths are a vital part of the culture. An organization with a short historical memory may lack any usable sagas or sense of connectedness to the past. However, dwelling too much on the past may make it hard to move forward. How an organization views time in the present gives an indication to the organization's culture. Different organizations have varying standards on how long meetings should run, what it means to be late, and how deadlines are viewed. The allocation and use of space is another important aspect of culture. Open offices,

closed doors, prevalence of windows, and bigger offices for senior staff and administrators all say vastly different things about an organization. For the purposes of this study, this level examined the use of time in and the organizational memory of the Metropolitan Academic Library and the allotment and use of space and offices in the library.

#### Assumptions about Human Nature, Activity, and Relationships

This final level examines what it means to be a human, in what activities humans should engage, and how humans interact with each other. Every organization has different expectations of the qualities, abilities, and skills of its members. The kinds of work expected of members and how they perform their work is another important indicator of an organization's culture, as is how members interact with each other. These assumptions allow the researcher to see the influence and control culture has over each member's behavior and norms. This study delved into what those within the Metropolitan Academic Library think it means to be a librarian or paraprofessional library staff, how they think librarians or paraprofessional library staff should spend their time, and how those within the library interact with one another.

#### Research Site

This study took place in a large, metropolitan university located in the Southern United States. Opened in the final third of the 20<sup>th</sup> Century, this university boasts a student population of nearly 40,000, and offers over 200 graduate and undergraduate degrees across twelve colleges, and prides itself on its affordability and quality. The university's library houses over 1.7 million volumes, and employs about 70 administrators, library faculty, and library staff.

#### Limitations and Assumptions

Limitations of the study include only researching one academic library. This means the results of the study can not be generalized to the population as whole. The results of a case study

may be used to disqualify certain theories of behavior, but they can not be used to create a theory or model of explanation. Assumptions include that all those surveyed and interviewed will be honest with their answers.

#### Summary

Organizational culture is a powerful tool in the study of organizations, especially higher education. By studying the culture of an organization, one is able to tap into those values and norms which remain hidden, yet affect everything that happens in an organization. Few studies have been undertaken to analyze the organizational culture of an academic library. Further, little has been done to determine how much of the culture is unique to the library rather than being part of the culture of librarianship. Chapter two contains a review of the relevant literature pertaining to organizational culture and its role in both higher education and the academic library.



## **CHAPTER TWO: REVIEW OF THE LITERATURE**

### Introduction

In this chapter, I discuss the concept of organizational culture. Specifically, I define organizational culture, and describe its value. I then explain how organizational culture is created, and how it manifests itself through the use of symbols, rites and rituals, and sagas. Finally, I discuss the role of organizational culture both in higher education and within the academic library.

### Culture

Culture is difficult to define, yet it pervades every aspect of society. The etymology of the word culture is derived from the 16<sup>th</sup> century use of the word cultivation. In the 18<sup>th</sup> century, the meaning of the word culture shifted “to a general process or the product of that process.” At this point, cultivation began to mean the process of human development with culture as a specific means of this development (Chan & Clegg, 2002, p. 265). Historically, culture was often divided among types such as “high culture” (opera and Shakespeare), “low culture” (vaudeville and comic books), or more recently “pop culture” (TV shows and celebrities) to name a few. Those who embraced high culture were said to be “cultured.” This thinking is often considered elitist, and has lost favor in today’s “multi-cultural” society. Jordan (2003) argued culture is found in shared patterns and most human behavior is cultural (p. 43). Culture shapes a person’s thoughts, actions, perceptions, and, ultimately, that person’s reality. But culture is also “material” (Chan & Clegg, 2002, p. 261). Culture can be seen in the way a person dresses and the food one eats. A person can also be seen as possessing a strong sense of his/her culture.

Anthropologists have spent much time studying, writing, and thinking about culture. Over the years anthropologists have developed many varied views of culture. Kuh & Whitt (1988) highlighted the main schools of cultural thought within the field of anthropology. In the sociocultural tradition, culture is created “through personal interactions” that create shared “expectations and understandings” (p. 30). The functionalist school of thought views culture as a coping mechanism people use when encountering difficulties in their lives. Those who adhere to structural functionalism see culture as a way in which people become “an ordered community” (p. 30). Ecological-adaptationism defines culture as “a system of socially transmitted behavior patterns that connect human communities to their settings” (p. 30). In historical-diffusionism, culture is seen as arising from history and evolving over the years. Cultural materialism is a Marxist view and holds “the modes of material production” determine the “character” of a society. Further, “human collectives face common threats to their existence” and culture is a way to cope with those threats (p. 31). The ideational view of culture postulates that people make meaning through language and symbols. The ethnographic school of thought views culture as a learned set of standards, while structuralists see culture as a reflection of “the unconscious processes and predilections” of a society (p. 32). In the mutual equivalence view, culture is a way to “predict and understand behavior” in a particular setting (p. 33). Finally, the symbolic school sees culture as “shared meanings” (p. 33). All of these definitions point to culture as a “very specific aspect of social development,” and are ways for members to interpret and construct the reality around them (Morgan, 1997, pp. 112 & 128). Culture then, no matter the lens, is a learned set of behaviors that creates social identity and constructs reality.

It is important to not overuse the term culture in describing any and all types of behavior, as this overuse diminishes the value of culture as a research tool. The value of culture in research is it “encourage[s] coherent interpretations of what seem, in isolation, to be atomistic” (Kuh & Whitt, 1988, p. 5). The modern world has seen an increase in philosophies which focus solely on the individual person in an effort to save them “from the apparent madness of collective attachment.” This lack of attachment “impoverishes moral commitment” and weakens “the basis of human organization.” A hierarchy exists within any culture that ranks certain values over others. Postmodern theorists wish to eradicate this hierarchy so that individuals may “choose their own value positions” (Feldman, 1999, pp. 228-229). These individualistic choices run counter to the idea of culture, at least as it is viewed from the cognitive perspective which sees culture as a “system of shared cognitions or a system of shared knowledge and beliefs” (Rossi & O’Higgins, 1980A, p. 63). Culture helps shape the beliefs and bonds that unite members of a society, group, or organization. Individuals make choices based on the societal norm which is created by culture.

In the cognitive perspective, an organization is seen as “networks of subjective meaning” or “shared forms of reference” where “thought is linked to action” (Smircich, 1983, pp. 349-350). Culture is, therefore, a “root metaphor” and the researcher must dig deep below the surface to “uncover the objective foundations of social arrangements” (Smircich, 1983, pp. 352-353). As Clifford Geertz (1973) stated, “Man is an animal suspended in webs of significance he himself has spun” (p. 5). Any study of culture (the “webs”) must be “an interpretative one in search of meaning” (Geertz, 1973, p. 5). Geertz (1973) further explained, “As interworked systems of construable signs, culture is not power, something to which social events, institutions,

or processes can be casually attributed; it is a context, something within which they can be intelligibly-that is thickly-described” (p. 14). Culture provides meaning by shaping and constructing the reality of its members. Nothing has meaning outside of culture because culture itself is what gives meaning and value to a society.

Culture, then, may be seen as a force that acts upon members of a group to produce behavior which is considered proper by the group itself. As was previously discussed, the study and understanding of culture has changed over time. Starting with Franz Boas, cultural anthropologists abandoned the notions of cultural superiority, and instead focused on the purpose of culture and understanding the cultures of various groups (Haviland, 1985). The functionalist approach to culture sees culture as meeting the needs of those who adhere to the culture. Structuralists understand culture to reflect the underlying mental processes of a society, while structuralist-functionalists see culture as serving the express purpose of perpetuating the societal structure (Haviland, 1985). Ideationalists think culture derives its meaning from language and symbols, while symbolists understand culture to consist of shared meanings among its members.

### Organizational Culture

#### Organizations

When one thinks of an organization, one typically thinks of a large and vast bureaucracy. However, an organization can be an “economy,” a “market,” or any “adaptive social structure” (Katopol, 2006, p. 9). Every organization has three parts: the individual, the group, and the organization. At the individual level, the focus is on motivating individuals within the organization to behave as the power structure wishes. These wishes are generally made known through the rules and procedures of the organization. The group level focuses on managing

relationships among people and the formation of the group. At the organization level, the concern is that the organization and its purpose, structure, and the internal environment all function well with the external environment (Jordan, 2003, p. 86). An organization can be seen, therefore, as a collection of groups populated by individuals from the organization. According to Robertson, Callinan, and Bartram (2002), organizations are structured, serve a purpose, provide a method of controlling performance, and possess social arrangements (p. 1). Further, organizations bring together people who work to achieve stated goals and objectives, and have developed clear procedures for achieving those goals and objectives (Freitag, 1990, p. 181; Smircich, 1983, p. 344). Schein's definition (1970) encapsulates all of these points, "An organization is the rational coordination of the activities of a number of people for the achievement of some common explicit purpose or goal, through division of labor and function, and through a hierarchy of authority and responsibility" (p. 9). An organization, then, is an entity which uses the groups and individuals within its borders to achieve goals and objectives through the use of a codified set of procedures.

The above definitions and criteria relate to the more technical aspect of an organization. However, an organization can be, and usually is, much more than its policy manual and mission statement. Deal & Kennedy (1983) have a much broader view of an organization. They wrote:

Organizations are what we imagine them to be. They are created to accomplish tangible, collective goals. But once established, organizations take on a life of their own; they become social fictions shaped by-and capable of shaping-human interaction and perception (p. 498).

Organizations are “socially constructed realities” whose rules, procedures and structure provide a frame of reference for seeing and interpreting the world (Morgan, 1997, pp. 112 & 132). An organization may also be viewed as a miniature society, and as such would have a culture of its own (Silverman, 1970). This sentiment is echoed by Allaire and Firsirotu (1984) when they described organizations as “little societies.” These little societies come complete with their own “social systems equipped with socialization processes, social norms, and structures” (p. 193). These systems, processes, and norms are what shape and give form and meaning to culture. Seen as a society that helps shape the perception of its members, an organization has culture. In fact, Smircich (1983) argues that rather than merely having culture, organizations are cultures and are best studied in this manner (p. 347). Because organizations consist of individuals brought together for a common purpose, certain accepted norms and ways of behavior begin to form. These accepted norms start to shape and form what the organization’s members believe to be important and how they view reality. From these actions, culture arises in an organization.

Organizational theorists who study organizational culture are divided into two groups. The sociocultural group sees cultural and social realms integrated into one (Allaire & Firsirotu, 1984, p. 195). This is the traditional view of organizations and organizational culture. It sees organizations as having a mission, being influenced by the larger community, and being responsive to people’s needs or ceasing to exist (pp. 200-202). The second group is the ideational group which sees culture in a much different light. The ideational school is divided among four sub-schools. The first is the cognitive school which views culture as a “system of knowledge” and sees organizations as “social artifacts of shared cognitive maps” (pp. 198 & 204). The second sub-school is the structuralist which thinks of culture as a “shared symbolic

system” and organizations as being developed from “the unconscious processes of the managerial mind” (pp. 199 & 205). The third sub-school, mutual equivalence, views culture as a “set of standardized cognitive processes” that allow for “prediction of behavior” in a group setting, and they see organizations as a set of “micromotives” that have fused to create “macrobehaviour” (pp. 199 & 206). The fourth sub-school is the symbolic school. The symbolic school regards culture as a “system of shared meanings,” and that an organization derives its meaning from “sharing values, norms, roles, and expectations” (pp. 199 & 208). This study adheres to the traditional view of organizational culture, while not discounting the benefits derived from the symbolic school.

Thus far, this review has explored the definition of an organization and the ways in which organizations may be studied and understood. An organization may be seen as a collection of individuals united for a common purpose. This definition easily fits an academic library. The two most common schools for studying organizations are the traditional view which sees organizations as having a particular mission and being influenced by the larger community, and the ideational view which thinks organizations create meaning through language, symbols, and shared meanings. Next, the review will discuss the various components and definitions of organizational culture and highlight what value culture holds for an organization such as an academic library.

#### Definitions of Organizational Culture

In the management literature, Blake and Mouton (1964) were the first to use the term “organizational cultures,” and Pettigrew (1979) was the first to use it in academic literature (Hofstede, Neuijen, Ohayv, & Sanders, 1990, p. 286). Just as with culture, organizational culture

is difficult to define, but the concept of organizational culture is valuable in that it “provides a means of identifying the set of behaviors unique to each human group and distinguishing it from the behaviors of others” (Jordan, 2003, p. 39). In this case, the “human group” is the organization. Organizational culture allows the members of an organization to distinguish themselves from other organizations. Most theorists and researchers agree that organizational culture may be characterized as “(1) holistic, (2) historically determined, (3) related to anthropological concepts, (4) socially constructed, (5) soft, and (6) difficult to change” (Hofstede, et al, 1990, p. 286). Organizational culture also has the elements of shared values, heroes and heroines, rituals and ceremonies, and a cultural network (Deal & Kennedy, 1983, p. 501-502). Jordan (2003) further added that culture is shared, learned, symbolic, and adaptive. It is comprised of the “shared ideas, behaviors, and material artifacts” and the “shared values, symbols, behaviors, and assumptions” of a particular organization (Jordan, 2003, p. 40; Goffee & Jones, 1998, p. 9). Organizational culture is a set of shared values, norms, and beliefs that are learned and all encompassing. Organizational culture is created over a period of time, and while it is durable and long-lasting, it can also change, albeit slowly, over time.

Allaire and Firsirotu (1984) warned repeated overuse of the term organizational culture will make the term empty and devoid of any meaning. Organizational culture will become a term that explains “everything and nothing.” The authors further lamented rarely are “invocations of culture followed by any elaboration” (p. 194). Organizational culture is a valuable tool in that it helps to mold the views and behaviors of an organization’s members. It can be heard in the simple expression, “That is the way we do things around here.” Culture is the “webs of significance” found in an organization (Tierney, 1988, p. 4). Erickson (1987) stated, “culture is



knowledge” and as such helps members of the culture “make sense” of the external world (p. 13). This knowledge is “tacit” (Louis, 1985, p. 73). Culture helps construct the reality organizational members know and experience. Members find it difficult, if not impossible, to express verbally what they know and feel; they just understand how things are done. Conflict can arise when members are pressed or questioned on their tacit understanding of their organization’s culture.

Culture may also be seen as “shared group assumptions” that work to define how members “look at the world and solve problems” (Katopol, 2006, p. 10). These assumptions are “core,” “stable,” and not easily “malleable” (Deal & Kennedy, 1983, p. 498; Schein, 2004, p. 11). They also work to “knit the community together” and “govern the day-to-day behavior in the workplace (Wilkins & Patterson, 1985, p. 5; Deal & Kennedy, 1983, p. 498). Culture not only dictates the behavior of the individual, but also provides standards by which to judge other people’s behavior (Sanchez, 2004, p. 18). In doing so, culture creates a social identity to which members of the organization can align themselves. Those who do not conform to the set standard of behavior are often ostracized from the group or “othered.” This “othering” allows group members to distinguish between themselves and non-members of the culture. Claude Levi-Strauss, an important contributor to the French Structural school of cultural anthropology, studied binary oppositions, opposing mental constructs that create social meaning (e.g. right vs. wrong, self vs. other) (Erickson & Murphy, 1998). This dualism between cultural member and non-member is what gives cultural norms their meaning; the process of “exclusion” and “opposition” gives cultural “units” value (Cahoone, 1996). In other words, it is just as important to define what is not a part of the culture as it is to define what is a part of the culture. In

“hierarchical dualism,” one group or culture becomes favored over another. The favored groups are believed to possess qualities which are lacking in less favored groups (Cahoone, 1996, p. 16). In this way, othering helps to create a sense of “moral and cultural superiority” in one culture over another (Racevskis, 1993, p. 36). Not only does culture influence the behavior of an organization’s members, it also gives their actions and behavior meaning (Dill, 1982, p. 307). This influence on and constraining of members’ behavior goes all the way to the leader of the organization. Organizational culture influences who will be selected as an organization’s leader. Generally, only those leaders who already adhere to established cultural standards will be chosen as a new organizational leader. Once the leader is hired and in power, his/her choices are constrained by the existing cultural norms (Pfeffer, 2000). Oft times, when a conflict arises between a leader and an organization’s culture, the leader is on the losing side.

Culture is greater than the parts that make the whole. It is in part created from the “conclusions of a group of people draw[n] from their experiences” (Wilkins & Patterson, 1985, p. 267). As individuals leave, even leaders, the culture remains (Hofstede, Bond, & Luk, 1993, p. 488). Culture is a stable concept, yet it is not static. Culture is in a continual state of flux as its members and external environment influence it. Just as culture influences the behavior of members, members can also influence and shape the culture over the years (Jelinek, Smircich, & Hirsch, 1982, p. 331). Although the culture’s norms may gradually shift and change over time, they are stable enough to dictate behavior to members of the organization (Kuh & Whitt, 1988, p. 14). Culture as an independent variable is “a complex, continually evolving web of assumptions” that can not be “directly controlled”; as a dependent variable, it is the “constellation of shared values and beliefs manifested through patterns of behavior” (Kuh &

Whitt, 1988, p. 15-16). In order to be distinct, the culture must be “strong and salient” and “identify with clearly defined external audiences and vice-versa” (Kuh & Whitt, 1988, p. 70). At this juncture, the difference between organizational culture and organizational climate should be noted. Climate is much shorter in duration and is directly influenced by the “immediate environment” (Sanchez, 2004, p. 20). Culture is much more long term and not easily changed by the day to day exchanges within the organization (Hofstede, Bond, & Luk, 1993, p. 489). This study will use the following definition for organizational culture:

A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 2004, p. 17).

#### Value of Organizational Culture

Organizational culture can create a sense of identity for members of the organization and reinforce values as well. Morgan (1997) wrote the specialization of tasks and labor in “industrial societies” has created a lack of integration for the members of those societies (p. 113). Culture is one way to integrate members of an organization as it creates group cohesion and common viewpoints. An organization’s member is most likely to take note of culture when he/she encounters something new and strange (Weick, 1985, p. 386). Culture will dictate the member’s response and behavior towards the newness. If this encounter somehow questions or does not hold a place in the existing cultural paradigm, then the response can often be critical and severe. For awhile now, theorists have been interested in how culture can produce a “quite specific representation of the organizational subject” (Chan & Clegg, 2002, p. 263). Yet, even in

anthropology, where the term culture originated, no widespread agreement on the meaning and use of culture exists. The same is true in the study of organizations and organizational culture. Culture is used in a variety of ways to mean a great many things (Smircich, 1983, p. 339). Smircich (1983) concluded culture fulfills four functions within an organization. First, culture instills “a sense of identity for organization members. Second, culture generates among an organization’s members a “commitment to something larger than the self.” Third, culture creates a stalwart “social system.” Fourth and finally, culture helps an organization’s members interpret reality and mold their actions (pp. 345-346). Emphasizing the importance of behavior, Katopol (2006) stressed how culture dictates what is important, how to properly demonstrate that importance, and how to act (p. 10).

Culture is also about sustainability and acts as the single most powerful force for cohesion. In today’s world of globalization, with the ability to communicate and “go virtual,” intense competition, mass customization, rapidly changing roles, and the changing company structure, a new social contract has developed where the “IBM Man,” a forty year “lifer” at a corporation, has disappeared. Loyalty and commitment are vanishing (Goffee & Jones, 1998, pp. 11-15). These sentiments are echoed by Adeyoyin (2006) when he wrote organizational culture works to “convey a sense of identity and unity of purpose” as well as fostering “commitment and shaping behavior” (p. 1).

Organizational culture tends to fall outside the rational realm of organizational study. One extremely important role organizational culture plays is to make work and organizations “more meaningful.” Organizational culture does this by helping to sustain “faith, belief, and confidence” among the members of the organization, and by helping to make “an intimate

connection among myths, beliefs ceremonies, symbols, and everyday life.” This connection between belief, ritual, and meaning was very important to our “primitive” ancestors, and, although this connection is still important to modern humans, it is oft times overlooked in organizations (Deal, 1995, p. 110). In order to be effective, an institution must “socialize the individual to the belief system of the organization” (Dill, 1982, p. 317). Organizational culture works as a “social glue” creating cohesion among the members (Cartwright & Baron, 2002, p. 181).

An organization must also ensure that a strong relationship exists between an organization’s purpose and its culture. The mission of the organization must be clearly expressed throughout the organization. The perceived mission of the organization takes its values from the organization’s culture. When an organization’s perceived and expressed meanings are the same, then the organization has a much better chance of success (Bangert, 1997, pp. 91-95). The ethical problems of an organization are often tied to its culture. Managers rely not just on the stated procedures and rules when making a decision, but also on the organization’s history and tradition which are components of organizational culture (Frederick, 1988, p. 50). If the traditions of an organization are corrupt, it will corrupt the culture, and no amount of ethical grandstanding by an organization will fix its unethical culture and ways. Organizational culture creates the reality and meaning of an organization (Pettigrew, 1979, p. 574). Once again culture is important in not just shaping the beliefs and behaviors of its members, but how they perceive the world around them.

Culture can both explain and manipulate end results. Culture can foster and support or impede and frustrate (Sanchez, 2004, pp. 18-19). For researchers, culture is paramount in uncovering and understanding “the hidden and complex aspects of organizational life” and

understanding the more “irrational” behavior of an organization (Schein, 2004, pp. 30-36). Those that work in or closely with organizations at times find it difficult to justify what they experience in the organizations (Schein, 2004, p. 31). This is part of the tacit nature of culture which was discussed earlier. Organizational culture is very active within any given organization. By providing meaning, it creates “institutional identification” that helps create success with “external relations” and helps develop a “robust” organization. This institutional identification occurs when an individual’s goals becomes more aligned with the organization’s goals and is one way of “using culture” (Toma, Dubrow, & Hartley, 2005, pp. 2-3).

Swidler (1986), however, disagreed with the prevailing notion that by creating values culture is directing the actions of its members. Swidler’s alternative view of culture has three parts. First, culture may be seen as a “toolkit of symbols, stories, rituals, and world views” which is used in various ways by an organization’s members depending on the situation. Second, in order to understand the effect of culture, one must focus on “strategies of action.” Third, the importance of culture may be found in these strategies of action which serve as a means to an end (p. 273). Therefore, the “skills, habits, and styles” created by culture are better at explaining “patterns of action” than values, and culture “shapes the capacities from which such strategies of action are constructed.” This can be seen in times of change when people change their end goals, but still employ the same strategy for achieving those goals (pp. 275-277). Clark (1971) posited the notion “ideational elements...help determine the structure of governance and how they work.” He was speaking of a university in particular, but this idea can be easily applied to all organizations. This means when one wants to improve governance, one must set about to “re-norm the organization” (p. 499).

As was discussed previously, organizational culture may be defined as the shared values, norms, and beliefs, which form the culture's basic assumptions that in turn influence and shape the members' behavior. Organizational culture helps to create a sense of identity for those in the organization. Members of an academic library, both librarians and library staff, are no different. They share basic values, norms, and beliefs about their library which in turn influence their behavior and help shape their identity. It also facilitates integration of new members, and fosters commitment to the organization from all of its members. Culture gives meaning to the work and mission of the organization, and acts as an overall guiding force for the members of an organization. Again, academic libraries are no different in this regard; culture influences the meaning placed on library work and how librarians and library staff interact. Next, the review will explore how organizational culture is created and what types of culture exist.

#### Creation of Organizational Culture

Organizational culture is a product of the environment in which the organization is located, the history of the organization, and the daily interactions of the organization's members. No organization exists in a vacuum. The external environment in which the organization exists shapes the beliefs and practices of the organization (Sengupta & Sinha, 2005, p. 157). Van Maanen & Barley (1985) concluded an organization's "ecological context," its location, history, and community norms, is the main "catalyst for a culture's genesis" (pp. 33-34). Organizations must rely on the surrounding community to succeed so they will "subscribe to some basic values of the society from which they emerge" although no one "set of basic societal values" exists from which the organization must draw (Allaire & Firsirotu, 1984, p. 210).

Values, the building blocks of organizational culture, are derived either from the organization's leaders or from "organizational traditions." Those values which are created by tradition are much deeper values, and they act as a stabilizing factor for the organization (Sannwald, 2000, p. 10). When an organization encounters a problem, its leaders or founders form an approach to solve the problem. Once that approach has been validated through repeated success, it becomes a shared value. After enough validation and success, the shared value becomes taken for granted and develops into an underlying assumption. When an idea is presented that does not conform to these underlying assumptions, it is rejected outright, and any challenging of these underlying assumptions produces defensive behavior from the organization and its members. These underlying assumptions guide not only behavior, but how members perceive, interpret, and react to the environment around them. An organization's underlying assumptions are difficult to diagnose, confront, or change because they are rarely articulated. It is these underlying assumptions which form the core basis of culture (Schein, 2004, pp. 30-36). This process is a long one, and emphasizes the importance of tradition and history in the creation of culture. A culture is not created and implemented overnight, but rather it "evolve[s] as individuals carry out a company's daily work" and through "the mobilization of consciousness and purpose, the codification of meaning, the emergence of normative patterns, the rise and fall of systems of leadership and strategies of legitimization. It is through such mechanisms and processes that culture evolves" (Deal & Kennedy, 1983, p. 502; Pettigrew, 1979, p. 576). A culture can be defined by its strength and orientation. A strong culture is one with a "high degree of congruence between the values and goals of the organizational members." A weak culture



consists of “loosely linked subunits or groups with specific cultures that can be contradictory” (Sporn, 1996, pp. 45-46).

Organizational culture is learned. It can be learned through formal training programs as well as through other informal means such as employee stories, ceremonies, and myths (Goffee & Jones, 1998, p. 45). Culture may either be learned in “perfect and total replication” or “partial replication” (Allaire & Firsirotu, 1984, p. 210). If the culture is learned perfectly and totally, then the organization’s “symbols and meanings” will influence and shape the response of the member. If the culture is only learned partially, then the member has actively modified the symbols and meanings of the organization. In a “meta cultural mode,” a person knows and understands the culture and uses that knowledge to predict behavior (Allaire & Firsirotu, 1984, pp. 210-212). How the culture is imparted to newcomers is critical in determining the strength and effectiveness of a culture. If those who are new to an organization learn the culture fully and well, then the stronger the culture will be. But if newcomers do not learn the culture at the beginning of their tenure, or they learn incompletely, then the culture will become weak over time.

#### Types of Culture

No one right culture exists; culture is derived from the history of the organization and must fit the organization, its mission, and surrounding community. No matter what the culture, the stronger it is the more integrated the beliefs and values systems are in the organization (Smart & John, 1996, p. 220). Goffee & Jones (1998) identified four types of organizational cultures in the business world: networked, mercenary, communal, and fragmented. Most organizations will have parts of more than one of these cultures at work (p. 10). Each culture has a lifespan, must fit

with the organization's competitive environment, and can be either functional or dysfunctional (pp. 33-37). The concepts of sociability, friendliness in the organization, and solidarity, common tasks and shared goals, form each culture. High sociability is beneficial in that it creates a pleasurable work environment, helps creativity, and creates an environment where people are likely to go "above and beyond." The drawbacks of high sociability are poor performance might be tolerated because of friendship, too much emphasis is placed on consensus, and cliques and informal networks are easily created (pp. 25-27). High solidarity helps to create unity in the organization, but too much solidarity makes for an oppressive work environment for anyone who may stand in the way of achieving common goals (pp. 28-31). A networked culture demonstrates high sociability and low solidarity. Mercenary cultures have a strong sense of survival and success, so they tend to show high solidarity and low sociability. Fragmented cultures are low in sociability and solidarity, and members have a great deal of freedom, much like a university. Communal cultures are ones in which members are very dedicated to the "cause," and have both high sociability and solidarity (Goffee & Jones, 2001, pp. 6-8).

Wilkins & Ouchi (1983) argued "many organizations are socially fragmented" and "do not provide the enculturation and social contact that could create a specific organization" (p. 469). Their research found three types of culture: market, bureaucracy, and clan. In a market culture, the member and the organization enter into a contract at a fair price and make sure to uphold their half of the contract. A bureaucracy culture is a kind of give and take where the member "receive[s] wages in exchange for submitting to supervision." A clan culture socializes members so that "they see their objectives in the exchange as being congruent" with that of the organization (pp. 470-471). Clans develop overtime. Organizations with clan cultures usually

have long histories and stable membership, absence of institutional alternatives, and interaction among members. Clans also have a “significant technical advantage,” “buy or adopt existing cultures in a particular profession,” and “get funding from a committed source.” Clan cultures are also very interested in “external legitimacy” (pp. 472-474).

### Subcultures

Much of the literature refers to “an organizational culture,” neglecting the possibility of “multiple organization subcultures” or “countercultures” (Smircich, 1983, p. 346; Louis, 1985). The larger an organization becomes, the more difficult it becomes for the organization to have only one culture throughout. Members of large organizations have a difficult time in sharing the same beliefs and experiences, and newcomers can not directly interact with such a large body of people; therefore, their assimilation occurs via their contact with much smaller groups which aids in the creation of subcultures (Blau, 1994, p. 261). These subcultures deviate from the predominant culture in the organization. Deviance from organizational culture is found in two ways. One is when an individual does not fit the group pattern of behavior and belief; the individual does not last long in the organization. Two is when groups of people do not fit the overall pattern of behavior and belief; these groups create a subculture within the organization (Schein, 2004, pp. 196-199). So individuals who do not fit the norm of behavior in an organization are often ostracized and leave either willingly or by force, while groups of people who do not fit the norm find power in numbers and remain a part of the organization.

Schein (2004) questioned whether a large organization can even have a single culture. Researchers often make the mistake of thinking it does not matter where one looks to study the culture of an organization, but the truth is culture can form at the top or bottom of an

organization, in a “vertical slice” of the organization, or be heavily influenced by the profession (Louis, 1985, pp. 77-79). While certain values and assumptions are shared across units, many units will create their own values and assumptions. When groups create their own values and assumptions they form subcultures. Van Maanen and Barley (1985) defined subcultures as:

A subset of an organization’s members who interact regularly with one another, identify themselves as a distinct group within the organization, share a set of problems commonly defined to be the problems of all, and routinely take action on the basis of collective understandings unique to the group (p. 38).

These groups are often influenced by the work they perform. An organization is formed around the work and division of labor which occur within it (Van Maanen & Barley, 1985, p. 36).

Within an organization, those in higher levels tend to work to gratify “higher-order needs,” while those at lower levels work toward fulfilling security needs (Cooke & Rousseau, 1988, p. 249).

These work roles can in turn lead to “distinct motives” (Van Maanen & Barley, 1985, p. 37).

These distinct motives will create the group’s norms, values, and beliefs which allow the group to form their own culture separate from the larger organization’s culture, but still influenced by it. Within the university setting, clear differences between the work of different departments and colleges, administration and faculty, and tenured and non-tenured faculty can lead to the creation of subcultures. Specifically within an academic library, the work of Public Services librarians, Technical Services librarians, and paraprofessional library staff differ enough to allow for the potential of subculture formation.

These differing and sometimes conflicting norms, beliefs, and values create a “mosaic of organizational realities” in an organization (Morgan, 1997, p. 127). In academic libraries,

conflicting norms and behaviors often exist between those librarians and library staff who work in Technical Services and those who work in Public Services. Those who work in Technical Services are responsible for the acquisition and cataloging of library materials, while those who work in Public Services help library patrons find and use those resources. These groups firmly believe in the importance of libraries of all kinds, yet have very different job functions, behaviors, and practices. However, if a subculture veers too much from the dominant culture of the organization, the group can have a negative impact on the organization as a whole (Owens, 2001). Problems with subcultures occur when they become inbred, have public conflicts, become clannish, or the subculture's values and norms become more dominant than the organization's beliefs (Deal & Kennedy, 1982). Alvesson (1993) wrote that it is still possible to study and use organizational culture purely to understand "cultural manifestations" and make no claim on the exclusivity or oneness of a culture (p. 75). In other words, it becomes more important to study and understand how the culture or cultures is expressed than trying to identify one dominant or solitary culture.

Up to this point, this literature review has shown culture evolves slowly over time. Culture is a product of the larger environment in which the organization exists (for an academic library the larger environment is the university), and is influenced by the organization's mission. Values are the basic building blocks of culture, and are derived from the organization's leaders and founders, the tradition and history of the organization, and the environment in which the organization exists. New members must learn the culture and adapt to it. All members of a culture are influenced by the culture, yet the members also influence the culture. A culture must be a good match for the organization and its mission and environment; no one right culture

exists. Cultures consist of sociability and solidarity; the relative strength or weakness of these two components determines the type of culture present. Rarely can an organization boast of having but one culture; most organizations have a dominant culture and various subcultures, especially large organizations. These cultural divides are evident in academic libraries, when one examines the differences between Public Services librarians, Technical Services librarians, and paraprofessional library staff. Next, the literature review will discuss how culture expresses itself in an organization.

#### Understanding and Studying Organizational Culture

In order to study culture, one must study “the use of physical space,” “patterns of communication,” “how time is managed,” and “how people express their personal identities” (Goffee & Jones, 2001, p. 10). Deal and Kennedy (1982) detailed several other ways in which culture may be studied. Their directives include studying the physical setting, reading what the company says about itself, observing how the organization greets and interacts with strangers, study how those within the organization spend their time, understand how careers progress within the organization and how long members stay, and to be aware of what is being discussed within the organization and its sagas. If a culture has too many values or no clear values, the heroes are destructive, and rituals are chaotic, then the culture is in trouble. An organization with a troubled culture is short-sighted, inwardly focused, divided, and suffers from low morale.

A proper understanding and study of an organization’s culture requires a framework for conceptualizing organizational culture. One such framework is Schein’s (2004) five levels of organizational culture. Each level examines a crucial underlying assumption of the culture. When taken as a whole, these assumptions form the basis for human interaction and behavior in the

culture. The first assumption concerns external adaptation which can be seen as a “coping cycle” that allows an organization to “maintain in relation to its changing environment” (p. 88). This assumption best reveals itself in an organization’s mission and strategy, goals, means for goal attainment, measurement of goal attainment, and methods for correcting poor performance in goal attainment. The mission and strategy of an organization is how it creates a “shared understanding of core mission, primary task, and manifest and latent function” (p. 88). If members of an organization are in disagreement over these ideas, then the organization can not survive long term. An organization’s goals are derived from its mission; they are how the organization achieves its mission. In order to create goals, the organization’s members must not only have a shared sense of mission, but a “common language” as well (p. 93). An organization must also develop a consensus on the means for goal achievement. These means include “organization structure, division of labor, reward system, and authority system” (p. 95). How an organization measures its goal achievement is another vital aspect of this level. Measuring goal achievement includes such critical issues as what information to collect, or how the achievement will be measured, how to collect the information, and not only who sees the information, but who makes the decision goals are being achieved adequately. The final part of this assumption about external adaptation is how the organization corrects poor goal achievement. All the parts of this assumption dictate what the organization does and how it goes about doing it.

The second level of Schein’s framework is assumptions about internal integration. This assumption is directly concerned with how members of an organization create group identity and cohesion. The first step is for the organization to develop a common language. Without a commonly accepted way to communicate, a group can not exist. A common language is needed

so that members can communicate with each other, and interpret events (p. 111). The second step for internal integration is to define group boundaries; the development of measures by which group membership is judged. This is a crucial component in group development, and continues to be of great importance as the organization hires and fires members (pp. 116-118). The third step in this level is the distribution of power and status. The development of a “pecking order” and the standards by which a culture’s members “get, maintain, and lose power” help alleviate “anxiety and aggression” in the organization (p. 120). Internal integration has a fourth step which is defining the norms of relationships. These norms dictate how members of the culture relate to one another; whether members of an organization are friendly and close with one another or more professional and distant. In order to develop successful internal integration the organization must also define how its rewards and punishments will be issued. This step prescribes what is good behavior and what is bad behavior, and what each type of behavior will receive. This is a crucial step in group formation, and one of the fastest ways to change an organization’s culture is to change the reward and punishment system (p. 127). The final step for internal integration is the development of ideology, or as Schein writes, “explaining the unexplainable” (p. 130). In organizations, this means the creation of myths and sagas which record “heroic behavior” usually during crucial times in the history of an organization (p. 130).

The third level of organizational culture is assumptions about reality and truth. This level is where the organization decides “what is real and what is not,” and “how truth will ultimately be determined” (p. 146). In organizations, this is often seen in how they make decisions and why they engage in the activities they do. An organization can decide to do something in a plethora of ways: because that is what the organization’s leaders want, because the group as a whole



decides, because research indicates it is the best way, or simply because they have always been done this way (p. 146).

The fourth level of organizational culture is the assumptions about the nature of time and space. Time, or rather the “perception and experience of time,” is a critical component of an organization’s culture; differences in time perception can cause communication and relationship problems (p. 151). Organizations can be oriented to “the past, thinking mostly about how things used to be; the present, worrying only how to get the immediate task done; the near future, worrying mostly about quarterly results; the distant future, investing heavily in research and development” (p. 151). Another important aspect of time in an organization is the speed at which events and tasks proceed. The nature of space includes how space is distributed, the symbolism of space, and how space shapes human relationships (p. 163). This particular aspect of culture is difficult to determine, since it is very tacit, but can be seen in a building’s architecture, office location, and office size.

The fifth and final level of organizational culture is assumptions about the nature of human nature, human activity, and human relationships. For an organization, assumptions about human nature reveal themselves in “how workers and managers are viewed” (p. 172). In other words, what does it mean to be a member of this organization? Reward and punishment systems, as discussed above, are formed around assumptions about human nature. The nature of human activity not only defines what those within the organization should be doing, but how active or passive the organization and its members are. An organization can have a “doing orientation” which is active and firmly believes the external environment can be manipulated and controlled. A “being orientation” is one in which the organization is passive and believes the external

environment controls the organization. The middle way between these two orientations is the “being-in-becoming orientation” where members of the organization seek a balance with the environment by striving for personal fulfillment (pp. 175-176). The assumptions about the nature of human relationships ultimately decide how members of an organization behave and relate towards one another. This assumption determines how emotionally charged relationships within the organization should be, whether members view each other as individuals or as stereotypes, if rewards are based on personal achievement or “what is ascribed to that person,” and what the proper balance is between “work, family, and personal concerns” (pp. 184-185).

#### Expressions of Organizational Culture

Culture can manifest itself in a myriad of ways in an organization. The simplest way to see culture is when a newcomer is told, “We do not do that around here,” or “You’ll learn” (Shaughnessy, 1998, p. 6). When trying to study or find expressions of culture, rationality and reason are of little use. Culture is a concept that is best, maybe only, experienced through one’s “irrational faculties,” and is seen during “intangible” events (Ebers, 1985, p. 52). Interactions between a culture’s members and newcomers or outsiders, arrangement and use of workspace, and organizational celebrations are a few of the types of “intangible” events that might seem innocuous, but prove valuable in the study of an organization’s culture. Culture makes one aware of the “implicit assumptions” that guide behavior in an organization (Smircich, 1985, p. 59). This behavior is how “cultural forms find articulation” (Geertz, 1973, p. 17). This articulation of culture helps to “affirm and communicate” the norms, values, and traditions of the organization by putting these intangibles into a tangible format known as “cultural forms” (Beyer & Trice, 1987, p. 6). The values from which culture arises are unexpressed and unspoken. The key then to

understanding culture is to discern the meaning behind the cultural forms in which culture is expressed. These forms can take on many shapes and patterns. In order to understand and study the culture of an organization, one must be aware that “organizations are representations of our humanity,” “symbolically constituted worlds,” and are “symbolic forms,” and can only be “known through acts of appreciation” and “critical interpretation” (Smircich, 1985, p. 66).

An anthropological view of organizations requires a different way of looking at organizational activities. They take on new meaning as they are seen as ceremonies and representations of the culture (Samuels, 1982, p. 149). Without these ceremonies and other “expressive events” that “ritualize and celebrate” the culture, it will not survive (Deal & Kennedy, 1982, p. 59). Organizational culture, then, is best seen through an organization’s artifacts (Katopol, 2006, p. 10). Artifacts include the organization’s mission statement, architecture, language, myths, stories, symbols, rites, rituals, and ceremonies (Kuh & Whitt, 1988, p. 6).

### Symbols

Symbols are perhaps the most crucial aspect of a culture. Jordan (2003) argued, “culture is a system of symbols,” and if one wants “to learn a culture, one learns a symbol system” (p. 46). Symbols make the intangible concept of culture tangible in “intellectual and visible terms” (Sangini, 2001, p. 277). Those hidden and underlying assumptions of culture are made visible through symbols (Deal, 1995, p. 120). Many definitions of symbols exist. Turner (1967) posited that symbols are “the smallest unit of ritual which still retains the specific properties of ritual behavior” (p. 19). Ornstein (1986) defined symbols as “physical objects existing within an organizational context that connote meanings about the organization that are distinct from

meanings connoted by these objects when viewed out of context” (p. 208). Rafaeli and Worline (2000) stated symbols in organizations “refer to things that stand for ideas that compose the organization” and are “used by organization members to make meaning” (p. 73). Drummond (2001) wrote that a symbol “denotes something much greater than itself and which calls for the association of certain conscious or unconscious ideas,” and, most importantly, it must be “vested with a deeper level of meaning” (p. 256). Jordan (2003) defined a symbol as any object or event that is used to represent or stand for another object or event. Further, Jordan stated a symbol is “anything and everything that transmits culture, including language and jargon, myths and ceremonies, dress, furniture, and spatial arrangements, all artifacts, and behavior patterns” (p. 46). Symbols are objects, not necessarily physical, that hold a meaning for the members of the organization. The meaning of the symbol expresses in some ways the values the organization holds important. A book holds a functional purpose, but to an academic librarian a book is symbolic of knowledge. Librarians place a great deal of importance on books because of their deeply ingrained values to protect and preserve knowledge.

Symbols are important to an organization because of their ability to “impel men to action” (Pettigrew, 1979, p. 575). Power emanates from symbols because of their ability to get “intended effects” from organization members. Symbolic action can be subtle and ambiguous, yet, “highly potent” (Drummond, 2001, pp. 257 & 262). Since symbols represent values, they speak to the core of a person and organization’s essence. Symbols can be logos, slogans, stories, actions, visual images, and metaphors, so it is important for the researcher to attribute the proper meaning to a symbol, and not what he/she thinks it might be (Rafaeli & Worline, 2000, p. 73-74). Symbols give shape to “underlying values or realities,” and “spark feelings” in members

(Rafaeli & Worline, 2000, pp. 75-76). The symbol's connection with those feelings moves members to act in a particular manner (Rafaeli & Worline, 2000, pp. 78-80). Symbols also help members to "integrate their experiences into coherent systems of meanings" and to "bond individuals into a common quest" (Rafaeli & Worline, 2000, p. 82; Deal, 1995, p. 108). Symbols, therefore, have the ability to incite action and unite members of the organization in their action.

Symbols can be descriptive, controlling, or used for maintenance purposes. Descriptive symbols work to form the reality of the organization. Controlling symbols are used to inspire, terrify, or otherwise move members to action. Maintenance symbols are used to hide the excessive use of power (Dandridge, Mitroff, & Joyce, 1980). Three types of symbols exist: verbal, action, and material. Verbal symbols are stories, myths, and sagas. Symbols can also be actions or events like ceremonies or meetings. Material symbols are items like awards and logos (Drummond, 2001, pp. 257-259). No one really understands how an event, story, or item becomes a symbol (Drummond, 2001, p. 257). The general thinking is group members "arbitrarily" assign symbolic meaning to something (Jordan, 2003, p. 46). This "symbol construction" is useful in creating solidarity and group cohesion (Pettigrew, 1979, p. 574). Symbols and symbolism carry an element of romanticism (Ebers, 1985). And, while this romanticism is what draws many people to symbols and their use, they can be dangerous if they are used to inspire malicious action and hatred (Turner, 1992, p. 61).

### Rites and Rituals

A rite or ritual is an important artifact of culture. Rites and rituals have "the most influence on 'the way we do things around here'" (Deal & Kennedy, 1982, p. 60). Turner (1967)

defined a ritual as “prescribed formal behavior for occasions not given over to technical routine, having reference to beliefs in mystical beings or power (p. 19). Turner further elaborated on rituals stating, “Performance of ritual is a distinct phase in the social process whereby groups become adjusted to internal changes and become adapted to their external environment” (p. 20). Dill (1982) stated rites are “a patterned sequence of social activity which expresses and articulates meaning” (p. 314), while Drummond (2001) argued, “rites are organizational procedures which possess both a practical and expressive content and a manifest and a latent purpose” (p. 265). A rite or ritual can therefore be seen as a regular organizational activity that carries more meaning than it does actual purpose. Rites and rituals differ from most activity in an organization due to the fact they are not meant to achieve “practical ends,” but to “heighten the expression of shared understandings appropriate to the occasion” (Beyer & Trice, 1987, p. 7). One example of a ritual is graduation. Walking across a stage in a cap and gown is not what makes a student a graduate, but rather it signifies the passage of a student from the walls of the school to the greater world outside. Rituals are frequently integrated into the standard operating procedure of the organization (Morgan, 1997, p. 127). Because of this, rites may have everyday use which should not over shadow what they actually mean since their inherent meaning is what makes them important. Rituals can create a “shared experience of belonging” for an organization’s members and “reinforce what is valued” in the organization (Pettigrew, 1979, pp. 575-576). Rites of passage are grouped into three categories: rites of separation, rites of transition, and rites of incorporation. Other rites include rites of degradation (when a “high-status official” is removed), rites of enhancement (enhancing a person’s status), rites of renewal (strengthen existing social structures), rites of conflict reduction, and rites of integration (Beyer

& Trice, 1987, p. 9-10). Many of these rites may be seen in higher education such as when a faculty member receives tenure (enhancement), at the annual Founder's Day Convocation (renewal), and the hooding of those completing their doctoral degree (integration).

### Sagas

Stories, myths, and sagas are one of the earliest and most enduring aspects of human culture. Sagas are crucial in studying and understanding organizational culture. Discovering an organization's culture is longitudinal in nature as the researcher looks to find past events which still influence an organization's actions today (Samuels, 1982, p. 150). Dill (1982) defined a myth, "not as false belief, but as the distinctive history of an institution or group embodied in written documents, reminiscences, legends and the physical properties of a place" (p. 313). Clark (1971), who has written extensively on sagas in higher education, defined a saga as "a collective understanding of unique accomplishments in a formally established group based on past exploits, the formal group develops a unitary sense of highly valuable performance and place" (p. 500). A saga contains "rational explanation" for why things are done as they are done, as well as "a sense of romance and mystery" that helps to "rationalize" the "commitment of time and energy" a member makes to an organization (p. 501). Sagas that are created quickly in "unstructured social settings" are weak, whereas those that are born slowly in "highly structured social contexts" are strong (pp. 501-502). The saga is initialized in a strong purpose such as an organization in crisis or an organization ready to change; "passive organizations" do not create strong sagas (p. 503). A saga is more than merely a story, it is a story "that at some time has had a particular base of believers" (Clark, 1972, p. 178). So sagas are stories that blend the history and heritage of an organization in order to explain the present norms and beliefs of its members. While sagas have

great benefit for an organization, they can also be negative if an organization's past is filled with so many great heroes that it is difficult to get members to stop clinging to the past (Samuels, 1982, p. 145). These heroes are often larger than life and "personify those values and epitomize the strength of the organization" (Kuh & Whitt, 1988, p. 72; Deal & Kennedy, 1982, p. 37). A department head, provost, or president whose predecessor was much beloved, usually finds it difficult, at least at first, to succeed because of the unfavorable comparisons.

In review, culture expresses itself in a variety of different ways. Symbols, sagas, and ceremonies are the three of the key ways a culture may be studied and understood. They provide a way in which culture's tacit knowledge takes on an explicit form in an organization such as an academic library. The next sections will discuss organizational culture in higher education, and some of the unique problems colleges and universities pose when speaking about organizational culture.

#### Organizational Culture in Higher Education

The interest in organizational culture in the higher education setting derives from the same place as businesses: more competitive environment, less funding, and the demand for more accountability (Sporn, 1996, p. 44). Culture affects all areas of campus life, the curriculum, and the administration (Masland, 1985, p. 159). A strong academic culture is especially important during times of scarce resources. If the culture has not been properly maintained during more robust times, then the entire university will suffer from conflict and low morale in down times. In the 1980s, American businesses became more interested in Japanese business and organizational culture. At the same time, a trend was afoot to move higher education to a more business like management. This is ironic since higher education displays the qualities of Japanese business



(Masland, 1985, p. 158). The interest in having colleges and universities act more like businesses is, some argue, if universities are to compete for scarce resources, then they must act more like for-profit businesses (Dill, 1982, P. 304). Academic institutions differ from for-profit businesses in that they are “value-rational organizations whose members are committed to, and find meaning in, specified ideologies” (Dill, 1982, p. 310). They differ from businesses in five additional key ways: universities have ambivalent goals, they are “people-oriented,” it is difficult to develop adequate standards for goal attainment, they are filled with professionals who are experts with a strong want for autonomy, and universities are vulnerable to their environment (Sporn, 1996, p. 42). Researchers have often assumed the theories and findings in the business literature on organizational culture were easily transferable to other fields, including education. Silver (2003) argued this is not the case because one can not discuss the university as a “unitary entity” (p. 158). Academic culture is influenced by the discipline, institution, and profession (Clark, 1982). In one study conducted in the UK, a “great majority” of interviewees had a difficult time answering questions about the culture of their university. They were, however, able to discuss the culture of tension or conflict (Silver, 2003, p. 161). Generally, only institutions homogenous in make-up such as medieval universities or the early American colonial colleges had shared values and beliefs. Today, this can still be seen in places like Oxford and Cambridge, Ivy League universities, or highly specific institutions like military or technical colleges. Hence, the difficulty in applying organizational culture to a university as a whole as opposed to a more “closed” institution like a business (Silver, 2003, pp. 165-166).

Another difficulty when speaking about organizational culture in universities is educational organizations are loosely coupled (Weick, 1976). This loose coupling makes

integration difficult as does the “differentiation” in universities; the different tasks being performed by faculty in various colleges. Without a high level of integration, a common culture has difficulty taking root across campus (Lane, 1985, p. 246). Even strong believers in academic culture like Clark, Dill, and Masland readily admit the problem of loose coupling and size. Clark (1971) wrote the key groups of believers in a university’s culture are senior faculty. He further argued, for a culture to permeate the campus, viable practices must exist, the student body must also buy into the culture, and the culture must have self-sustaining capacity. As universities get larger, they become more complex, and it becomes more difficult to create a “credible story that embraces the whole” (Clark, 1971, p. 513). Dill (1982) elaborated on this point when she wrote academic culture has declined because of the “rapid growth of systems of higher education” and “an orientation toward the individual, discipline based career” (p. 311). Therefore, because of their ever growing size, loose coupling, the varied tasks being performed by faculty, and the open system nature of an institution of higher education, ascribing a single culture to a university or college is difficult.

Considine (2006) argued colleges and universities not only have culture, but that culture plays a significant role in the life of the university. Organizations, and universities are no exception, create identity through possession of certain values that are uniquely their own. These values are cultural, and help create boundaries between various organizations and systems. In other words, culture helps delineate one university from another and the higher education system from other systems like a police force or accountants. From time to time, a university experiences a threat from its environment, namely from other organizations that create knowledge, causing a crisis for the university. It is culture and the “acculturated insider” that

help protect the boundaries of the university and keep it secure from any threat from the environment (p. 258). If it were not for these boundaries, a university could become “universalized” and no institution can survive in this way. The key part of this process is what values create these boundaries, and how they are “created, updated, and sustained” (p. 259). Shared governance is a big part of the value selection process as it helps to generate community buy-in to whatever decisions are made. The unique mission of a university and the values that flow from the mission, allow a university to have culture.

The framework for organizational culture in a college or university is similar to that found in other organizations: “environment, mission, socialization, information strategy, and leadership” (Tierney, 1988, p. 8). It is important to note, however, that all well-functioning universities will not possess the same culture (Tierney, 1988, p. 17). Trying to study the culture of a university is difficult and complicated. As Kuh and Whitt (1988) wrote:

Describing the culture of an organized setting as complex as a college or university is like peeling an onion. As one works through the many layers of an onion, from the outer skin to the core, the layers differ in texture and thickness, and it is not always obvious where one layer ends and the next begins (p. 41).

The culture of the university develops over time from the interaction the university has with its environment. The environment is important because it creates the “external image” of the university (p. 62). Kuh and Whitt (1988) defined organizational culture in higher education as the:

Collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher

education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus (p. 13).

The four layers of culture include the external environment, the institution, the various subcultures within the institution, and the individual student, faculty, and staff members who populate the institution (pp. 41-42). Working its way through all of these layers is the history of the institution. The slow moving nature of shared governance in academic institutions helps to thwart any radical change in the institution and its culture (p. 60).

#### Types of Academic Cultures

Bergquist & Pawlak (2008) identified six unique cultures in higher education. First is the “Collegial Culture” which values academic disciplines, research and scholarship, and faculty autonomy and governance (p. 15). Second is the “Managerial Culture” which finds meaning in the organization, implementation, and evaluation of work that is directed toward specified goals and purposes. This culture values fiscal responsibility and effective supervisory skills (p. 43). Third is the “Developmental Culture” where members place worth in the creation of programs and activities furthering the personal and professional growth of all members of the higher education community. Members of this culture respect openness and service as well as institutional research and curricular planning (p. 73). Fourth is the “Advocacy Culture” which finds meaning in the establishment of equitable and egalitarian policies and procedures for the distribution of resources and benefits in the institution (p. 111). Fifth is the “Virtual Culture” which finds meaning in the knowledge generation and dissemination capacity of the postmodern world. This culture values the global perspective of open, shared, responsive educational systems (p. 147). The sixth and final culture is the “Tangible Culture” which looks to its roots,

community, and spiritual grounding for meaning. It strives toward the predictability of a value based, face to face education in an owned physical location (p. 185). Few colleges and universities will have only one culture on its campus. Most will share aspects of various cultures while having one predominant culture on campus.

Similarly, Birnbaum (1988) developed four cultures of higher education: collegial, bureaucratic, political, and anarchical. Collegial cultures only exist in small colleges, and are marked by their informal nature, use of consensus in decision making, respect for senior faculty, equality of faculty in all fields, and loyalty to the institution. Bureaucratic cultures take hold at institutions too large for a collegial culture. They are defined by the use of policies and procedures which not only promote the achievement of goals, but govern interaction and behavior of the faculty. In a bureaucracy, structure plays an important role determining communication, coupling, and division of labor. In contrast to collegial cultures, bureaucratic cultures have a professional administration. Political cultures are found in very large and decentralized colleges and universities filled with specialized groups competing for scarce resources. These institutions are too large to be governed by bureaucratic means; various groups wield power in different situations. In order for a political culture to function, these disparate groups need to form coalitions to achieve desired ends. Anarchical cultures take root in very large and irrational organizations which have “problematic goals, unclear technology, and fluid participation” (p. 154). Anarchical cultures tend to be ruled by the “garbage can decision making” process in which “problems, solutions, and participants” become attached to a “choice opportunity” (p. 162).

In summary, it is difficult to speak about an organizational culture in an institute of higher education. For one, colleges and universities differ greatly from businesses, so it is challenging to adapt a business theory to higher education. Higher education institutions are also “loosely coupled” which makes integration difficult. Colleges and departments, like academic libraries, work, for the most part, independent of each other. Faculty work also tends to be very solitary; this makes it difficult to form a common culture which runs throughout the institution. Yet, colleges and universities do have unique values which give them identity, and these unique values can be seen as cultural. Over time, these cultural values grow and are influenced by among other things the disciplines and departments within the institution. Bergquist and Pawlak (2008) have identified six cultures unique to higher education, but it is important to remember that no one “right” culture exists.

#### Culture and Disciplines

Faculty behavior is influenced by their discipline, the academic profession, and the institution at which they work. Two perspectives dominate the view of culture and the faculty. The first view is all faculty comprise one profession and share the values of academic freedom, individual autonomy, collegial governance, and truth seeking. The second view is faculty comprise a fragmented and divided subculture with the discipline acting as the primary source of identity (Kuh & Whitt, 1988, pp. 6-7). Each academic discipline has its own values and culture which often differ from the official institutional values and culture. Therefore, disciplines are critical to steering the university. The nature of the discipline dictates leadership at the departmental level. The “chieftains” of these “academic tribes” are influential scholars (Oloyede, 2002, p. 130). The culture of a discipline or “academic tribe” may be seen through the use of

artifacts, professional language and literature along with more common manifestations of culture like sagas, symbols, and rites and rituals (Becher & Trowler, 2001, pp. 45-46). Further distinctions between disciplines include epistemological differences, “modes of publication,” and “beliefs, values, and practices” (Becher, 1981 pp. 111-113). Commonalities include the taboo against misuse of evidence, “shared views about the nature of the academic enterprise,” and the “insistence on unity” whereas defections to administration or another department may be considered “treason” (Becher, 1981, pp. 114-115).

To be admitted as a member to one of these academic tribes requires that one possess “a sufficient level of technical proficiency in one’s intellectual trade, but also a proper measure of loyalty to one’s collegial group and adherence to its norms” (Becher & Trowler, 2001, p. 47). Alvesson (1993) wrote the shared experiences, norms, beliefs, and values of those within a certain discipline make it easy to communicate and interact with others at conferences and other gathering of academic professionals (p. 78). Again, it is difficult for a person to interact with a large organization like a university, so the individual ends up interfacing with the department which in turn indoctrinates the individual with its culture which may or may not match the culture of the university.

Of course, no discipline is completely unified (Becher, 1981). Disciplines are often broken into smaller sub-disciplines and schools of thought. One study conducted by De Zilwa (2007) found faculty working in the same discipline “shared core norms, values, and goals,” but they also aligned themselves along “theoretical paradigms, methodologies, or pedagogies” (p. 560). These allegiances are not permanent, and faculty members have been found to change their adherence from one subculture to another during their careers (p. 560). In interviews conducted

by Silver (2003), the researcher discovered faculty members found stability in the shared values of their discipline and the profession as a whole. The university is a collection of departments all with their own cultures and values. The strength of commitment to the academic discipline as the cornerstone of identity is the main difficulty in applying organizational culture to higher education. A collection of subcultures can not be combined to form a culture, nor can one use the term “dominant culture” when speaking of a university either (pp. 166-167). Dill (1982) posited that faculty members may only share common beliefs and values with other faculty in their discipline.

When surveying faculty members in the Humanities, Social Sciences, Natural Sciences, and Professional areas of study, Gaff and Wilson (1971) found enough differences in the cultural areas of “educational values,” “teaching orientation,” and “life style” to declare the four areas distinct cultures. Further, the results showed the existence of subcultures in the areas of “classroom teaching behaviors” and “attitudes toward students.” These differences can be explained in one of two ways. The first is the “theory of socialization” in which new members to the field are socialized to the norms and behaviors of that field. The second is “theory of attraction” whereby people who possess certain values are drawn to fields which espouse those same values. The socialization theory means all differences in culture can be fixed by re-engineering the socialization process whereas the attraction theory means these differences will remain forever. Gaff and Wilson (1971) concluded “some combination of these two types of theories is probably more accurate than either one alone” (pp. 197-198). Either way, the discipline and department play an exceedingly important role in determining the values, norms, beliefs, and outlooks of the individual faculty member.



The influence a subculture can have on an institution is determined by the size, complexity, and mission of the university (Kuh & Whitt, 1988, p. 7). The academic department may be seen as an organizational culture unto its own since each department has its own norms, rituals, and symbols. It can also be seen as a subculture since it resides in between the culture of the profession and the institution (Lee, 2007, p. 42). If the institution exerts a stronger influence than the discipline, then the faculty member would more strongly associate with the institution. These faculty members are referred to as locals. If the discipline is more influential than the institution, then the faculty member will identify with the discipline over the institution. In this case, the faculty member is referred to as a cosmopolitan. The difference is based on the “prestige” of the discipline and the university (Lee, 2007, p. 45). Whichever one exerts the stronger influence over the faculty member often depends on which value is being measured (Lee, 2007, p. 48). Larger institutions are usually comprised of more cosmopolitans than locals since it is so difficult to influence all parts equally of a large, loosely coupled organization.

#### Organizational Culture in Academic Libraries

Libraries have existed for many centuries, and have over that time created a culture unique to themselves. (See Table 1 for more information.) The main function of a library is to make “information available to library patrons.” This core mission is carried out by professional librarians and paraprofessional library staff who have developed “principles, rules, and guidelines for service” as well as “professional ethics” which dictate their behavior when carrying out this mission (Adeyoyin, 2006, p. 7). Bangert (1997) examined mission statements from fifty-eight academic libraries in the California state system. The study found that the mission statements among various types of academic libraries do not vary greatly. The most

commonly expressed values were supporting the educational mission, developing collections, teaching information skills, and providing a physical learning environment (p. 97). This study does at least hint at a common “library culture.” As was stated earlier, this common culture of the discipline evolves from a variety of different sources including, but not limited to, the types of people who choose the profession, the socialization of graduate school, in this case library school, and the epistemological viewpoints, literature, and modes of communication within the discipline. However, this culture is a “macro-culture,” and individual libraries still possess their own “micro-culture.” This “library unique” culture blends the values of the profession with that of its academic institution and the individual librarians and library staff that work in the library (Shaughnessy, 1988, p. 7).

Table 1: A Brief History of Libraries

A Brief History of Libraries	
Era	Description
Early Libraries	Peisistratus, Athenian tyrant, is attributed with starting the first library; The Hittites and Assyrians had large archives; The Babylonians had a great library (MacLeod, 2000).
The Library of Alexandria	Considered the first true library; Attempted to house all known knowledge; Would often steal scrolls and documents; Destroyed in 450 AD, but was in ruins since 48 BC (MacLeod, 2000).
Monastic and Medieval Libraries	Monastic libraries attempted to preserve knowledge from the Classical world and chained books to the shelves; Medieval university libraries emphasized the use of the collection (Johnson, 1970).
Early American Libraries	The founding of a college included a gift of books; Harvard’s library built its collection through the theft of books belonging to Loyalists; By the mid-19 <sup>th</sup> Century card catalogs and classification systems began to be used,

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### A Brief History of Libraries

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but no professional librarians (Johnson, 1970).

#### Modern Research Libraries

With the Land Grant Acts and the rise of state universities and advanced research came the need for modern research libraries; These libraries employed full-time professional librarians and received regular funding from the university (Johnson, 1970).

#### Current Academic Libraries

Since the late 1990's, libraries have faced great change in how they operate; Trying to adjust to the massive amounts of digital collections and resources and meet the ever-changing demands of the faculty and student body.

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Little research has been performed on the organizational culture of academic libraries. One study by Rona Ostrow (1998) was conducted in the pseudonymously named "Minerva Library." Many of the librarians believed that academic librarians acted and behaved in a certain manner and no deviance from this norm was tolerated. The librarians at Minerva, who were faculty on a tenure track, defined themselves in opposition to the teaching faculty, the university administration, and even the library administration. They found the tenure requirements for librarians to be unattainable, and they refused to publish or perform the service required of faculty, yet used their status as faculty to their advantage. Many of the long-term librarians had received blanket tenure without ever going through the process. This created a culture where poor performance and attitude were tolerated. The librarians viewed themselves through negative stereotypes and felt inferior to the teaching faculty, and, as a result, interacted little with them. The Minerva librarians were "defensive" and had a "vested interested in maintaining the status quo" (p. 87). The committee structure of the library made it difficult to make decisions and take action in the library. As a result, change came very slowly, if at all, to the Minerva Library.

Subcultures arose around Public Services librarians, like reference librarians, who interact with the public, and Technical Services librarians, like catalogers, who have no interaction with the library's patrons. Subcultural distinctions also arose around newly hired librarians and those of the "old guard" who had worked at Minerva for 15 or more years.

When a new Chief Librarian took over Minerva in the early 1990's, he, with the support of the university president, worked hard to create change in the library. The Chief Librarian re-wrote position descriptions and job assignments, worked with the university administration to create promotion and tenure criteria which were more suited to the work of librarians, and re-defined the library's role within the university. He also introduced technology into the library. He was aided in these efforts by a large number of retirements and contract buyouts. This allowed Minerva Library to hire librarians which better suited the new culture of the library. This new culture is defined by library instruction which allows the librarians to contribute to the education of the students. This Chief Librarian may be seen as a hero in the saga of Minerva Library because of his actions at a crucial juncture.

A second in-depth study of the organizational culture of an academic library was performed by Lee (2000) at the re-named "New Millennium Library." Lee found a culture of passiveness throughout the library. The culture was marked by a desire for consensus and a general non-confrontational attitude among librarians. Committees were not designed to affect change, but rather inform, and the librarians felt they were generally "too dutiful and cooperative" (p. 75). The librarians at New Millennium Library were not tenure track, so the librarians had no real promotion or advancement opportunities. This created an atmosphere where poor performance was accepted. This caused new, ambitious librarians to either leave the

library or become entrenched in the culture of mediocrity. The librarians at New Millennium tended to view themselves through negative stereotypes and undervalued themselves and the profession. They also felt inferior to the teaching faculty. Subcultures of Public Services librarians, Technical Services librarians, newer librarians, more established librarians, and paraprofessional staff all existed in the New Millennium Library.

The cultures of the Minerva and New Millennium Library do appear to have a great deal in common. The similarities led Lee to conclude that insiders may be able to distinguish between different library cultures, but outsiders may not (p. 123). In both libraries, change comes slowly, in large part due to the committee structure which makes it difficult to take action within the library. Change also comes slowly because both cultures strongly adhere to the status quo. Both the Minerva and New Millennium Library were reluctant to offer new services such as library instruction and increased technology throughout the library. This attitude contributed to the overall passivity present in the libraries. The librarians working at the Minerva and New Millennium Library felt inferior to the teaching faculty and that their work was overall underappreciated. They tended to view themselves through negative stereotypes and position themselves in opposition to the rest of the university. A subcultural divide existed in both libraries between the librarians working in Technical Services and those working in Public Services. Further divides were present among new and old librarians, professional librarians and paraprofessional staff, and librarians at main campus and those in regional locations.

As was stated earlier, faculty members are influenced by the culture of their discipline, profession, institution, and the national system of higher education. Faculty members may identify with their institution or their discipline depending on the prestige level associated with

the two. Research has shown that many faculty identify more readily with the culture of their discipline which has its own values, norms, and behaviors. Scant research has been performed on the organizational culture of academic libraries. The few research studies indicate the libraries studied shared many cultural norms, but also differed enough to be a unique culture.

#### Summary

In this chapter, I explored the concept of organizational culture in a very broad sense. I defined organizational culture as well as described its value to an organization. I documented how organizational culture is created, and how it manifests itself through symbols, rites and rituals, and sagas. I explored the concept of organizational culture in higher education. Finally, I discussed organizational culture as it specifically relates to academic libraries. Chapter three will discuss the research design and methodology of the study.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### Introduction

In this chapter, I discuss the research design and rationale, along with restating the research questions. Next, I describe the research site and selection, and the various methods I used to collect data. I explain the survey and interview guide I used in the study, and the results of my pilot study. I write about how I analyzed the data I collected. I discuss the issues of trustworthiness and ethics, followed by a brief explanation of myself as the researcher. Finally, I provide my originality score as determined by turnitin.com.

### Research Design and Rationale

“Cultural analysis is guessing at meanings, assessing the guesses, and drawing explanatory conclusions from the better guesses, not discovering the Continent of Meaning and mapping out its bodiless landscape” (Geertz, 1973 p. 20).

This study investigated and ascertained the organizational culture of the Metropolitan Academic Library. Researchers who study organizational culture use a multitude of methods, viewpoints, and approaches (Ouchi & Wilkins, 1985, p. 459). Quantitative methods such as surveys work to measure the values of a culture (Marsden & Swingle, 1994). They allow the researcher to determine how well the organization’s mission and values have spread throughout the organization, and if those values are present in the behaviors of those in the organization (Sinickas, 2006). They provide descriptive information, and help the researcher to “map out a culture’s underlying assumptions” (Reiman & Oedewalk, 2002, p. 19). Surveys can be either “typing surveys” that seek to place organizations in a specific, predetermined category of organizational culture, or “profiling surveys” that measure and categorize organizations based on

their “norms, behaviors, values or beliefs” (Ashkanasy, Broadfoot, & Falkus, 2000, pp. 132-135).

However, surveys pose two major difficulties. One, the questions selected for inclusion in the survey can reflect the cultural bias of the researcher, and, two, to avoid this problem, the researcher must have *a priori* knowledge of the organization when constructing the survey (Sackmann, 1991, p. 301). Schein (2004) reiterated the problems of superficiality and cultural bias in surveys, and adds measures that attempt to assess culture are difficult to validate (p. 206). Surveys may also have the unintended effect of influencing the culture of the organization. A survey is a major intervention in the organization’s day-to-day life, and can alter how members view their culture and work (Reiman & Oedewald, 2002). However, Schein (2004) acknowledged surveys are the best way to “compare and contrast sets of organizations efficiently” (p. 206). Likewise, Cooke and Rousseau (1988) stated the advantages of surveys include ease of comparisons, replicability, and common frame of reference (p. 246). Sinickas (2006) suggested using a tailor-made survey that has been pre-tested.

Another method for studying culture is through qualitative analysis. This usually involves speaking with “informants” in a variety of ways, including informally and in long, structured interviews (Rossi & O’Higgins, 1980B, p. 80). This approach is not without its own problems. Informants may purposefully mislead the researcher, be misinformed themselves, or unaware of certain happenings within the organization (Van Maanen, 1979, pp. 544-546). Interviews also suffer from “deference of acquiescence effect” whereby the informant tells the researcher only what the informant thinks the researcher wants to hear (Bernard, 2002, p. 232). The structured interview also has the same two problems as a survey: the questions come from the researcher’s



culture and they require and *a priori* knowledge of the culture being studied, plus “objectivity and reliability need to be addressed and accounted for in the research design as well as in the collection of data, data analysis, and interpretation of results” (Sackmann, 1991, p. 301).

Qualitative methods also have many advantages. Interviews allow members of the organization to use the organization’s terms, they are intense, and they constitute in-depth, exploratory research (Cooke & Rousseau, 1988, p. 133). Interviewing allows a member of the organization to “record their own perception of reality,” and the researcher can watch as the culture unfolds in the interview (Ashkanasy, Broadfoot, & Falkus, 2000, p. 133; Rossman & Rallis, 2003; Sackmann, 1991, p. 301). Interviews help the researcher understand and expand upon information gleaned from the survey (Reiman & Oedewald, 2002). In order to conduct effective interviews, the researcher must interview multiple people at different levels and in different positions within the organization, use open-ended questions, and provide scenarios to which the interviewees can respond (Reiman & Oedewald, 2002; Sinickas, 2006).

The advantages of qualitative and quantitative methods are strengthened, and the problems diminished, through the use of triangulation. Triangulation is the incorporation of multiple methods when studying a particular issue (Jick, 1979). Triangulation allows the researcher to develop “a more complete, holistic, and contextual portrayal of the unit(s) under study” (Jick, 1979, p. 609). It also gives the researcher more confidence in his/her results, facilitates the discovery of “deviant” behavior, and “can also lead to a synthesis of integration of theories” (Jick, 1979, p. 609). Typical triangulation in organizational culture studies includes in-depth interviews with individuals or groups, surveys, and document analysis (Heracleous, 2001; Hofstede, Neuijen, Ohayv, & Sanders, 1990; Schein, 2004).

Studies of organizational culture are also singular in that they study one organization. This lends itself to the use of the case study method. Case studies are an in-depth investigation of a “specific case” in order to learn more about a “larger phenomenon” (Rossman & Rallis, 2003, p. 104). The case study researcher works to add to the “knowledge of individual, group, organizational, social, political, and related phenomena” (Yin, 2003, p. 1). Case studies allow the researcher to fully study and understand a particular “instance” or phenomenon (Walker, 1980, p. 33). Case studies are an important method since they not only allow the researcher to answer the question “why,” they also allow the researcher to “evaluate, summarize, and conclude” (Merriam, 1988, p. 10). They are an extremely common way to perform qualitative research, and employ “interviews, participant observation, and field studies” (Stake, 2000, p. 435; Hamel, Dufour, & Fortin, 1993, p. 1; Yin, 2003). The case being studied must be a “specific one” that is “functioning” and “bounded” with “behavior [that] is patterned” (Stake, 2000, p. 436). Case studies are an “in-depth investigation” focusing on “features and attributes of social life” which includes social interactions and “common behavior patterns” amongst those in the case (Hamel, Dufour, & Fortin, 1993, p. 45 & p. 2). Case studies involve “complex issues” and “problematic relationships” (Stake, 2000, p. 440). All of these attributes relate well to the study of organizational culture.

Case studies are part of the naturalistic paradigm and are particularistic, descriptive, heuristic, and inductive (Merriam, 1988, p. 11). Case studies are particularistic in that they focus on a specific situation, event, or organization (Merriam, 1988, p. 11). In a case study, the researcher must take a “holistic view” of the group being studied (Shaw, 1978, p. 2). Case studies must also provide what anthropologists refer to as a “thick description” (Merriam, 1988,

p. 11). This description not only provides a vivid account of the setting of the research and the experiences and findings of the researcher, but also allows the researcher to “interpret the meaning” of the group’s behavior, especially within the context of their culture (Guba & Lincoln, 1981, p. 119). Case studies may be seen as heuristic in nature in that they attempt to build theory rather than prove existing theory. They are especially useful in this regard when no particular theory exists that governs the phenomenon under investigation (Eckstein, 1975; Merriam, 1988). Finally, a case study is also inductive since general conclusions are drawn from specific instances. Rarely does the researcher have a pre-stated hypothesis; instead theories and conclusions are drawn from the data. The researcher must “look for underlying patterns” and conceptual categories which are drawn from the data (Merriam, 1988, p. 60; Hamel, Dufour, & Fortin, 1992, p. 41).

A case study may be intrinsic, instrumental, or collective. An intrinsic case study is undertaken because the case is of interest to the researcher. An instrumental case study tries to provide insight into an issue. When a number of cases of a particular phenomenon are studied, generally to form a theory of this phenomenon, it is called a collective case study (Stake, 2000, p. 437). Most case studies are intrinsic. The researcher does not look to advance theory or a particular field, but rather seeks to understand “what is important about that case within its own world” (Stake, 2000, p. 439). In order to perform a quality case study, the researcher must take descriptive notes, gather a variety of information from different perspectives, triangulate data, use the participants’ own words, make good use of key informants, understand the stages of case study research, be involved, make clear to the reader what is description and what is interpretation, provide feedback, and include his/her own feelings during the research process

(Patton, 1990). The researcher should also be a good questioner and listener, be “adaptive and flexible,” fully understand the issues under study, and be “unbiased by preconceived notions” (Yin, 2003, p. 59). This study was a case study of an academic library, and employed multiple methods including surveys, interviews, observations, and document analysis in order to understand the culture of the Metropolitan Academic Library.

#### Research Questions

The research questions guiding this study are:

- 1.) What is the primary culture of an academic library and how does this culture manifest itself?
- 2.) What subculture(s) exists in an academic library and how does it manifest itself? How is the subculture(s) population defined?
- 3.) How is the relationship between members (librarians and library staff) of an academic library and the members (faculty, staff, and administrators) of the university defined?
- 4.) How is the relationship among the various groups (e.g. Public Services librarian, Technical Services librarian, library staff, and administration) within an academic library defined?

#### Research Site and Selection

The research site was located in a large, urban university which enrolls a diverse student population. The campus is a maze of construction zones, parking lots, and palm trees with the occasional duck waddling about. The library is located at roughly the center of campus, and is one of the oldest and tallest university buildings. It houses over 1.7 million volumes, and employs close to 70 administrators, faculty librarians, and paraprofessional staff. As is typical of an academic library, its mission is to support the teaching and research of the university faculty and staff. Upon entry, the building seems like anything but a library. The first floor consists

mostly of a coffee shop, restaurant style booths and tables, and classrooms. Upon entering the library proper, one of the very first things I encounter is the “Information and Research Desk,” which is generally single staffed by both Reference librarians and LTAs. The reference area consists of neatly aligned rows of faux cherry finished stacks with matching individual study carrels and group study tables. This floor, as do all the rest, features large windows along the walls which not only provide a great deal of natural lighting, but also provide gorgeous views of the manicured lawns and man-made lakes of the campus. Modern art adorns the walls of this floor, and cases displaying art and themed exhibits line the walkway. The abstract art not only gives the library a modern feel, but can be seen as symbolic of the academic library; one experiences modern art on one’s own terms, and much the same can be said of the 21<sup>st</sup> Century academic library; it means different things to different people.

Running behind and to the right of the Information and Research Desk is the circulation desk. Farther along the floor, a large group study area, complete with a rolling white board and expansive views of campus to the West and East, provides students with a spacious and pleasing place to study and work. Government Documents, which follows this open study area, much like reference, is filled with faux cherry stacks, large windows, and art. The library’s circulating collection is housed on the upper floors, all of which display Library of Congress call number guides which educate the patron as to how the books are organized in the library. These floors are much like the reference and government documents area: faux cherry stacks, neatly arranged with the occasional old metal stack being used out of necessity. Study rooms line the walls of each floor. One of the floors is temporary home to several non-library related departments. It is hoped, in the near future, the library will get that space back. However, housing various

departments in the building, including the coffee shop and classrooms on the first floor, gives the library a community feel.

The reference offices are arranged along a long corridor behind the old reference desk, and, when occupied, have open doors. Each office is furnished with relatively new furniture of a both a grey and blue color and a faux cherry finish. This is the same color scheme as is used throughout the library building; the walls are painted grey with blue trim, and most of the stacks and tables have a faux cherry finish. Offices on one side of the corridor have an outside window, but all the offices have windows overlooking the hallway. Most offices appeared to be fairly neat and organized, and it seems everyone has made an effort to give their office a personal feel, some more than others. The Technical Services area consists mostly of cubicles for the LTAs, but the librarians have offices which much resemble the offices in Reference. The administrative offices, located on the top floor are bigger, with windows overlooking the campus. The carpet is a little thicker, and the furniture more stately looking.

This library was chosen for several reasons. One is the similarity between this academic library and the several academic libraries in which I have worked. The size, mission, and make-up of these institutions are very similar. I think this gives me a good background and understanding with which to approach the case; I will possess sufficient knowledge of how a library and university this size operates. When selecting the case, “opportunity to learn is of primary importance” (Stake, 2000, p. 447). This library was also chosen because of the opportunity it presents for learning, my learning especially. While the ultimate goal of this study is to add to the literature of organizational culture in academic libraries, I also have a personal quest, discussed more thoroughly in “The Researcher” section below, to learn about my

profession and professional colleagues who have at times over the years both fascinated and befuddled me.

### Data Collection

#### Survey

This case study used an online survey hosted by Survey Share ([www.surveymshare.com](http://www.surveymshare.com)). Survey Share was selected because it is a widely used survey tool with a host of valuable features and tools. Using Survey Share, I could download the data in multiple formats which allowed for easy analysis and importation to SPSS, if needed. Survey Share also allowed for verification of participants via e-mail address. This meant in order to take the survey, the participant entered his/her e-mail address, and only those participants with an e-mail address on a pre-approved list were allowed to take the survey. Further, once a person took the survey, they were no longer allowed to access the survey. This stopped a person from answering the survey more than once. It also allowed me to know who had taken the survey and who had not.

The survey used in this study was administered using the Tailored Design Method (TDM) developed by Dillman (1999). TDM, if followed correctly, greatly reduces non-response error, and consists of five contacts with potential survey participants. Because this was a case study, all full-time librarians and library staff at the Metropolitan Academic Library were surveyed about the cultural assumptions of the library, as based on Schein's (2004) framework. The first contact was a pre-notice letter sent by first class mail. The letter alerted participants to expect a survey within the next week. This letter also included instructions about ensuring my e-mail would be recognized as a "trusted e-mail" and not sent directly to the "spam" folder. The first contact was positive in nature, personalized, carried an original signature, and used an actual

stamp. The second contact was sent when the survey was distributed by e-mail. This contact contained the link to the online survey along with the IRB approved cover letter. The third contact consisted of an e-mail to all those who had not taken the survey. This e-mail thanked them in case they had already taken the survey by the time they read the e-mail, reminded them to take the survey, and provided the survey URL. The fourth contact was a first class letter mailed to everyone who had not taken the survey. This letter, like the first contact, was personalized and had an original signature and first class stamp. However, unlike the first one, this letter was more urgent in tone. This letter also had instructions on how the participant could receive a paper copy of the survey in case the participant was not able to access the survey online or receive my e-mail. The fifth and final contact was an e-mail to all those who had not responded imploring them to respond as time was about to run out on the survey. All contact letters are available as Appendix A. The response rate goal of the survey was 40%; the actual response rate was 45%.

#### Interview

Edgar Schein (2004) described the process by which to interview informants for an organizational culture study. He advocated starting the interview with a key informant or informants with an explanation of organizational culture, then asking them “to identify the main artifacts, the espoused values, and the shared tacit assumptions” of the organization (p. 338). The researcher then documents the informant’s answers, and, when necessary, asks probing questions as a follow up to an informant’s answer. Key informants should be selected for what they know about the culture, how well they can speak about the culture, and because, for whatever reason, they are willing to speak about the culture. A suitable key informant is one who possesses the



knowledge needed by the researcher, is an easy person with whom to talk, and is happy to help the researcher. Often the first key informants one meets in a case are “deviant members of the culture” (Bernard, 2002, pp. 187-190). One key to gathering useful information from informants is the use of the “cultural consensus theory.” This theory states that the more informants who provide the same cultural information, the more credence the researcher can give to that information (Reyes-Garcia, Byron, Vadez, Godoy, Apaza, Limache, Leonard & Wilkie, 2004). This process requires multiple interviews with a variety of informants.

Schein (2004) argued the researcher should be more than a mere interviewer, and act as an ethnographer or participant observer. Observing behavior directly is much more enlightening to a researcher than to merely asking about it (Reiamn & Odewald, 2002). As a participant observer, the researcher becomes immersed in the day to day tasks and life of the organization, while trying not to change any activities by his/her presence (Hamel, Dufour, & Fortin, 1993, p. 3). The participant observer collects qualitative data like interviews, but also collects quantitative data like surveys (Bernard, 2002, p. 324). This ethnographic model works best in a singular, focused setting, so it lends itself naturally to a case study (Travers, 2001, p. 11). Ethnographic interviewing works well in gathering cultural data (Marshall & Rossman, 1995). One area in which “ethno-methodological enquiry” excels is in the study of people working (Travers, 2001, p. 86). Due to these factors, I chose an ethnographic model of interviewing over a phenomenological approach where the interviewer seeks to understand how a person experiences a phenomenon (i.e. how they experience the culture of the organization) (Moustakas, 1994, p. 13). While this approach has value in certain cultural studies (e.g. how non-white women experience the culture of a mostly white, male organization), it was not the appropriate approach

for this study. The role of the researcher in ethnographic fieldwork can be classified into three categories based on level of involvement: “complete participation, participant observer, and complete observer.” The third category, complete observer, requires the researcher to follow and observe those in the case, but rarely, if ever, participate in what they are doing (Bernard, 2002, p. 327). In order to be an effective participant observer, the researcher must spend a lot of time gaining the trust of those in the case. However, Walker (1980) recommends what he calls “condensed field work,” especially in educational research (p.43). This means the researcher spends less time at a particular case, and act as a complete observer. Due to time constraints, I, the researcher, performed the role of complete observer rather than participant observer.

The interviews were conducted during two on-site visits in August (See Table 2). Some interviews were scheduled before my visit, and others were scheduled during my visit. Initial participants were selected from those who had completed the survey. Once on-site, I used a snowball sampling technique to select more participants. The goal was to interview between 8 and 12 people; I interviewed 9 people. Interview times and locations were flexible. I was willing to meet and interview participants in their office, in another room in the library, outside the library, off-campus, during work hours, before or after work hours, or at any time or place that was convenient and comfortable for them; all interviews took place during normal business hours, and most were conducted in the participant’s office. The Dean of the Library informed the members of the library about my visit and research, and I met many of the librarians and staff at a coffee break reception on the first data of my on-site visit. Also, one librarian agreed to help me find interview participants.

Table 2: Research Timeline

Research Timeline	
Survey	
Pilot Study	28 April to 12 May 2010
First Contact, Pre-Notice Letter Mailed	23 June 2010
Second Contact, Survey E-Mailed	1 July 2010
Third Contact, Mailed	12 July 2010
Fourth Contact, Mailed	19 July 2010
Fifth Contact, E-Mailed	26 July 2010
Survey Closes	31 July 2010
Preliminary Analysis of Survey Data	1 August to 8 August 2010
Interviews and Observation	
First On-Site Visit, Interviews, Observation, and Document Analysis	9 August to 13 August 2010
Second On-Site Visit	19 August 2010
Files Sent out for Transcription	18 & 24 August 2010
Transcription Finished	25 August 2010
Hand Analysis Finished	30 September 2010

All interviews were audio recorded, and all participants were given a pseudonym. No signed informed consent documents were kept per the IRB’s instructions. Instead, each interview participant was given a number, and on a separate sheet that number was assigned to their name. The interviews were transcribed by a professional transcriptionist who, before beginning, signed a confidentiality statement (Appendix B). The completed transcripts were e-mailed to the participant for final review of the content of the interview. Once the final review was complete, the sheet containing their name and interview number was destroyed, thus helping to ensure the confidentiality of the interview participants. The transcripts were hand-analyzed by me.

I used semi-structured interviews. In a semi-structured interview, the researcher develops an “interview guide” which lists all the subjects and questions which are relevant to the research. This approach gives the researcher the “discretion to follow leads,” and be respectful of people’s

time by not asking them questions which do not pertain to them (Bernard, 2002, p. 205; Rossman & Rallis, 2003).

Another important tool for the ethnographic observer is field notes. Four types of field notes exist. The first type is called “jottings.” These notes are taken while observing the setting. The second type of field note is the diary. The diary is the place where the researcher records his/her concerns, fears, and whatever “other emotions that make field work difficult.” The third type of field note is the log where the researcher records what he/she plans on doing that day, and then what the researcher actually did. The final type of field note is, in fact, field notes. These are written at the end of the day, and allow the researcher to reflect on what was seen, heard, or otherwise experienced throughout the day (Bernard, 2002, pp. 367-373). This requires the researcher to immerse him/herself in a culture during the day, then remove him/herself from the culture at night in order to “intellectualize” and “put into perspective and write convincingly” about what took place that day (Bernard, 2002, p. 324). This is by no means an easy task. I used all four types of field notes in this case study.

#### Document Analysis

Archival research and analysis is a “truly non-reactive form of observation,” meaning the researcher’s observation can not change or influence anyone’s behavior; the documents can not change (Bernard, 2002, p. 424; Marshall & Rossman, 1995). Studying of documents and other material artifacts is especially useful in the study of culture since it allows the researcher to observe the culture over time and to learn about subjects that might be too sensitive to explore in an interview (Bernard, 2002, p. 426). The analysis of documents is also useful because access to documents tends to be easy and cost effective. Plus, cultural data exists in documents that might

not be available in other forms (Hodder, 2000, p. 704). Thus, document analysis allows the researcher to “explore multiple and conflicting voices, differing and interacting interpretations” (Hodder, 2000, p. 705). However, document analysis is not without its drawbacks. The researcher has no control over how the documents were created, how the data was gathered to create the documents, and what biases were apparent in the person who wrote the documents (Bernard, 2002, p. 426). For this study, I examined the Metropolitan Academic Library’s annual reports, the only documents which were available to examine.

#### Survey Protocol

The Martin Culture Survey (Appendix C) is based on Schein’s (2004) theoretical framework of organizational culture. This framework consists of five cultural assumptions: assumptions about external adaptation; assumptions about internal integration; assumptions about truth and reality; assumptions about time and space; and assumptions about human nature, activity, and relationships. Taken together, these assumptions form the basis for human behavior and interaction in a culture. The survey made use of all five cultural assumptions, and used a five point Likert-type scale.

Questions 1, 2, 3, and 4 asked about the library’s mission and goals, and how well those within the library relate to those within the greater university. These questions were included to discover the Martin Academic Library’s assumptions about external adaptation. The library’s assumptions about internal integration were informed by questions 5 and 6 which asked about the allocation of awards in the form of promotion and compensation for job performance. The assumptions about truth and reality are concerned with how an organization makes decisions. Questions 7, 8, 9, and 10 asked about the Metropolitan Academic Library decision making

process; how they make decisions and the relative ease and quickness of such decisions.

Question 11 asked about deadlines in the library, and question 12 asked about meeting starting times; these questions directly informed the assumptions about time and space. Questions 13 through 23 sought to understand the Metropolitan Academic Library assumptions about human nature, activity, and relationships. These questions asked about the qualities of those working in the library, the inherent value placed on their work, what types of work are appropriate for those in the library, and how well everyone in the library relates to each other. Demographic information was asked about in questions 24 through 26.

All questions asked on the survey worked to answer research questions one and two. Research questions three and four were specifically answered by the survey questions concerning the assumptions about human nature (questions 13 through 16), the assumptions about human activity (questions 17, 18, and 19), and the assumptions about human relationships (questions 20, 21, 22, and 23).

#### Pilot Study

A pilot study of the Martin Culture Survey was undertaken in May 2010. The survey was administered to the librarians and library staff of the University of Central Florida Libraries. The UCF Libraries employs 103 librarians and library staff, and 61 surveys were completed and submitted for a response rate of 59%. Feedback about the survey was provided by the respondents, and mostly concerned the lack of a “no opinion” or “neutral” option in the survey responses. Several respondents felt the demographic questions included in the pilot study provided too much detailed information which could be used to identify a specific respondent. After reviewing the feedback, I made the decision to include a “no opinion” option in the

responses, and to remove some demographic questions (gender and age) and alter another question (years at the library were combined into groups).

The reliability of the survey was determined using Cronbach's Alpha. The reliability coefficient for the Martin Culture Survey was .819 (See Table 3). Generally, researchers in the social sciences consider an alpha of .70 or higher to be "adequate," and an alpha of .80 or higher is needed for an instrument to have a "good scale" (Garson, 2010). These results suggest the Martin Culture Survey is reliable to use. The Flesch Reading Ease scale was used to determine the ease of readability of the survey. On a 100 point scale, where 100 is easy to understand and 0 is difficult to understand, the Martin Culture Survey rated a 33.1. The Flesch-Kincaid Grade Level for the Martin Culture Survey was 11.5 meaning someone in 11<sup>th</sup> grade could be expected to read and comprehend the survey. Since all professional librarians have a master's degree, and many library staff have a bachelor's degree, they can reasonably be expected to understand the survey.

Table 3: Pilot Study Reliability Statistics

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.819	23

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Mission_Statement	55.81	59.060	-.456	.856
Goals	55.49	46.113	.612	.799
Positive_Image	55.23	50.516	.399	.812
Interaction	55.23	50.564	.510	.811
Promotion	55.65	45.947	.699	.796
Compensation	55.91	49.134	.350	.814
Decision_Power	55.47	55.159	-.200	.835
Decision_Speed	56.26	47.004	.694	.799
Decision_Input	55.77	49.754	.323	.815
Consensus	55.81	55.393	-.214	.838
Deadlines	56.21	48.884	.515	.807
Meetings_Start	55.84	47.044	.601	.801
Stress	55.91	50.610	.277	.816
Excellence	56.02	46.118	.637	.798
Librarians_Equal	56.26	49.243	.383	.812
LibraryStaff_Equal	56.26	48.290	.414	.810
Scholarship	55.37	50.573	.297	.816
Reference	55.67	51.272	.192	.820
Cataloging	55.91	52.039	.123	.823
Administration	55.47	47.636	.716	.800
Get_Along	55.33	48.225	.610	.803
Equal_Department	55.98	44.833	.723	.793
Equal_Treatment	55.81	44.726	.689	.794



### Interview Protocol

The Martin Culture Interview Guide (Appendix D) was designed based on Schein's 2004 theoretical framework of organizational culture. This framework consists of five cultural assumptions: assumptions about external adaptation; assumptions about internal integration; assumptions about truth and reality; assumptions about time and space; and assumptions about human nature, activity, and relationships. Taken together, these assumptions form the basis for human behavior and interaction in a culture. Specifically, the interview guide made use of the assumptions about external adaptation, the assumptions about internal integration, and the assumptions about human nature, activity, and relationships.

Before the interview began, participants were read a statement which described organizational culture and how it manifests itself through symbols, rites and rituals, and sagas; at the end of the interview participants were asked if they could identify any symbols, rites and rituals, or sagas in their library's culture. This method of describing organizational culture and asking the interviewee to describe the aspects of culture in the organization is recommended by Schein (2004). Question one was an introductory, "get to know you question" designed to create some rapport between myself and the interviewee. Questions two and three sought to understand the values, beliefs, and norms of the participants, and, eventually, the library as a whole. Assumptions about external adaptation were asked about in question 4 which attempted to learn how the librarians and library staff of the Metropolitan Academic Library perceive their standing in the larger university community. Question 5 asked about what qualities are needed to work in the Metropolitan Academic Library; this related directly to the assumptions about internal integration. Questions 6, 7, 8, and 9 asked about the library's assumptions about human nature, activity, and relationships. Question 10 does not relate to any of the cultural assumptions about

organizational culture, but was informative about the culture of the library. All the interview questions sought to answer research questions one and two, while interview questions 6, 7, 8, and 9 worked to answer research questions three and four.

#### Data Analysis

The Martin Culture survey, consisting of a five point Likert-type scale, was analyzed using descriptive statistics in percentages and means. Descriptive statistics are a way to present, describe, and summarize collected data and study results. They allow the reader to understand the data without having to look through the entire data set. Data collected from a Likert-type scale are ordinal in nature. Ordinal data may be ranked, but the interval between each ranking is unequal making the ranks relative. On a Likert-type scale this means ranking answers by most responses.

Multiple software applications are available to analyze interview data. One popular piece of software is NVIVO (this supersedes NUD\*IST or N6). The software works with PDF, Word, rich text, audio, and video files to automatically transcribe, sort, and classify data, plus it has a powerful search engine. However, this software is expensive: the cost is \$595 for a full, educator's license and \$199 for a 12 month student license. In addition, any new software can be time consuming to learn how to use. The pages of transcripts and notes that were produced in this case study did not approach the thousands of pages that can be produced in a long-term ethnographic study. Therefore, I opted to not make use of software analysis in favor of hand analysis I performed myself. This involved me reading over the full transcripts of the interviews multiple times until certain themes emerged from the interviews (Carley, 1994). Several anthropological coding schemes, both numerical and alphabetical, exist. Since these codes have

been developed significantly for anthropological study, they were not best suited for my use. I therefore used my own coding scheme (Carley, 1994). Using my own codes had several advantages. One, I did not need to learn a system of codes. Two, my own coding scheme was much easier to memorize and learn. And third, the development of codes flowed “naturally from the study” (Bernard, 2002, pp. 380-381). My coding scheme is located in Appendix E.

The document analysis was performed in much the same way as the interview analysis. Documents were read multiple times until themes emerged. The coding system used was the same as that used for the interview analysis.

#### Trustworthiness

Qualitative research generally excels when it comes to internal validity. The qualitative researcher must uncover and understand the realities of those being studied, and provide an interpretation of what is occurring in the case (Merriam, 1988, p. 168). The researcher may ensure internal validity in six ways. The first is to triangulate data through multiple methods of data collection. The second way is to allow those being studied to periodically examine the data and speak to its validity. The third method to ensure internal validity is through long-term observation. Allowing peers to examine the data and engaging in participatory research are two more ways to ensure internal validity. The sixth and final way is for the researcher to be open about his or her biases (Merriam, 1988, pp. 169-170). However, Merriam (1988) states in qualitative research dependability is more important than either internal or external validity. Denizen and Lincoln (2000) also write that “credibility, transferability, dependability, and confirmability” are more important in qualitative research than internal and external validity and objectivity (p. 21). Credibility is bolstered through detailed reporting of data derived from a

bounded setting guided by a theoretical framework (Marshall & Rossman, 1995). Transferability is achieved by using a theoretical framework to steer data collection, and through triangulation of data (Marshall & Rossman, 1995). Dependability in qualitative research is difficult since reliability and replication is difficult in an ever changing world (Marshall & Rossman, 1995). However, dependability can be created through the researcher clearly stating his/her assumptions and biases, triangulation of data, and by creating an audit trail of data (Merriam, 1988, p. 172). In order to enhance confirmability, the research must employ devices and strategies that help limit bias in data interpretation (Marshall & Rossman, 1995). This can be done by having other experts and those who were studied review the data.

For this study, I employed various methods to improve internal validity and promote credibility, transferability, dependability, and confirmability. To improve internal validity, I triangulated data (survey, observation, interviews, and document analysis), had all interviewees review the transcripts of their interviews and make changes where they deemed appropriate, reported my findings to the library as a whole, allowed my committee to review the data I had collected, and was open about my biases. In order to promote credibility, transferability, dependability, and confirmability, I engaged in detailed data reporting, collected data in multiple ways, used a theoretical framework to guide my reporting, was open about my biases and pre-conceived notions, and allowed both participants and my committee to review my findings in order to help check my assumptions.

#### Ethical Considerations

Approval of the University of Central Florida's Institutional Review Board was obtained before data collection began (Appendix F). Maintaining a high ethical standard is important in all

types of research, but especially in case studies. Those who are featured in a case study risk a great deal by participating. They could face serious hurt, embarrassment, and even loss of their job or standing in the community if an ethical violation were to occur (Stake, 2000, p. 447).

Christians (2000) listed four important ethical considerations for all who are performing a case study. The first is to use informed consent. This will protect the “individual autonomy” of those being studied by allowing them to weigh the risks involved in participation and make a decision for themselves. The second consideration is to never engage in any deception of any kind. This includes deceiving your subjects as well as your audience. Third is to protect the privacy and confidentiality of the participants. As was stated earlier, participants risk a lot by agreeing to be research subjects, and all necessary precautions must be taken to ensure those risks do not come true. Finally, the researcher must be accurate (pp. 138-140). Walker (1980) provided five other ethical considerations for case studies. By the very nature of a case study, the researcher must become involved, but the researcher must be careful to not become too involved. The researcher must also be aware of the varied interest groups who may want “access to and control over the data” (p. 35). These groups may want to manipulate the data, stop its publication, or attempt to expose participants. A third consideration is confidentiality which is closely related to the next consideration: protecting the anonymity of participants while publishing the study. The final consideration is for the researcher to take pains to make sure the reader can distinguish between data collected and the researcher’s opinion (p. 35).

An organization becomes very exposed when it allows a researcher to study its culture. If cultural information, which normally remains private, is revealed, then it could place certain people in precarious positions. If inaccurate cultural information is revealed, then it could

negatively affect the organization. One solution is to publish the results of a cultural study using a pseudonym for the organization. This, however, creates another problem in that cultural data is more valuable if the organization is known (Schein, 2004, pp. 211-212). One way for researchers to avoid ethical pitfalls is to allow the organization being studied to review the cultural analysis before publication. This can stop any information that is incorrect, too sensitive, or too easily attributable to an individual from being published. Ultimately it is up to the researcher to understand the extremely sensitive nature of a cultural study (Schein, 2004, pp. 213 & 219).

In this study, I used an informed consent approved by the IRB; however, this informed consent did not require a signature to help ensure anonymity of the participants. All interview subjects were given a pseudonym (as was the library itself), and all survey responses were anonymous. I did not divulge the location of my case study to anyone. At all times, I was honest with my participants, and allowed them to review the data collected before I reported my findings. I also worked to clearly delineate between the data collected and my opinion as to the meaning of the data.

#### The Researcher: A Note on My Personal Transparency

I am an Associate University Librarian at the University of Central Florida Libraries. I am currently the Interim Department Head of the Curriculum Materials Center, a small library which houses materials for education majors and education professionals. This is my second professional librarian job. I was an Assistant University Librarian working in the Reference Department at Louisiana State University's Middleton Library. Before this, I was employed as a graduate assistant at the University of South Florida Tampa Campus Library. I was first exposed to organizational culture while attending the Sunshine State Library Leadership Institute (SSLLI)

in 2004-2005. When I read about the concept of organizational culture and discussed it with the institute's facilitator, I became instantly fascinated by this concept that seemed to answer so many questions I had about why the three libraries at which I had worked differed so greatly in some areas, yet were so similar in others. I researched and published an article on organizational culture in libraries in 2006.

When I started my coursework in the Fall semester of 2006, in the first class I took, Organizational Administration, we discussed organizational culture at length. At this time, I knew I wanted to write my dissertation on this topic. Libraries are such strange organizations filled with some very quirky people. I became a professional librarian in January of 2002, and over the years I have encountered a great many librarians, both at conferences and as colleagues. I am constantly asking, "Why? Why do we act the way we do?" Academic librarians tend to feel put upon by and inferior to teaching faculty. Libraries are pervaded by a culture of mediocrity, which stems from desire for a family like atmosphere and an avoidance of conflict. Academic libraries also tend to be divided between Public Services Librarians and Technical Services Librarians; my experience and the literature attest to this. However, new departments and sections in academic libraries have been created since the last cultural study performed by Lee (2000), and it is unclear how they will fit into the departmental divide. The profession of librarianship exists outside of the university, so academic librarians view themselves as librarians first, and members of the academy second (if at all). I expect to find librarians and library staff who are in some ways hostile to their surrounding environment. Librarians are also remarkably dedicated to their craft and profession. Their passion for the preservation and access of information is stunning in its singularity and depth. These are, of course, my thoughts and

conclusions based on my experience and observation, and they obviously color any future experience. It was important for me to rely on the expertise of my committee and colleagues as a filtering mechanism for my data interpretations; multiple perspectives helped me to keep an open mind.

This study and dissertation was my attempt to answer the question, “Why?” And much like Marlow on his journey to find Kurtz in *The Heart of Darkness*, I find myself permanently altered by my quest.

#### Originality Score

The acceptable score defined by the graduate advisor for this research was less than or equal to 10%. Upon initial submission of the dissertation proposal, the researcher received a score of 31%. With removal of the quoted material, references, and items scoring less than 1%, the score was reduced to 10%. The results of the dissertation were submitted separately, and received a score of 6%. After removal of all matches less than 1%, the originality scored dropped to 5%. Both documents were approved as original work by the researcher’s chair.

#### Summary

In this chapter, I discussed the research design and rationale for this study. I also described the research site and selection, as well as how data will be collected and analyzed. I discussed the survey and interview guide that will be used, and detailed the results of my pilot study. I explored in detail the topics of trustworthiness and ethics in a case study. Finally, I wrote about my background and interest in this topic as a researcher and originality score.



## **CHAPTER FOUR: SURVEY RESULTS**

### Introduction

In this chapter, I will discuss the results of the Martin Culture Survey which was administered to the Metropolitan Academic Library from 1 July 2010 through 31 July 2010. The survey was based on Schein's five levels of cultural assumptions. Of the 66 librarians and paraprofessional library staff working at the Metropolitan Academic Library, 30 completed the survey. Of those 30 respondents, 14 identified as a professional librarian, 13 identified as a paraprofessional library staff, and 3 identified as other. Further, 14 respondents worked in Public Services, 8 worked in Technical Services, and 6 worked in various other departments. The survey results were analyzed using descriptive statistics. Where notable differences existed between various groups (e.g. librarians and paraprofessional staff; Public Services and Technical Services), those results were reported in the text. Otherwise, only the aggregate results are reported. The full results are located in Appendix G, Tables 10 through 13. All percentages reported were rounded for ease in reporting.

### Assumptions about External Adaptation

Questions 1, 2, 3, and 4 on the Martin Culture Survey pertained to the first level of Schein's cultural assumptions. This level focuses on how the organization relates to its external environment. In order to understand this assumption, the librarians and paraprofessional library staff of Metropolitan Academic Library were surveyed about their library's mission, goals, and overall interaction with the university.

Of the 29 respondents who answered question 1, 79% correctly identified the library's mission statement, and only one respondent answered "I do not know my library's mission statement." All 30 respondents answered question 2, and 74% either agreed or strongly agreed

their library has clearly defined goals. For questions 3 and 4, an overwhelming 93% thought the university has a positive image of those who work in the library, and 83% thought the librarians and library staff of the Metropolitan Academic Library interact well with other members of the university community. The results by position (librarian and paraprofessional library staff) and department (Public Services and Technical Services) did not differ much from the overall results.

These results point toward a library which relates to its external environment very well. An organization’s culture, in part, flows from its mission and goals. The fact that so many respondents both correctly identified the library’s goals and thought the library has well-defined goals, indicates the respondents are all working towards the same ends; this, in turn, helps develop common values, beliefs, and norms of behavior. If the mission and goals of an organization are unclear, then different groups could work toward different and, quite possibly, conflicting ends. A vast majority of respondents thought those within the library are viewed and interact very well with the university as a whole. This bodes well for the library’s position and standing within the university.

Table 4: Full Results: Assumptions about External Adaptation

Assumptions about External Adaptation				
1.) Please select your library’s mission statement from the choices below. (29 Total Responses)				
Incorrect 10% (3)	Correct 79% (23)	Incorrect 7% (2)	Did Not Know 3% (1)	
2.) My library has well-defined goals. (30 Total Responses)				
Strongly Disagree 10% (3)	Disagree 17% (5)	Agree 47% (14)	Strongly Agree 27% (8)	No Opinion 0
3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (30 Total Responses)				
Strongly Disagree 0	Disagree 3% (1)	Agree 63% (19)	Strongly Agree 30% (9)	No Opinion 3% (1)

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Assumptions about External Adaptation

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4.) Librarians and library staff interact well with members of the university. (30 Total Responses)

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
0	10% (3)	53% (16)	30% (9)	7% (2)

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Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

Assumptions about Internal Integration

The second level of cultural assumptions describes how those within an organization define their boundaries, distribute power, and allocate rewards. Questions 5 and 6 of the Martin Culture Survey focused on the last part: allocation of rewards. When asked whether decisions on promotion are made accurately and fairly, the 30 respondents gave mixed answers. Thirty percent of respondents disagreed or strongly disagreed with the notion promotion decisions are made fairly, 47% agreed or strongly agreed they were made fairly, and 23% had no opinion. Question 6 asked whether respondents were fairly compensated for their work, and of the 29 respondents, 58% either disagreed or strongly disagreed with the statement while 34% agreed or strongly agreed. Again, the results by position and department did not differ much from the overall results, with the one exception being promotion decisions; seventy-one percent of librarians thought decisions on promotion were made fairly. This could be due to the more formal nature of the promotion process for librarians.

From the answers given to these questions, the Metropolitan Academic Library seems a bit weak in internal integration. Less than half of respondents thought decisions made on promotion were done fairly. This could lead to situation where few, if any, librarians or library staff see any reason to work hard to better their positions in the library, thus creating a stagnant workplace. Low pay can also de-motivate employees; a particular problem in the Metropolitan

Academic Library, where well over half of the respondents indicated they did not think they made enough money.

Table 5: Full Results: Assumptions about Internal Integration

Assumptions about Internal Integration				
5.) Decisions on promotion are made accurately and fairly. (30 Total Responses)				
Strongly Disagree 7% (2)	Disagree 23% (7)	Agree 37% (11)	Strongly Agree 10% (3)	No Opinion 23% (7)
6.) I am fairly compensated for my work. (29 Total Responses)				
Strongly Disagree 17% (5)	Disagree 41% (12)	Agree 31% (9)	Strongly Agree 3% (1)	No Opinion 7% (2)

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

#### Assumptions about Truth and Reality

This third level of cultural assumptions is best studied by examining how the Metropolitan Academic Library makes decisions. Questions 7, 8, 9, and 10 asked about how decisions are made in the library and who is responsible for making them. Of all respondents, 80% thought decision making in the Metropolitan Academic Library was concentrated in the library's administration, and 86% of respondents did not think decisions were made quickly and easily. Fifty-three percent of respondents thought they had input in decision making in the library, and 72% did not think the library placed too much emphasis on consensus. These results did not differ much based on position and department, except slightly fewer respondents in Technical Services (38%) and Public Services (43%) thought they had input in the library's decision making process.

The respondents seem to think the Metropolitan Academic Library's administration makes the decisions in the library, and the individual respondents do not have much input in the

decision making process. This may be of some concern to the library. If those within the organization do not think they have any input into decision making, then they may become disengaged and skeptical of any attempts by library administration to solicit input from the librarians and paraprofessional library staff. The slowness of decisions could well be attributed to the bureaucratic nature of higher education, and can be both a blessing and a curse. The lack of consensus in the library can also be a good thing or a bad thing; while it is nice to have everyone support a decision, too much emphasis on consensus can create a crippling environment for decision making.

Table 6: Full Results: Assumptions about the Nature of Truth and Reality

Assumptions about the Nature of Truth and Reality				
7.) Decision making power is concentrated in my library's administration. (30 Total Responses)				
Strongly Disagree 0	Disagree 17% (5)	Agree 47% (14)	Strongly Agree 33% (10)	No Opinion 3% (1)
8.) Decisions are made quickly and easily in my library. (30 Total Responses)				
Strongly Disagree 33% (10)	Disagree 53% (16)	Agree 0	Strongly Agree 7% (2)	No Opinion 7% (2)
9.) I have input on decision making in my library. (30 Total Responses)				
Strongly Disagree 17% (5)	Disagree 23% (7)	Agree 40% (12)	Strongly Agree 13% (4)	No Opinion 7% (2)
10.) My library places too much emphasis on consensus. (29 Total Responses)				
Strongly Disagree 17% (5)	Disagree 55% (16)	Agree 7% (2)	Strongly Agree 3% (1)	No Opinion 17% (5)

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

Assumptions about Time and Space

This fourth level of cultural assumptions examines how an organization measures time and uses its space. The Martin Culture Survey asked respondents how the Metropolitan Academic Library views and measures current time. Questions 11 and 12 asked whether deadlines are strict and meetings start on time. Sixty-nine percent of respondents indicated deadlines are not strict, while 57% of respondents stated meetings in the library start on time. Once again, these results differed very little by position and department. Non-strict deadlines can hinder work and project completion since those trying to meet the deadlines will not take them seriously.

Table 7: Full Results: Assumptions about Time and Space

Assumptions about Time and Space				
11.) Deadlines are strict in my library. (29 Total Responses)				
Strongly Disagree 17% (5)	Disagree 52% (15)	Agree 17% (5)	Strongly Agree 3% (1)	No Opinion 10% (3)
12.) In my library, meetings start on time. (30 Total Responses)				
Strongly Disagree 3% (1)	Disagree 37% (11)	Agree 47% (14)	Strongly Agree 10% (3)	No Opinion 3% (1)

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

Assumptions about the Nature of Human Nature, Human Activity, and Human Relationships

This fifth and final level defines what it means to be a member of the organization, in what activities members should engage, and how members relate to one another. Questions 13, 14, 15, and 16 asked about the nature of human nature; questions 17, 18, and 19 asked about the nature of human activity; and questions 20, 21, 22, and 23 asked about the nature of human relationships in the Metropolitan Academic Library.

### The Nature of Human Nature

When asked if working in an academic library is a low stress job, 74% of the 30 respondents disagreed or strongly disagreed with the statement, while only 27% agreed. Seventy-four percent of respondents agreed to some degree that those within their library, in general, strive for excellence. Of the 30 respondents who answered question 15, 70% disagreed or strongly disagreed with the idea librarians are considered the equal of the teaching faculty in the university. Finally, respondents were asked if the work performed by the paraprofessional library staff is considered equal to the work of the librarians; sixty-nine percent of respondents either disagreed or strongly disagreed, while 24% agreed. Once again, these results are consistent with the results by position and department.

These results seem to indicate the respondents think of the members of the Metropolitan Academic Library as striving for excellence while also performing a stressful job. The survey seems to indicate librarians and teaching faculty are not thought of as equals. This theme is expanded upon in the interviews conducted at the Metropolitan Academic Library, and will be discussed later. Of concern, however, are the perceived inequalities that exist between the librarians and paraprofessional library staff. These perceived inequalities, especially between librarians and staff, may lessen morale and lead to feelings of inferiority and inadequacy.

### The Nature of Human Activity

Question 17 asked if creating scholarly material is a good use of a librarian's time, and 70% of respondents agreed to some degree. Questions 18 and 19 generated the broadest range of responses on the survey. Question 18 asked if non-librarians should answer reference questions. Of the 30 respondents, 7% strongly disagreed, 20% disagreed, 47% agreed, 7% strongly agreed,

and 13% of respondents had no opinion on the matter. Question 19 asked if non librarians should perform original cataloging. Of the 30 respondents, 7% strongly disagreed, 30% disagreed, 47% agreed, 7% disagreed, and 10% had no opinion. Interestingly enough, these results hardly varied by position or department.

The duties of answering reference questions and performing original cataloging were, at one time, performed almost exclusively by librarians. However, as workloads have increased and staffing numbers decreased, academic libraries have more and more turned to paraprofessional staff to perform these duties. This creates a question as to what, then, is the proper role of a librarian. In part, this question is answered by the large support for librarians creating scholarly material; librarians are needed to see the big picture of the library and librarianship in general. This theme is explored further in the discussion of the observation, document analysis, and interviews performed at the Metropolitan Academic Library.

#### The Nature of Human Relationships

In response to question 20, 63% of respondents thought the library the administration has a good relationship with those who work in the library. When asked if, in general, the people in the library get along well with each other, 77% agreed to some degree. However, when asked if all departments in the library are treated equally, 55% of respondents disagreed or strongly disagreed, 38% agreed or strongly agreed, and 10% had no opinion. Along those same lines, 50% of respondents disagreed to some degree that everyone in the library is treated equally regardless if they are a librarian or paraprofessional library staff, while 40% agreed or strongly agreed, and 10% had no opinion. Of all the respondents who were librarians, 72% thought the library administration did not have a good relationship with the rest of the library. Seventy-six



percent of the respondents in Technical Services disagreed or strongly disagreed with the idea everyone in the library is treated equal regardless if they are librarian or library staff. Otherwise, all results by position and department did not vary greatly from the overall results. These themes of the relationship with library administration, favoritism, and equality will all be explored further in the discussion of the observation, document analysis, and interviews performed at the Metropolitan Academic Library.

Table 8: Full Results: Assumptions about the Nature of Human Nature, Activities, and Relationships

Assumptions about the Nature of Human Nature, Activities, and Relationships				
13.) Working in an academic library is a low stress job. (30 Total Responses)				
Strongly Disagree 27% (8)	Disagree 47% (14)	Agree 20% (6)	Strongly Agree 7% (2)	No Opinion 0
14.) Generally, those within my library strive for excellence. (30 Total Responses)				
Strongly Disagree 3% (1)	Disagree 13% (4)	Agree 57% (17)	Strongly Agree 17% (5)	No Opinion 10% (3)
15.) Librarians are considered to be the equal of teaching faculty in my university. (30 Total Responses)				
Strongly Disagree 10% (3)	Disagree 60% (18)	Agree 7% (2)	Strongly Agree 7% (2)	No Opinion 17% (5)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (29 Total Responses)				
Strongly Disagree 17% (5)	Disagree 52% (15)	Agree 21% (6)	Strongly Agree 3% (1)	No Opinion 7% (2)
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (30 Total Responses)				
Strongly Disagree	Disagree 23% (7)	Agree 53% (16)	Strongly Agree 17% (5)	No Opinion 3% (1)

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Assumptions about the Nature of Human Nature, Activities, and Relationships

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18.) Non-librarians should answer reference questions. (30 Total Responses)

Strongly Disagree 7% (2)	Disagree 20% (6)	Agree 47% (14)	Strongly Agree 13% (4)	No Opinion 13% (4)
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19.) Non-librarians should perform original cataloging. (30 Total Responses)

Strongly Disagree 7% (2)	Disagree 30% (9)	Agree 47% (14)	Strongly Agree 7% (2)	No Opinion 10% (3)
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20.) Library administration has a good relationship with those who work in the library. (30 Total Responses)

Strongly Disagree 13% (4)	Disagree 20% (6)	Agree 60% (18)	Strongly Agree 3% (1)	No Opinion 3% (1)
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21.) Generally the people in my library get along very well with each other. (30 Total Responses)

Strongly Disagree 0	Disagree 13% (4)	Agree 70% (21)	Strongly Agree 7% (2)	No Opinion 10% (3)
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22.) All departments in my library are treated equally. No one department is considered better than another. (30 Total Responses)

Strongly Disagree 21% (6)	Disagree 34% (10)	Agree 31% (9)	Strongly Agree 7% (2)	No Opinion 10% (3)
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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (30 Total Responses)

Strongly Disagree 10% (3)	Disagree 40% (12)	Agree 33% (10)	Strongly Agree 7% (2)	No Opinion 10% (3)
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Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

It is significant to note the results of the Martin Culture Survey varied little by library position (librarian or paraprofessional staff) and department (Public Services and Technical

Services). This would indicate the respondents from these various groups tend to perceive the Metropolitan Academic Library and its culture in a very similar way.

Table 9: Full Results: Demographics

Demographics				
24.) Library Position (30 Total Responses)				
Professional Librarian 47% (14)		Paraprofessional Library Staff 43% (13)		Other 10% (3)
25.) Department (28 Total Responses)				
Public Services (Access Services/GIS/Government Documents/Reference/ Special Collections) 50% (14)	Technical Services (Cataloging/Resource Development) 29% (8)	Administration 4% (1)	Systems/Sound & Image Resources/ Digital Collections 7% (2)	Other 11% (3)
26.) Length of Service (30 Total Responses)				
Less than 5 Years 40% (12)	6-10 years 27% (8)	11-15 Years 13% (4)	More than 15 Years 20% (6)	

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

### Conclusion

In this chapter, I discussed the results of the Martin Culture Survey which was administered to the Metropolitan Academic Library. The survey results were analyzed using descriptive statistics, and reported by general results, position, and department. The results varied little among those groups. The next chapters are arranged using Schein's theoretical framework of cultural assumptions. They will explore the results of the observation, document analysis, and interviews performed at the Metropolitan Academic Library in August 2010, and will tell the story of the library. That story is one of "becoming." For several decades the library was a stagnant organization, and as such never developed a deep, rich culture. A new dean has brought

an ethos of change and a strong vision for the library. This has set in motion the library becoming stronger and developing a deeper culture. Over the next several chapters, I will detail the Metropolitan Academic Library's culture. I will explore how the library values people and service, engages with the university community, defines the boundaries that divide librarians from paraprofessional staff, makes due with little resources, uses its time and space, and the change that runs through every facet of the library. Chapter Five will focus on the first level of cultural assumptions: assumptions about external adaptation.

## **CHAPTER FIVE: ASSUMPTIONS ABOUT EXTERNAL ADAPTATION**

### Introduction

In this chapter, I discuss the findings of my observations, document analysis, and interviews performed at the Metropolitan Academic Library; specifically, I discuss the findings as they relate to Schein's first level of cultural assumptions. For the purposes of this study, the main focus of the discussion on assumptions about external adaptation will be how the librarians and library staff perceive themselves to be viewed by the larger university community.

### Librarian Image

The Metropolitan Academic Library arose from humble beginnings. In an old building, along an abandoned private road, the original employees of the library worked in cramped and un-air-conditioned quarters, side-by-side with the first university president. What the library has lacked in space, materials, budget, and staffing, it has consistently made up for it with outstanding service to its patrons. In the very first annual report written for the Metropolitan Academic Library, its then director wrote:

From the beginning, the Library was service oriented and operational. This was a positive decision in terms of faculty-staff-library relationships. Occasionally, it added burdens to library management, but the goodwill engendered by providing service at the same time organization was accomplished, proved to be most beneficial.

So it should come as no surprise the librarians and library staff of the Metropolitan Academic Library think they are viewed positively within the university.

Rose, a dedicated reference librarian, who, like many at the library, has spent most of her adult life affiliated, in some form, with the university, was unwavering in her belief of the

positive image the library has around campus. “I think it’s very positive,” (Quote: 1) was her answer when I asked how librarians and library staff are viewed by the greater university community. Several times throughout her conversation with me, she emphasized the positive way faculty, staff, and students view the librarians and library staff. Her views were echoed by several other reference librarians, including Dani a relative newcomer to the Reference Department and Cathy a more seasoned reference veteran. Dani remarked on the very good relationship the librarians have with the faculty, “We’re looked on very positively by faculty, by other staff, and hopefully, students. But I think in particular the faculty, I think they understand the role we play and what we can do.” (Quote: 2) Dani, like many of the librarians, spends a good deal of time attending university meetings, and she told me she hears a lot of good things about the library from the faculty, “What I hear is a lot of praise for the jobs we do, and what we’re able to bring to people.” (Quote: 3) Helen, a dedicated, upper level administrator who spends much of her time performing outreach to the university community, also hears a great deal of praise for the library. When I asked her how the library is viewed by those within the university she replied:

I very seldom hear complaints about the library staff, but I frequently hear compliments about their dedication and commitment and their ability to support the faculty and also the students. So, the faculty will say librarians are wonderful, they help them when they’re doing research or finding the materials they need. (Quote: 4)

In fact, the faculty value the librarians and library so much, they undertook a faculty senate initiative a few years back to increase the library's funding. Elise, a Technical Services librarian with a slight Bohemian air about her, related this story to me:

I think they [the faculty] do value the library, and they went to the faculty senate...it must have been about five years ago, and demanded more money for books and serials, that the library wasn't getting enough of a budget. So we got some funds thanks to them and it's a continuing fund basis...they went out of their way and fought for it. (Quote: 5)

This type of advocacy is one of the extremely beneficial effects of an organization being viewed positively by its larger environment. As Helen said, "There's generally a sense that the library is a very important place at this university, which is a nice position to be in." (Quote: 6) Grace, a long serving library staff member who has seen and done a tremendous amount during her career at the Metropolitan Academic Library, told me, "I think, right now, where we're at, we're in a good place." (Quote: 7) Probably the best place she has seen the library in her several decades of service.

#### Campus Engagement and Outreach

Developing a positive image takes the time and effort of everyone in the library; librarians and library staff must be an active part of the campus and ready to tell anyone, whether they want to listen or not, what the library can do for them. This outreach must start at the top, and the Dean of the Metropolitan Academic Library does a tremendous job of outreach for the library. I will explore this idea further in a later chapter, but I included here a few select quotes just to illustrate the point. About the dean, Grace had this to say:

I think right now our dean is doing, in my opinion, an excellent effort, reaching out to faculty and administration and staff, letting them know what our services are, what we can offer, what we can do for them, and I think right now we're in good standing. (Quote: 8)

Regina, a long-serving Public Services librarian who carries herself with a certain regal quality, is more than supportive of the dean and her advocacy for the library. The entire Metropolitan Academic Library is suffering from a space crunch, seemingly from the time it opened. No department feels this crunch more than Regina's which is bursting at its figurative seams. She is grateful the library has someone in the dean, "who is fighting in terms of holding space and holding office." (Quote: 9)

This ethic of outreach and engagement was prevalent among the librarians with whom I spoke. As Rose so succinctly stated, "We're also a very active bunch when it comes to service and university committees." (Quote: 10) Cathy supports this assertion, "I would say we work in committees all over, throughout the university." (Quote: 11) This committee work helps the librarians to develop a "collegial relationship" (Quote: 12) with the university faculty. Those librarians "who are making the library known" (Quote: 13) as Regina said, are also helping to make the library "a stronger entity on campus." (Quote: 14) And campus engagement does not involve simply committee work. Many librarians teach for-credit classes at the university, and are constantly working with the teaching faculty to make the library a more integral part of their classes.



Outreach and campus engagement also serve another purpose, and that is to break down the stereotypes often associated with librarians. As Regina humorously said:

There is the image of the library. And for all the faculty members, we still have that, the bun with the glasses...I think we're lucky in that we have librarians who are very active in committees outside of the library and within the university, and so I think that kind of blows the image. (Quote: 15)

In all my experiences with librarians, I truly think nothing makes them happier than shattering the stereotype, whether it actually exists or not, of the mousy, hair-bunned, sensible shoe wearing librarian.

Yet, with all this work, some, like Helena, an experienced Technical Services librarian who most closely resembles the mousy librarian stereotype, think "there should be more interaction between faculty and librarians," (Quote: 16) and one of the faults of the librarians is "that we don't participate more with faculty." (Quote: 17) Helena's follow-up statement makes it clear why she thinks the librarians are not doing enough, "Some faculty don't even know what we do, I think." (Quote: 18) This feeling was echoed by several others to whom I spoke, including Elise, "I do think that the administration at the university does not understand us. Probably a lot of the faculty don't either," (Quote: 19) and Dani, "I don't know that they [the faculty] realize [what we do], but the ones that do I think have a lot of respect for us." (Quote: 20) And even though Regina thought the campus outreach performed by the librarians was a huge boon to the library, she was quick to point out, "I think we still have a long way to go,

though, with certain parts of the administration, the university's administration, to recognize we're more than just the getters of the books, and that we can make a contribution." (Quote: 21)

This feeling of not being understood can sometimes be exacerbated by, what some librarians feel is, an inequality between librarians and teaching faculty. Librarians at the Metropolitan Academic Library are non-tenure track faculty who have promotion in rank. Ostrow (1998) and Lee (2000) both found the librarians in their case studies to harbor feelings of inferiority towards the teaching faculty. However, what I found was different; the librarians at the Metropolitan Academic Library felt the librarians and teaching faculty were not equal, just different. As Cathy stated in her interview with me, "I don't know that I would say equal...I think they [the faculty] understand we have different roles." (Quote: 22) And while Dani thought the faculty saw the librarians as equals, and Regina stated some faculty thought of the librarians as equal ("I think in the humanities, yes...maybe in the sciences, no.") (Quote: 23) most librarians and library staff I encountered expressed, in some way or another, this idea of simply being different than the teaching faculty with different roles and responsibilities.

So, what stops the librarians from simply engaging in more outreach and committee work? As Elise said, "I think we could probably do a much better job, but who has the time?" (Quote: 24) Lack of resources seems to be the biggest impediment to greater outreach and campus engagement by the librarians of the Metropolitan Academic Library. This is a long standing problem with the library, and I will explore it further in chapter six. For now, I will let the always quotable Regina sum up the problem:

The problem, of course, is that for us to make a contribution, we will need time to go out of the library. Right now we're so busy that I think we end up with a hunker down mentality...if you leave your office, who's going to be in your office? (Quote: 25)

### Becoming

It is important for any organization to interact well with its external environment. This is especially true for an organization like the Metropolitan Academic Library which receives its funding from the external environment, in this case the university. Resources in a university are finite, and many departments, units, and colleges are fighting for their allotment. Sadly, not everyone will receive the funding they need to adequately perform their mission. Holding an esteemed position in the university helps the library to not only maintain steady funding, but to be one of front runners for more funding when it becomes available. The story Elise told of the faculty senate initiative to increase library funding is a prime example of this. It takes work in order to develop a good reputation and image around campus. The librarians and library staff are engaged throughout the university in a number of areas like the IRB and faculty senate. This engagement and visibility across campus works to support the library's mission and vision. The discussions I had with the librarians and library staff of the Metropolitan Academic Library concerning their perceived image on campus, match nicely with the results from the Martin Culture Survey where 73% of respondents agreed those within the university have a positive image of the library and 83% who agreed those within the library interact well with the university community.

All-in-all, the Metropolitan Academic Library seems to be doing well when it comes to assumptions about external adaptation: the librarians and library staff are well-aware of the

library's mission and goals and are working to meet them. However, the members of the library did express some concern they could be doing more to reach more areas of the campus, especially the university administration. But this is part of the library's story of "becoming." For a long time, the library's visibility on campus was very low, and only recently has the library made the effort to raise its visibility in order to become a stronger entity on campus.

### Conclusion

In this chapter, I discussed how the librarians and library staff of the Metropolitan Academic Library perceive themselves to be viewed by the larger university community. These findings informed Schein's first level of cultural assumptions: assumptions about external adaptation. Chapter six discusses the second level of cultural assumptions: assumptions about internal integration.

## **CHAPTER SIX: ASSUMPTIONS ABOUT INTERNAL INTEGRATION**

### Introduction

In this chapter, I discuss the Metropolitan Academic Library's assumptions about internal integration. This level of assumptions relates to the creation of group identity and cohesion, defining relationships amongst the group members, and heroic sagas. For this study, I focused on the people of the Metropolitan Academic Library, how those within the library define the boundaries of librarianship, the library itself, and the continuing lack of resources in the library. I also discuss the library's origin saga, and talk about one of its rituals: the Christmas party.

### The People of the Metropolitan Academic Library

People are the foundation for any organization. The culture of the Metropolitan Academic Library holds its people in high regard. Time and time again, when I asked the members of the library to talk about their organization, I got a similar response to what Elise told me, "I can only think of people." (Quote: 26) Working together and being a team player is very much valued in the Metropolitan Academic Library. Several librarians told me they wanted for a colleague someone, as Helen described, "who wants to be part of a team and somebody who wants to work in groups, with colleagues." (Quote: 27) Being a team player is critical for all aspects of librarianship, from reference librarians who need help answering questions on the desk, to catalog librarians who need advice as to what cutter numbers to use. And everyone needs to be able to pitch in and help during a large scale, library wide project.

The people and the departments get along well with each other, too. Librarians look forward to the monthly faculty meeting, if for no other reason than to see their colleagues from other departments and floors. Unlike some academic libraries, including those studied by Ostrow (1998) and Lee (2000), the Metropolitan Academic Library is not divided by Public Services and

Technical Services, or any other departments. When asked how the departments in the library get along with each other, Dani from reference replied:

I think our departments get along fairly well....By and large, I think we have some strong relationships. Again, I've been other places where the old models of Technical and Public Services, where the lines were drawn, [those] really don't exist here. There probably are a couple of little resentments here and there, but I think that's more of individuals looking at certain individuals and not so much...because it's that department. (Quote: 28)

Dani's colleague Cathy concurred, "there's a lot of good relationships between departments here," (Quote: 29) and conflicts or differences are more along personal lines than departmental. As Grace said, "I think we all get along pretty well. Pretty well....But I know, for example, I know some staff members that when I tell them, 'Oh go to reference.' [they tell me] 'No, I don't like talking to her'." (Quote: 30)

Regina wants a colleague "who can move across departments," (Quote: 31) so relationships and collegiality are very important to her. And while she thinks the relationships between departments are good, she sees room for improvement, "Some departments work well. Some departments will probably never play well with others because of perceptions and because of make-up maybe. And I think in many cases it depends on the department heads." (Quote: 32) Leona, in her encounters with the librarians and staff of various departments, remarked how they all say, "they work with other departments just fine." (Quote: 33) She added, however, "I think the staff get along real well. The librarians are learning." (Quote: 34) Some of this lack of collegiality may be due to the past administration which reinforced very rigid silos. However, it

seems only a select few who are not collegial. As Cathy stated, “I can’t think of anybody in the library...that is not really collegial and trying to work with people to make our library top quality.” (Quote: 35)

When asked to talk about what she finds special about the Metropolitan Academic Library, Helena very simply replied, “I think, to me, the most special thing in our department and, I think, throughout the library, is the people.” (Quote: 36) This seems especially true in Technical Services where so many of the staff have worked together for years, even decades. They are much more familiar and informal with one another. The library as a whole, but especially Technical Services, has produced its share of personalities, a fact to which Grace can easily attest. She told me when retirees come back for parties or visits, they love to sit around and talk about all the people and personalities who used to work at the Metropolitan Academic Library. The value placed on the individual has not diminished since the new dean arrived. I was told by several people the dean scheduled time to meet with everyone in the library and talk with him/her about what they were doing and where they thought the library could improve.

About 10 years before this study, the Metropolitan Academic Library underwent a massive renovation. The library went from being a squat, three story building to a lean, eight story building. And while the extra space created from the renovation and the prestige of being the tallest building on campus were very nice, something important was lost in the building growth: the intimacy and camaraderie that come from working in close quarters. Helena, who worked for years in the pre-renovated library, laments this loss:

I think we don't interact as much as we should.... I think especially in this library because the way it is done, the building, we have different floors where different librarians are and before when the building was only three floors, we would see each other more often. (Quote: 37)

Grace told me before the renovation, "everybody was like a family." (Quote: 38) But, now, with several different floors being home to various departments, Grace thinks, "We kind of lost that." (Quote: 39) And while everyone still has chances to get together and talk to one another, it is much less often than before. This separation, some think, has bred a lack of collegiality. It has also caused some problems in communication. While the dean tries to keep everyone updated via e-mail messages and monthly reports at the faculty meeting, it seems difficult to keep everyone up to date in a building that is so large and in which everyone is so spread. Some of the difficulties in communication can also be attributed to changes at various levels of administration. However, the dean and everyone in the library are working hard to correct the issue; the whole library went to a day long training on how to better communicate.

Not surprisingly, many people with whom I spoke to mentioned, in some form or another, how the concept of coming together was important to them. Either coming together physically, such as during meetings or parties, giving everyone a chance to talk and catch up, or symbolically through shared goals, especially offering high quality service. As Rose told me, "I do think everybody here feels a strong commitment to serving the students, to serving the user group. So I think that keeps people together." (Quote: 40) The library is currently trying to bring one of its satellite campus closer together, figuratively not literally, with the main library.



Mostly, the difficulty in bringing everyone together lies in trying to get everyone to buy in to the dean's vision and changes; to get everyone to move forward together as one library.

All-in-all, most people see the Metropolitan Academic Library as a good place to work. Helena told me, "We complain, but it's a good place to work." (Quote: 41) Dani stated the library is a "comfortable place" (Quote: 42) and she is "very satisfied" (Quote: 43) working at the library. Leona raved about what "a wonderful place to work" (Quote: 44) the library really is. She added, "Working in this environment is liberating. I've died and gone to heaven. It's very positive and your opinion is actually valued." (Quote: 45)

#### Characters

I heard two great stories which illustrate the types of personalities and people who work in the Metropolitan Academic Library, and I felt the need to share them here. The first story was told to me by Grace, and takes place during the massive renovation of the library. I will let her tell it in her own words:

We worked every single day while the construction was going on. And to some people it's like, "Oh, no big deal." We were sitting, [our department] was on the second floor where government documents is now. And they were doing construction in that area. They took the whole side of the wall and they put plastics. And for some reason that was one of the coldest winters we ever had. So we're all sitting there with shawls and things like that and the heater and everything. Then they moved us to the first floor where the loading dock is. And one morning we're all sitting there working and all of a sudden we hear this BOOM and the building was trembling and BOOM and it was getting closer and closer. And they were knocking down part of the old building and they had the wrecking

ball that was going back and forth and it hit the wall and it knocked out everything so we had one reference librarian, Betty, she retired already, after that she got a hard hat and she used to come into work every day with her hard hat. (Quote: 46)

The second was told to me by Elise and concerned a now retired member of Technical Services. Everyday after lunch, just when everyone started to hit the proverbial afternoon wall, she would make Cuban coffee. When the coffee was ready she would take out the large bell she kept in her desk and ring it very loudly so everyone on the floor knew it was time to drink coffee. (Quote: 47)

#### Ritual: Holiday Party

One of the major rituals in the Metropolitan Academic Library is the annual Christmas party. When asked to name any rituals in the library, the interview participants took very little time to mention the Christmas party. The party is held every year during the Fall intersession. It is an event to which most, if not all, in the library really look forward. The party is held outside, overlooking several small lakes, and it is catered. Elise described it as a “big family reunion type of thing.” (Quote: 48) People from all departments mingle with each other, talking, laughing, and reminiscing about the library. The party is also a nice chance to not talk about work and catch up on everyone’s family and social life.

The party is not just for the current library employees. Retired librarians and library staff are also invited to the party, and many will come if they are in town. To me, an organization where retirees come back to visit, and not just during parties but throughout the year, is genuinely a special place to work. So many people I have known look forward to retiring for the express reason of not ever coming back to the organization. As Leona said about the

Metropolitan Academic Library's retirees, "They love this place, and they keep coming back to visit." (Quote: 49) Helen from administration summed up the Christmas party the best:

There are parties here that are rituals. And it's been a strong community identifier to be able to talk about those parties. The annual Christmas party...is an expression of much of the community. And people still talk about the party where several of the staff went swimming in the lake. (Quote: 50)

And according to Cathy, the swimmers were wearing only their underwear. (Quote: 51)

#### Defining Boundaries: Professional Librarians and Paraprofessional Staff

Over the recent decades, work once reserved solely for professional librarians has increasingly been performed by paraprofessional staff (The Metropolitan Academic Library refers to paraprofessional staff as Library Technical Assistants or LTAs. I will use that term when speaking specifically about the library.). In most academic libraries today, paraprofessional staff answer reference questions and catalog books; in some libraries staff also select books for purchase and teach library instruction classes. This change has come about for many reasons, including budget constraints, increased demand for services, and technology. In many libraries this overlapping of duties has caused great tension between librarians and staff; librarians resent the perceived de-professionalization of their jobs, and staff are upset they are not being paid equal to librarians.

At the Metropolitan Academic Library, some feelings of inequality or resentment exist between librarians and LTAs, but it appears, once again, the people harboring those feelings are outliers; the people with whom I spoke all had a positive view of LTAs performing work once

reserved for librarians. Rose summed it up best when she said, “I think that’s great. They’re interested and want to participate. Not a problem.” (Quote: 52) Most others agreed with Rose’s statement because, as Helen said, “It’s really an evolution we have had.” (Quote: 53) The profession of librarianship has undergone great change over the past two decades, and this is just another one of those changes. Grace talked about the changes she has seen in her unit over the past 15 or 20 years; the unit has separated into several smaller units which not only perform different functions (even 10 years ago an academic library had no need for an Electronic Resources unit, now that unit is a critical part of any library) but do as much work as the previous large unit. Out of simple necessity, many of the duties once performed by a librarian in the unit is now being performed by LTAs. (Quote: 54) Of course, one critical factor in all this is how qualified the LTA is to perform the job. Several people with whom I spoke added the disclaimer “as long as they are qualified” to their support of LTAs performing work once done by librarians. In Technical Services, the “qualified” disclaimer was a mere afterthought. So many of the LTAs had been working at the library for so long (in one case over 30 years) they were just as, if not more, qualified than the librarians working beside them.

While some with whom I spoke deplored the “snobiness” that comes with making distinctions between librarians and LTAs, many agreed a divide or hierarchy between the two groups existed. Regina told me, “For some people, it’s a mental thing.” (Quote: 55) Some librarians in the Metropolitan Academic Library do look at LTAs as second class citizens. Grace told me a story of librarians who were upset LTAs were coming to certain meetings which were deemed, by those librarians at least, “librarian only” meetings. Upon hearing this, the dean put an immediate stop to the practice. The road does run both ways, and some LTAs do feel inferior to

the librarians, regardless of how they have been treated. However, it does appear from my observations, this is a practice limited to a few in the library. Most of the librarians and LTAs work together with mutual respect and admiration. Sadly, however, the university does not always show the LTAs the respect they deserve. The job titles and classifications for LTAs in the Metropolitan Academic Library are at least 20 years out of date, as is their pay scale. The dean is determined to correct this and give the the LTAs the due credit they deserve, and they do deserve a lot of credit. A good work ethic is valued in the Metropolitan Academic Library, as I was told over and over again, the LTAs have a great work ethic, are dedicated, and do a tremendous job.

With the seeming acceptance of LTAs performing work once reserved for librarians, it creates the question, what is the proper role of a librarian? During my discussions with the librarians at the Metropolitan Academic Library, I heard several great answers to that question, all of which relate to the idea of “seeing the big picture.” While LTAs carry out the day-to-day operations of the library, the librarians need to be responsible for understanding how the library works as a whole. A LTA might be very capable when it comes to creating a record for the catalog, but a good librarian must understand how the creation of that record affects the use of the catalog. Librarians must ensure the library meets its goals and objectives, and is following its intended mission. Librarians must also be aware of what is happening around the campus. Collection development policies are closely tied to the degree programs in the university; as they come and go, so must the policies be changed.

#### The Library

The library itself is special to many people; even the ducks like to congregate out front, looking for a generous soul with bread to spare. It sits in the middle of campus, and is the tallest

building on campus, offering spectacular views. Because of the recent renovation, the building still feels new, and it is kept very clean and orderly. Leona was not the only person to tell me the library is “a beautiful environment.” (Quote: 56) She added, “Not only is it pretty to look at and pretty views, but the whole feel of the place is very comfortable.” (Quote: 57)

By higher education standards, the university and library are very young. This, coupled with the unique location of the university, gives the library a tremendous amount of potential for growth and specialization. The library has tailored its collection to the opportunities available to it, namely items from the large ethnic and cultural groups which populate the city. This newness that gives the library a “vibrant” (Quote: 58) feel led several people to tell me how much they like the idea of being able to shape and mold the library’s identity. They feel they are part of something special, and can really make an impact on the future of the library.

#### Saga: Origins of the Metropolitan Academic Library

The Metropolitan Academic Library comes from humble beginnings. Packed together in a tiny building with no air conditioning, the university and its library took shape. Over time, the library has lived in several locations including an abandoned garage and a multi-purpose building, until it finally got a building of its own. Some of the men and women who were there at the start of the library still work there today. They tell of sweating through the summers alongside the university’s first president, and of all the work it took to move books from one building to the next. Even more people worked through the renovation, and tell stories of the dust, noise, and many other inconveniences that come with working in a construction zone.

These two points in the Metropolitan Academic Library’s history tie together to create a moving story of the library. From very humble beginnings, and after enduring much sacrifice and

hard work, the library is now the most visible building on campus; I was able to see the building from just about anywhere I stood on campus. However, this is only the beginning of the story; the ending has yet to be written. To be the most physically visible building on campus is one thing, but to be the most visible entity on campus, the most talked about, respected, and known department, is quite another. This is the ending the Metropolitan Academic Library can still write to its story. The dean is trying to write that ending with her vision the library be the “crossroads of the university.” (Quote: 59) To be the crossroads is to be the place where every department, unit, college, and division must pass. If the Metropolitan Academic Library were to become that crossroads, and I have no doubt it can, then it will have achieved a status to match its building, and will be a true rags to riches story.

#### Scarce Resources

Of all the positives the library has going for it, one big drawback is its scarce resources. Since it first opened its doors, the Metropolitan Academic Library has been plagued by lack of staff, space, and budget. In his second annual report, the library’s first director writes about the “space crunch” the library is having, and this was before the university officially opened to students. When the university did open, the library only had 37 full-time librarians and library staff, a paltry number by any standard. (Quote: 60) This lack of resources hampers the library in several ways. First, is what Rose told me, “You have to see how you can do lots of things with little resources.” (Quote: 61) This puts a tremendous strain on the librarians and staff to find ways to do their jobs and meet the needs of the students, faculty, and staff without adequate tools. The first director wrote, “The physical and mental hardships endured by the staff presented a dangerous problem that might not have been overcome by less dedicated people.” (Quote: 62)

These hardships can sometimes lead to fighting amongst the various groups in the library over the scarce resources. As Rose said, “I think when everybody is not stressed because there’s enough people and there’s enough money to do what’s necessary. I think people get along better.” (Quote: 63) It also means not doing things that should be done because just doing the basics of the job can be overwhelming. Elise, like many librarians, reads the literature to stay informed of new developments in the fields, but she has a hard time keeping up:

I think we’re very understaffed, so I do not have the time to do the things I enjoy. We have what I consider a very small staff for all the responsibility we have and the duties, so it doesn’t give me time to read more about what others are doing with this area.

(Quote: 64)

Any new services must either be put on hold or take the place of an existing service because of the current budget and staffing limitation. Space is also a problem; the library does not have enough shelves for the books and room for the shelves. This frustrates many because, Regina stated, “We can’t do all that is expected of us, and we certainly can’t do all of what we need to do.” (Quote: 65) Helen added, “It’s frustrating to know that we could be doing so much more if we had a better budget environment.” (Quote: 66)

Rose stated the problem very succinctly, “All my colleagues are tired and overworked.” (Quote: 67)

### Becoming

The Metropolitan Academic Library places a great deal of importance on its people, and few, if any, divides seem to exist in the library. The expansion of the building physically



separated those in the library, and brought about some changes in the frequency and intensity of the interactions amongst the librarians and LTAs. This was exacerbated by the previous director's encouragement and development of silos within the library. It seems only through the dedication of those "old-timers," the ones who have worked in the library multiple decades, the emphasis on people and group cohesion survived. Although some bemoan the loss of intimacy among those in the library, a good foundation for group cohesion still exists, but, in truth, it needs to be reinforced before it starts to crack. The coming together of the librarians and LTAs is one way to reinforce the foundation, and the Christmas party is a ritual which achieves just that. The heroes of the origin and renovation sagas provide examples for how to not only endure hardship and troubles, but emerge from them as a better organization. The new heroes will be those who help move the library forward to achieve greatness, while also nurturing the cohesion and solidarity of those within the library. The librarians and LTAs have done an excellent job of defining the boundaries between the two, without creating a hierarchy. However, some discrepancies do exist between the answers to the Martin Culture Survey and what I was told during my visit to the library. A full 69% of respondents did not think the work done by LTAs is considered equal to that of the librarians, and 55% disagree with the notion all departments are treated equally and 50% disagree everyone in the library is treated equally. This could be because of practices under the previous administration where rigid silos were enforced and a lack of transparency in resource allocation led to accusations of favoritism. The scarcity of resources the library has endured places a great deal of strain on those within the library, and threatens its group cohesion and identity. Scarce resources also make it difficult to reward people for their hard work.

The interviews and observations paint a much stronger picture of internal integration than the results of the Martin Culture Survey; the library seems to have a much higher rate of internal integration than the survey results presented. The library appears to becoming the people centered organization it once was which will be helped by the library also becoming a better funded organization.

### Conclusion

In this chapter, I discussed the Metropolitan Academic Library's assumptions about internal integration; specifically, its people, the boundaries that separate librarians from LTAs, the library itself, and the lack of staff, budget, and space. I also told the library's origin saga, and described its annual Christmas party as an example of a ritual. In order to better understand decision making in the Metropolitan Academic Library, chapter Seven will define the Metropolitan Academic Library's assumptions about the nature of truth and reality.

## **CHAPTER SEVEN: ASSUMPTIONS ABOUT THE NATURE OF TRUTH AND REALITY**

### Introduction

In this chapter, I discuss the Metropolitan Academic Library's assumptions about the nature of truth and reality. This level of Schein's cultural assumptions defines how an organization makes decisions. As such, I discuss the library's previous director, current dean, and the change taking place in the library which is inexorably changing the reality of all those in the library. I also write about the symbolic nature of the coffee shop inside the Metropolitan Academic Library.

### The Previous Director

In order to better understand the dean, her situation, and the library's reaction to her, I thought it best to include some information about the previous library director who served in that position at the Metropolitan Academic Library for over 20 years. For clarification, the current dean holds the same position as the previous library director; the only difference is the change in title.

Reference librarian Dani described the previous director as a "kind of old-school...fairly autocratic director." (Quote: 68) Several other people with whom I spoke mentioned the previous director had a top-down approach to management. He and his associate directors (ADs) would make a decision, and then tell everyone in the library what was going to happen. Not surprisingly, when the building renovation was complete, he decided to house his office on the very top floor. He also liked to play favorites with departments, especially when it came to funding. Also not surprising, his administration was not very transparent when it came to how it made budget, or any other kind of, decisions.

The previous director was also very hands-off. This hands-off approach to management could be both a blessing and a curse. The hands-off style was beneficial when it allowed the librarians and LTAs to do as they saw fit, but it could be unfortunate when you really wanted him to take an interest in what you were doing. Helena explains, “There were other times that you wanted him to be more interested or more part of what you were doing...you couldn’t describe or tell him what sort of thing you were doing because he wouldn’t understand.” (Quote: 69) This hands-off approach also applied to any conflict or problems in the library. He would never intervene to solve any problems, unless it was absolutely necessary. Neither would he advocate for the library. He willingly gave away space in the library to other departments, and, on occasion, gave away faculty and staff lines to other colleges.

Cathy told me, “The previous director didn’t like to create many waves so people were used to things being a certain way and not changing too fast.” (Quote: 70) The phrase “did not like to create waves” was also used by Grace to describe the previous director. (Quote: 71) The few changes which occurred in the Metropolitan Academic Library under his watch were either extremely minimal (i.e. creating new titles to keep up with the times) or required (i.e. statewide implementation of a new library management system). Change was so uncommon the Acquisitions Department, until the dean took over, was still sending its orders through the postal system. While I was reviewing the library’s past annual reports, I noticed the reports produced during this director’s tenure rarely changed at all. They looked the same and contained almost the same content; only the dates on the cover ever seemed to change. Moving very quickly from such a static environment to one where change is front and center, can be very daunting.

### The Dean

The Metropolitan Academic Library, a few years prior to this study, welcomed a new dean. The transition was rough. The previous director had been in place for over 20 years, and when he departed, the three associate directors were appointed as a three-way interim director. This arrangement caused more problems than it solved, and when the new dean arrived much of the library was in a barely controlled state of chaos. The dean's task was daunting. She had to rapidly move a library which had hardly undergone any change at all in the preceding two decades into the present and prepare it for the future. She also had to learn about her new library, and let the new library learn about her.

The dean is a very hands-on manager. Elise told me, "She's involved in everything that's going on." (Quote: 72) This created some problems at first. Dani explained to me, "Her first year here was rough because she probably was breathing down too many necks for too many people's comfort level." (Quote: 73) To the dean, this level of involvement was necessary in order to understand how the library was operating, what worked and what did not work, and what needed to be changed. To many other people, it was a very different approach than the previous director, and some took it to be micromanaging on the dean's part.

The dean is also very accessible. She attends every faculty meeting and gives a report, as well as sending out e-mails keeping everyone up-to-date. The dean met with everyone in the library when she first started working for the Metropolitan Academic Library as a way to get to know everyone and encourage them to share with her. Sadly, most of the librarians and library staff thought they were in trouble; no one was called to the previous director's office unless it was to be dressed down. She instituted an open door policy which is popular among the

librarians and LTAs. Elise described to me how she views the open door policy, “I feel that I can go to any of the upper administrators...and can talk through problems or present issues.” (Quote: 74) The staff especially love it; it appears they had no voice under the previous director, but now the dean or one of her associate deans (AD) meets with them on a regular basis to discuss issues and concerns (or sometimes what they did on vacation). It is also not uncommon to see her walking around the building, talking to people and asking them questions.

The dean’s accessibility goes hand-in-hand with her policy of openness. The dean and other administrators are being very open about how resources are allocated and budget decisions made. She has also tried to make the library less hierarchical. For the first time anyone can remember, department heads are allowed to make their own decisions and own them, for better or worse. This also means the librarians and library staff are free to collaborate with one another and move ahead with project ideas. The dean is trying to create a more bottom-up style of management in the Metropolitan Academic Library. However, the new approach is still very difficult for some to accept. It could be because they do not want the responsibility of making decisions, or they are more attuned to the style of the previous director.

All of the interview participants gave credit to the dean for trying, even though not everything she has tried has worked. However, she is trying to change and better the library, and also trying to change and better herself. Every year the librarians anonymously evaluate the dean, and her first year’s evaluations were dismal, but she has tried to improve her weak spots, especially communication. Regina told me the library is “lucky with the dean that we have.” (Quote: 75) Everyone to whom I spoke, enjoys working with the dean, even if they do feel

micromanaged at times. Leona stated the thing she likes best about the Metropolitan Academic Library is the opportunity to work with the dean who is very “forward thinking and extremely energetic.” (Quote: 76)

The dean and the rest of the administration is working hard to build relationships with the librarians and paraprofessional staff. Rose told me one of her favorite qualities about the dean is “when you do have her attention, you have her attention.” (Quote: 77) The relationship is not the best it could be, and the dean realizes this and is trying hard to improve the relationship. Leona was adamant in hoping “the librarians give the dean a chance.” (Quote: 78) It seems the librarians, and again only a handful, are the major obstacle the dean faces. For whatever reason, they are resistant to change in general, they feel like they have no input, they are mistrustful of the administration, or they are just plain stubborn (I heard them all), the librarians are the ones who are most hesitant to share the dean’s vision. Just about everyone to whom I spoke also recognized it is a tough time and situation for the dean. At least three straight years of budget cuts on top of a shrinking staff and growing student population, makes for difficult decisions. It can also make it difficult to implement change.

The dean values the people in the library, and is also very supportive. Rose characterized the dean as saying, “So what do you need to do? Go ahead and do them.” (Quote: 79) Helena was thankful for all the support the librarians get to go to conferences put on by professional organizations like the American Library Association (Quote: 80), and Grace described the dean as a person who goes “way out of her way to get us equipment, to get us a better working environment.” (Quote: 81)

The dean is a strong advocate for the library. She is constantly engaging in outreach with various units across campus, explaining what the library can do for them. She is also fighting to get back the space the library lost under the previous director (total loss was 1 ½ floors), and to increase funding and staffing for the Metropolitan Academic Library. Overall, the dean wants to raise the visibility of the library. Helen from administration told me under the old director the library was “an after thought...an old fashioned library.” (Quote: 82)

In my conversation with the dean, she told me she moved into administration because she could have “an impact on people’s work lives. And to see them grow and develop.” (Quote: 83) This passion for having an impact is also something she looks for in a librarian. She wants a librarian who has a “passion for the impact we can have on the students and the faculty.” (Quote: 84) Here is how she described her management style:

I would describe it as collaborative. I would describe it as empowerment. I’m a firm believer in the servant leader where my job is to really facilitate the work of everybody else in the organization, make sure that they have the resources and the materials that they need and that there aren’t obstacles in their way to move forward. So, the work that I do is really tied to helping things succeed on the front lines where the actual work is getting done. So that’s what I do, the philosophy of how I work. But, I also find that hands on work and getting in there with people and working in that collaborative way is also an important part of what I do, and not being hands off and up there in the ivory tower but really being engaged with the work that happens. Sometimes also described as micromanaging, but I wouldn’t describe it that way. (Quote: 85)



When I asked her what kind of culture she would like for the Metropolitan Academic Library to have, she replied:

I would love to see a culture of creativity and entrepreneurship, and a culture where everybody has the resources they need to go do, to look for what's next. And a culture of excellence where we provide top quality service and are respected by the faculty for what we bring to the table. (Quote: 86)

#### Symbol: Visible Non-Visibility

As was mentioned earlier, the Metropolitan Academic Library sits at the center of its campus, and is the tallest building. It is visible from all over campus, and extremely easy to find. However, the visibility of the entity that is the library has historically been very low. Nothing is a better symbol for this than the coffee shop located at the entrance of the library. Upon first entering the library, I was not sure where I was; all I could see was the coffee shop and no signs indicating I was in the library. I will let Regina tell the tale of the coffee shop:

It's [the coffee shop]. If there is anything that is a symbol that we dislike. Because [the coffee shop] came in without us and it came in and became such a presence that it both physically and psychologically blocked the library .... It also blocks visually the entrance to the library.... But I think as a symbol...it represents to us...the fact that the administration did it and didn't think of the library when they were doing it. (Quote: 87)

So the coffee shop is a symbol of all that the library is trying to change: low visibility, top-down management, and lack of advocacy from the administration. It may seem strange to write about a "negative symbol," but I believe the coffee shop can be a symbol around which the

librarians and library staff rally. It is a daily reminder of the need to move forward, change, and raise awareness across campus, or risk losing the library completely, one square foot at a time.

### Change

With all that has been happening with the Metropolitan Academic Library's administration, change, not surprisingly, was an ever-present theme in the interviews I conducted. Five of the nine participants mentioned flexibility as a quality they would want in a colleague. This is an important trait for any librarian to have since the day-to-day activities and tasks of a librarian or library staff member changes. Reference questions can be about engineering standards one minute and art history the next. In Technical Services, serial titles change frequently, and processes are constantly evolving. And, of course, the dean is embarking on a change campaign for the library. At the outset, the dean assured everyone she would not undertake change for the sake of change; rather, she would take time to learn how the library works and what needs to be changed. For an organization that has been so stagnant for so long, this type of shake-up can be very beneficial. The way Helena explained it, "Sometimes...we get set in our ways and we don't realize that there are better ways to do things. We have been doing it year after year and, 'Why do you do that?' Because we've always done it." (Quote: 88)

Not only is the library changing, but the profession of librarianship is as well. Dani recalls the dean telling the librarians, "We have to change our structure before someone changes it for us...if people aren't coming to use us, then people could say why do we need the library on campus?" (Quote: 89) The move to an electronic environment makes many question the need of a physical library; it also strikes at the heart of some core values for librarians. Books and other documents in the physical environment are important for many librarians, and the rapid move

away from them have left many in the profession disheartened and disgruntled. Helen was able to describe this mindset, “So it’s not only let’s change, but it’s change and give up everything that was important to us because nobody else cares about it anymore.” (Quote: 90) Higher education is also changing, and the Metropolitan Academic Library also feels pressure from the university administration to become more research focused while at the same time implementing more services for students.

Change implementation has not been easy. For some in the library, a backlash to change is almost instinctive, part and parcel of who they are. For others, the resistance to change may be more a stance against the dean than anything else. These resisters are few in number, but they are a vocal lot with, as Leona puts, a “venue.” (Quote: 91) Regina believes for the library to move forward and really flourish, those whose first reaction to change is negative “either need to change the mind or change the individual.” (Quote: 92) At the very least, Regina thinks, they could just give the change some time to develop and see what happens; the change might actually work for the better. (Quote: 93) Leona agrees, stating the negativity, while only from a few, holds everyone back. She told me, “The hardest part for me is the negativity and trying to get people to open their minds, to say we can go in a different direction.” (Quote: 94) It can also be difficult for a new dean to gain the trust of the employees, and change requires trust. The dean admits her schedule of change is aggressive which leaves little time for her to gain the trust of those in the library. Change also brings about turnover in personnel. All of the former ADs left, and some librarians have left as well. With so many budget constraints and a hiring freeze in place, replacing those who have left is difficult. This adds to the strain and stress felt by the librarians and LTAs, making it more difficult for them to adapt to and support change. But many

are encouraged by the change; they see what is happening, see the successes and think it can work.

Not surprisingly, with all the change happening in the Metropolitan Academic Library, a great emphasis is placed on learning. The library provides a “tremendous amount of training,” (Quote: 95) and recently the administration started a professional development day where all library employees attend a day long training seminar. Most of the interview participants mentioned inquisitiveness, curiosity, or willingness to learn as an important trait for a colleague to have. Regina cites librarianship as “the only profession...you get paid to learn.” (Quote: 96) And when anyone asks if she finds library work boring, Grace always replies, “No. Because I learned a lot throughout the years. Learned a lot.” (Quote: 97)

### Becoming

The dean of the Metropolitan Academic Library is in an unenviable position. In a short amount of time since becoming dean, she has set about to completely transform the library. Under any circumstances this would be difficult, but her situation has several added layers of complexity. So much needs to be done in such a short time, she has not had much chance to gain the trust of the librarians and LTAs in the library. The budget situation is terrible, and that adds pressure and strain on any situation. Most importantly, the Metropolitan Academic Library rarely underwent any change over the past 20 years; this does not make for fertile ground in which to plant the seeds of change. The previous administration’s management style may explain why 80% of respondents to the Martin Culture Survey thought decision making power is concentrated in the library’s administration. However, the dean is valiantly trying by embracing the people of the library, understanding their differences, and working with them. Her open door policy and

bottom-up decision making style are two big efforts to embrace the people of the library while also changing how things are done in the library. This is reflected in the fact 50% of respondents to the survey agreed they have input in the decisions made in the library, and, maybe most importantly, 63% of survey respondents think the library administration has a good relationship with the rest of the library.

Because of the change instituted by the dean, and her advocacy for the library, the Metropolitan Academic Library is in the process of becoming a stronger entity on campus, the crossroads the dean envisions for the library. It is also becoming a non-hierarchical organization which is ready to meet whatever challenges the future may bring. The library is at a pivotal point in its history, and the dean plays a crucial role. If she is successful in her transformation of the Metropolitan Academic Library, then she will be remembered as a hero in the library's continuing saga. However, if she were to fail, then she would be the main character in a cautionary tale against change.

#### Conclusion

In chapter seven, I discussed the Metropolitan Academic Library's assumptions about the nature of truth and reality. Specifically, I discussed the library's previous director, current dean, and the many changes happening at the library. I also talked about the symbolic nature of the coffee shop inside the library. Chapter Eight will cover Metropolitan Academic Library's assumptions about the nature of time and space.

## **CHAPTER EIGHT: ASSUMPTIONS ABOUT THE NATURE OF TIME AND SPACE**

### Introduction

In this chapter, I discuss the Metropolitan Academic Library's perception of time as it relates to meetings, the ritual aspects of meetings, and describe the physical appearance of the library. These concepts define the fourth level of Schein's cultural assumptions: assumptions about the nature of time and space.

### Historical Time

This chapter focuses on the use of "current time" in the Metropolitan Academic Library; specifically, whether meetings start on time and make good use of everyone's time. However, time also has an historic component as well. An organization with a strong sense of historical time knows its history and understands its present standing is the action of its past, but is not so wedded to the past it can not move forward. The Metropolitan Academic Library is filled with people who know the library's past, but, from my observation, seem to rarely share it. I think it is a shame the library has so many stories, but so few people telling them. It is my hope the library starts telling its stories so they can be passed on to new librarians and LTAs who can continue to respect the past and what it means.

### Meetings

Finding someone, anyone, who enjoys going to meetings is difficult. The librarians and library staff at the Metropolitan Academic Library are no exception. Here is Helena describing what she dislikes most about working at the library, "I think the worst part is the amount of time we have to spend in meetings." (Quote: 98) Just about everyone with whom I spoke, mentioned meetings as the one thing they disliked (Grace, to her credit, really dislikes keeping statistics).

Interestingly, no one could ever quite paint the same picture of the meetings held in the library. Rose was adamant the meetings were simply reporting meetings, and, as such, wasted everyone's time. In regards to coming to meetings, she told the dean, "I'm done." (Quote: 99) Rose thinks sending e-mails with the information they would report at the meeting would be a better use of time. Elise, on the other hand, attends meetings which go on, seemingly, forever because of their non-stop discussion; one topic always seems to lead to another. (Quote: 100) Somewhere in the middle, Helena told me the meetings she attends are a mix of reporting and discussion, and she showed especial disdain for the discussion meetings which, echoing Elise's statements, always seems to go on with no end in sight. The differences could very well be chalked up to the fact all three of these women attend different meetings; they are, after all, in different departments. However, I would have to imagine they attend some of the same library wide meetings, but everyone's perception is their reality.

While I was on-site at the Metropolitan Academic Library, I attended a meeting of department heads. It should be noted, under the old director the department heads never met as a group without him present. I arrived, as is my custom, five minutes before the start of the meeting, only to find no one yet in the room. Everyone trickled in right around 3:00, the scheduled start time, and after everyone exchanged some pleasantries, the meeting started about five minutes past the hour. The conference room in which the meeting was held was gorgeous: new furniture, comfortable tables, a flat screen polycom on two opposite walls, and a beautiful view of the campus. The first part of the meeting was reporting, and during this time I witnessed an event that really illustrates how the people of the Metropolitan Academic Library care about each other. The head of Special Collections had been and would continue to be in and out of the

office on sick leave, and one of the LTAs in the department was leaving in a few days time for 3 months; this would bring an already thinly staffed department to critical mass. However, the head of Resource Development, an understaffed department itself, chimed in and offered the assistance of her staff to Special Collections, and the other department heads quickly joined in. This display of selfless behavior was great to witness.

The discussion part of the meeting started, and that was when I began to understand Helena's and Elise's complaints about discussions at meetings. The discussion did go on and on, and, at one point, it veered off-topic and took a slow, meandering path back to relevancy. However, the discussion was not in vain as those in attendance did make a decision on the discussion topic. The meeting ended about 4:20, and, all-in-all, it was a good, productive meeting. Everyone was friendly with each other, joking and laughing, but they still got the work done they needed to get done.

#### Ritual: Meetings

Everyone with whom I spoke about meetings, whether they liked them or not, all told me the meetings have a special social element to them. As Rose told me, "You get to see people that you work with all time, but you might not see all the time." (Quote: 101) Helena agreed meetings give everyone a "chance to socialize." (Quote: 102) At the last library faculty meeting of the year, the chair of the meeting brings snacks, and everyone eats, drinks, and catches up with old friends in different departments. Because of the emphasis on people, and especially "coming together," the meetings have taken on a latent socializing function. For this reason, I think the meetings held throughout the Metropolitan Academic Library are an important ritual for those



who attend. Meetings give them a chance to come together with the people they may not see very often and helps forge bonds amongst those in the library.

#### Ritual: Staff Development Day

Another ritual at the Metropolitan Academic Library was only in its infancy, but was already well liked and talked about among both the librarians and LTAs: staff development day. This new ritual was instituted by the dean when she arrived. One day of the year, usually during intersession, the library closes down and all the librarians and library staff attend a day-long training session, in a nice venue on campus. The staff development day works on several levels. One, it provides the attendees with some much needed continuing education; the topic of the last staff development day was communication. Two, it serves the same social function as the regular meetings. Three, and maybe most important, it gives the librarians and library staff a chance to participate in the decision making process by deciding what the topic will be. This helps create the bottom-up environment the dean would like in the library.

#### Physical Space

I described the physical space in some detail in Chapter Three, and, therefore, will not go into much detail here. I would, however, like to mention a couple of points about the use of space in and physical appearance of the Metropolitan Academic Library. Office space appears to be assigned on a hierarchical basis; administration is on the top floor with the biggest offices and best views; the longer serving members of reference have the offices with an outside window; the LTAs are all in cubicles. This is almost certainly a holdover from the previous administration, and I would be interested to see, if space could all be reassigned, how the current

dean would arrange everyone, and, maybe more importantly, how everyone would want to be arranged.

As was mentioned in Chapter Three, the library's interior walls are painted grey with blue trim. My first impression of the interior of the library was how neat, clean, and orderly it was. (Academic libraries, despite their purpose and mission, are not all that orderly and rarely clean.) If truth be told, I quite liked the grey and blue color scheme; I found it simple and understated. However, several people told me the grey walls made them feel more like they were working in a building specializing in electroshock therapy rather than books and journals. They felt the grey was too dreary and drab, and it very well may have been selected for its calming, almost sleep-inducing, effect. One person told me she keeps threatening to re-paint her office in bright colors. Upon further reflection, I still like the grey and blue color scheme, but do concede its similarity to the colors of a mental ward. What does strike me as odd is the choice of such understated colors in a bustling, urban location, home to so many colorful cultures and ethnic groups. It seems in sharp contrast to the colors found around the campus and city at large.

#### Becoming

Meetings in the library have a latent social function, but under the dean have now gained a manifest function of decision making. The use of physical space in the library is most likely a vestige of the previous hierarchical administration. The Metropolitan Academic Library is becoming an organization where meetings are used more for decision making than reporting. This is another example of the library becoming more bottom-up in its decision making and power structure.

### Conclusion

I discussed the concept of time in the Metropolitan Academic Library, mainly as it relates to meetings, and the ritual aspects of those meetings. I also described the physical appearance of the Metropolitan Academic Library and how space is used. Chapter Nine will describe the assumptions about the nature of human, nature, activity, and relationships, the fifth and final level of Schein's cultural assumptions.

## **CHAPTER NINE: ASSUMPTIONS ABOUT THE NATURE OF HUMAN NATURE, ACTIVITY, AND RELATIONSHIPS**

### Introduction

In this chapter, I discuss the Metropolitan Academic Library's assumptions about the nature of human nature, activity, and relationships, and I focus mainly on human nature (what makes a good librarian) and activities (what should librarians be doing). I also explain the symbolic value of the reference desk.

### Variety and Freedom

The librarians and LTAs to whom I spoke love the variety in their jobs. Many remarked they rarely ever do the same thing from one day to the next. This is especially true at the reference desk where questions can vary greatly in their complexity and subject matter. Her experiences at the reference desk have taught Rose she never knows “what’s going to hit you out there.” (Quote: 103) As a reference librarian she finds herself helping “people who are doing their dissertations and help[ing] folks who are just starting out.” (Quote: 104) These variety of duties and responsibilities makes working at the Metropolitan Academic Library a “challenge” (Quote: 105) for Leona, and means her job is “never boring.” (Quote: 106) Cathy likes how “everyday is different” (Quote: 107) for her, and thinks a librarian needs to be able to be “many different things.” (Quote: 108) Variety of work also applies to Technical Services where Grace says she is not “doing the same thing every day.” (Quote: 109) Helen summed up life in the Metropolitan Academic Library nicely, “I love that it’s hardly the same thing from one day to the next, and that there’s always something exciting happening just around the corner.” (Quote: 110)

Freedom is another important aspect of the jobs at the Metropolitan Academic Library. Rose feels librarians are “allowed to do what [they] want.” (Quote: 111) If a librarian or LTA

sees a chance to offer a new service or form some relationships in the university community, administration does not stand in his/her way. Many remarked on how supportive administration is and how little bureaucracy exists in the library, at least relative to other places. The administration is trying to increase freedom by having the librarians and paraprofessional staff participate in decision making, and the librarians are working on improving their governance procedures. However, some in the library think they may have lost some independence. Because the dean is hands-on, when she arrived, she learned how all the departments operated, and made suggestions for change. During some of these changes, the cataloging department, for efficiency reasons, was forced to stop performing certain functions. Whether the changes and subsequent results were beneficial or not, cataloging was a little disgruntled at having to stop doing certain things.

#### Passionate about the Profession

At a very young age, Dani felt the calling to become a librarian. She has always enjoyed her work, and still does; she considers herself lucky to have done what she's done all her life. She, like many others in this study, spoke about their passion for the profession. Rose thinks it is important for a librarian to find the work "exciting," (Quote: 112) and Dani thinks "enthusiasm" (Quote: 113) is an important component of a librarian. Because she loves so much about the profession, Cathy had a difficult time only naming the top things she loves. (Quote: 114) Helen thinks a librarian must have "the passion and dedication for what underlies everything that we do." (Quote: 115) Without much arm twisting, Regina told me of her job, "Yeah. It's fun. I have to admit." (Quote: 116)

Some of the librarians, like Elise, started out as LTAs in other libraries. They loved working in the library so much, they decided to pursue their Master's in Library Science (MLS) in order to learn more about the profession. The MLS has come under fire by some in the profession. As more and more LTAs perform work once reserved for librarians, some have started questioning the need for the degree. The librarians at the Metropolitan Academic Library did a wonderful job of explaining to me the main focus of a librarian's job should be the big picture of the library and profession, and the foundations for being able to see the picture are laid in library school. A LTA who may have years of experience might very well lack that broad understanding of the library. Also, attending graduate school brings students in to contact with new technology, and teaches them about research. The MLS is important for working in Technical Services because one learns about "the theories of how and why we do [our job]." (Quote: 117) Elise explained the MLS is important because:

When you go to library school and you have to do all those hours of reading and you that strong base and all those papers you have to write and just understanding the culture of the library and what it's supposed to be. (Quote: 118)

Meeting and talking with all of these passionate, dedicated librarians, helped to reinforce my decision to leave librarianship. I started this program of study as a way to find a new career path. While I think libraries and librarians are valuable, I just simply did not feel the passion for the profession like so many other librarians I knew. This research has helped to strengthen my decision to find my passion and enthusiasm in another profession besides librarianship.

### Service

Service is an integral part of librarianship; many would say it is a core value of the profession. Helping those who use the library, the library patrons, to find what they need to meet their research needs is one of the great thrills of a librarian. Academic libraries serve several distinct groups: students, faculty, and staff of the university. (I do recognize other user groups exist, but for the purposes of this study, I will limit the discussion to students, faculty, and staff.) The librarians and LTAs of the Metropolitan Academic Library take the job of serving their patron base very seriously. Rose thinks the “[reference] desk is the number one priority.” (Quote: 119) And she was adamant the rest of the Reference Department feels the same way:

“We all really value that desk and what happens at it. We don’t take that lightly. I do think that everybody feels a real strong commitment to serving the students, to serving the user group. So I think that keeps people together.” (Quote: 120)

The feeling is not confined to just the Reference Department. Working in Technical Services, Helena rarely, if ever, interacts with the library patrons; however, she strongly believes “our job is to help the people find whatever they need in the collection.” (Quote: 121) She sees her work in Technical Services as an extension of the Reference Department; without a good Acquisitions Department, the library will not have what the patron needs; without a good Cataloging Department, the Reference Department can not find what the patron needs. The explosion of digital and full-text online sources, makes the life of the patron easier in many ways. However, the patron may access online sources in a myriad of ways. Good cataloging makes it easier for the reference librarian to show the patron where to access a needed resource.

Dani wants a colleague who is “comfortable working with faculty and with students.” (Quote: 122) She thinks it is important for the librarians at the Metropolitan Academic Library to have a “user-centered point of view,” (Quote: 123) no matter in which department they work. This is important to Dani because she thinks high-quality service is “the strongest element you have to have anymore.” (Quote: 124) Students can choose to use a computer lab instead of the library to write their papers and create their presentations, and faculty can simply log-in from home to perform research, occasionally making a trip to the library to check out books when needed. This does not make for a thriving library. Creating a welcoming space filled with helpful and courteous librarians and staff, makes faculty, staff, and students want to come to the library and make use of the resources it offers. Cathy also thinks “a good librarian is someone who can...work with the students, somebody who can work with the faculty and provide the kind of guidance and assistance that they need.” (Quote: 125) According to Grace, the Metropolitan Academic Library has no shortage of people who provide great service. She told me she thinks everyone in the library is “willing to help” (Quote: 126) the patron, and they want the patron to walk away with a real feeling of “being served.” (Quote: 127) Regina illustrates this point when she told me what she likes most about the library “is really working with the students...and letting students know that the library is not a scary place.” (Quote: 128)

Of course, not everyone in the library is dedicated to enthusiastically serving the university community. Leona, a no-nonsense supervisor, was quick to point out how helpful many of the paraprofessional library staff are, but about the librarians remarked:



The librarians, there's a select few that unfortunately are not viewed in the most positive light. Unfortunately,...there's a select few that are a tad arrogant, self-absorbed. And they are helpful, and the students do see that they are very helpful, but sometimes it takes a little bit to get there. (Quote: 129)

The idea of some librarians having a negative attitude was supported by Dani who told me a few librarians in the Reference Department were not as service oriented as they should be (Quote: 130); however, these seem to be only a select few, and it would be a shame to let a few bad apples spoil the whole bunch. Everyone to whom I spoke, repeatedly emphasized the importance of service to the students, faculty, and staff of their university.

#### Diversity of People

In order to give great service, librarians and library staff must be able to work with people. Helen told me she looks for "people skills" in a colleague. She added:

"I have long since learned that you can train somebody to do some of the functional expertise and they can grow into many of our jobs, but it's how they interact with people, their ability to communicate...the soft skills that we really have." (Quote: 131)

Being able to work with people takes on an added weight in the Metropolitan Academic Library because of the diverse make-up of the students, faculty, and staff. The university is located in an area with large international populations, and the university community reflects this. Walking around campus can have an Old World feel to it; I sometimes felt as if I had been transported to a major city along the spice trade route where travelers from all over Europe, Asia, Africa, and the Middle East converged to do business. I heard several different languages being spoken, saw

many forms of dress, and smelled and tasted cuisine from several continents. All of these cultures and ethnicities can make providing quality reference a challenge. Cultural differences and language barriers can make communication difficult, and as Rose told me, “You’re interacting with other people’s...library experiences.” (Quote: 132) And with students from another country, one never knows what those experiences might be. Some international students might never have set foot in a free library before; either their country charges for library usage or simply does not have libraries. Those students have no idea the enormity of resources their library has for them to use, and trying to educate them is another layer of outreach and education the library must perform. Smaller details can also impede quality service. Rose told me a humorous story of finding an item in the catalog for a patron, giving the patron the call number, and then the patron telling her to get the item for him. Librarians consider this a very rude request; we help patrons find information, not pull the items for them. After counting to ten, Rose explained to the patron how to find the item on the shelf, and he was amazed he could actually go into the stacks and get the book. He came from a culture where all the libraries had closed stacks, where only librarians and library staff may get the materials from the shelf. (Quote: 133)

The library personnel are also very diverse. In addition to the added benefits of a diverse workplace, this makes the library a more appealing to place to the multicultural student body. This combination of an international staff, student body, and larger community lead to the name, Metropolitan Academic Library. It is a very metropolitan place to be. When asked the dean what she thinks made the library special, she answered:

The fact that we have a very diverse staff is unique for us, certainly the most diverse staff I've ever had the opportunity to work with. That we serve a very diverse student population where the students are, many are first generation college students, and many are relatively recently emigrated, their family or themselves have come in. (Quote: 134)

Sadly, librarianship is not a very diverse profession, so the Metropolitan Academic Library is very special in this regard.

#### Symbol: The Reference Desk

The focus on service makes the reference desk, the desk where reference librarians answer patron questions, an obvious symbol. To be honest, this is a generic symbol, applicable to all libraries. However, the reference desk at the Metropolitan Academic Library has an added symbolic value. Before the new dean arrived, the library had two public service desks; one was for Reference Department, the other for Government Documents; both were located on the same floor, and both were somewhat hidden from public view. When the dean arrived, she closed down both desks and created one combined desk located at the very entrance of the library. Therefore, I think the desk is symbolic of more than just service; it also represents the theme of coming together and is symbolic of the library's push for raised visibility across campus.

#### Becoming

The librarians and LTAs of the Metropolitan Academic Library value the variety and freedom that comes with their jobs. They also greatly value providing quality service to the students, faculty, and staff of the university. They have a passion for what they do, and the librarians have shaped their role in the library so they are now more concerned with the big pictures of the library, university, and profession. The results from the Martin Culture Survey

seem to support these findings. A full 60% and 54% of respondents agreed LTAs should perform reference and original cataloging respectively, and 70% of respondents agreed librarians should create scholarly material.

The Metropolitan Academic Library is becoming an organization which gives greater freedom to its members, but also the responsibility of owning their decisions and choices. The library is building upon the foundation of service already present with people who are passionate about and dedicated to what they do.

#### Conclusion

In this chapter, I discussed the Metropolitan Academic Library's assumptions about the nature of human nature, activities, and relationships; specifically, what qualities a librarian should have (human nature) and the activities in which they should engage (activities). I also explained the symbolic value of the reference desk. The next chapter, Chapter Ten, presents my conclusions.

## CHAPTER TEN: CONCLUSION

### Introduction

In this, the final chapter, I will answer the research questions, compare my findings with the studies conducted by Ostrow (1998) and Lee (2000), and talk about my journey to this point.

### A Brief Note about Triangulation

The results of the Martin Culture Survey, interviews, observations, and document analysis all seem to reinforce each other. A few discrepancies exist between the findings of the survey and the interviews, mostly as they related to librarian and LTA interaction. This could be due to the fact only one LTA would agree to be interviewed for my study. I think this is a result of the LTAs having no say under the previous administration. They have gained a voice under the new dean, but attitudes and perceptions take time to change. Also, they may feel less secure in their job status, and did not want to participate out of fear of possible negative consequences. Hearing from the students, faculty, and staff of the university would have added another layer of understanding of the culture of the Metropolitan Academic Library.

### Answering the Research Questions

In this section, I will answer each of the research questions. What I found in the Metropolitan Academic Library was different than what I had expected to find. My expectations fell more in line with the findings of Ostrow (1998) and Lee (2000) and my own personal experiences. However, as I explain in answering Research Question 1, the circumstances of the Metropolitan Academic Library have limited the growth of its culture.

Research Question 1: What is the primary culture of an academic library and how does this culture manifest itself?

The culture of the Metropolitan Academic Library is “in the process of becoming.” The present culture is not a deep nor rich culture for several reasons. The first is the previous library

director, who spent over 20 years in that position, never developed a real vision or mission for the library. During that time, the Metropolitan Academic Library operated on a day-to-day basis; the librarians, LTAs, and administration would come to work, do what they needed to do that day, go home, and come back the next day and do it all over. They never were working on something bigger than the day-to-day operations, and, therefore, never developed a complex culture. The second reason for the lack of depth in the culture is the scarcity of resources, especially people in the Metropolitan Academic Library. When I spoke with the dean, she told me she regrets the inability of the library to engage in group reflection whereby everyone sits down to think and talk about what the library is doing and where it is going. The librarians and LTAs are too few and simply do not have time for this kind of activity. This lack of reflection, of thinking about the meaning of actions, makes it difficult to develop the richness and textured layers of a meaningful culture. Now, that is not to say I did not find anything of cultural value, because I did. However, I think the culture I found needs cultivation in order to become the kind of intricate culture which penetrates all aspects of the organization. This is why I titled the dissertation “In the Process of Becoming.”

Present in the culture of the Metropolitan Academic Library is a value of campus engagement. This engagement takes various forms including serving on university committees, outreach to the university community, and strong advocacy by the dean. All of this helps to sustain the perception of the university’s positive image of the librarians and LTAs. These actions also help raise the visibility of the library on campus. Under the previous director, the library had a low visibility, and this is symbolically represented in the coffee shop situated at the entrance of the library. This symbol reminds the librarians and LTAs to work hard to become the

crossroads of the university or risk simply becoming irrelevant. Another shared value of the Metropolitan Academic Library is the respect for the diverse people and unique personalities throughout the organization. Because of the emphasis on people, the members of the library value and enjoy any event which brings people together. This can be seen in the ritual of the Christmas party and the latent social function present in meetings and staff development day.

Change is a main theme in the story of the library. The new dean came in with an agenda to move the library forward, to make it a vital and relevant part of the campus. Seemingly, almost every function and task of the library was studied, and what was found deficient in some way was changed. The change also incorporates how the library operates, with the dean trying to move to a more bottom-up decision making process. The Metropolitan Academic Library exists in a precarious state. An organization with a strong culture responds to external pressures and change much better than an organization with a weak culture. With all of the change currently happening in the library, the change happening in the profession and higher education, and the precarious budget situation, the library sits a critical juncture in its history. The library may emerge from its current state with a stronger, richer culture, or the library may its culture crumble into defeatism and low morale. If she can safely and effectively guide the library through its current change, then the current dean is in a position to become a hero in the saga of the Metropolitan Academic Library. However, if she were to fail, then she would become a cautionary tale of the dangers of change.

Service is another shared value of the Metropolitan Academic Library. No matter their department, the librarians and LTAs think service to the patron is their number one priority. This aligns with one of the core values of the mission of the modern academic library. Most

importantly, those who work in the Metropolitan Academic Library are passionate about what they do. The process of becoming may be a daunting journey, but the library origin and renovation sagas are inspirational to the travelers. They tell of a library which arose from humble beginnings, and the sacrifices made and hardships endured to become the tallest building on campus. This same hard work and effort will make the Metropolitan Academic Library a special place with a vibrant culture.

Research Question 2: What subculture(s) exists in an academic library and how does it manifest itself? How is the subculture(s) population defined?

I did not find any subcultures in the Metropolitan Academic Library. This may be due to the lack of depth in the primary culture, or from the observational window of time. I think it is due more to the former than to the later. The divisions between departments and units, like Public and Technical Services, do not exist in the Metropolitan Academic Library. However, some divide between the librarians and paraprofessional staff did exist. In order to determine the extent of this divide, more information from LTAs at the Metropolitan Academic Library is needed. The development of subcultures is also hindered by the same two concepts which hindered the growth of a primary culture: lack of an overarching vision and the lack of reflection.

Research Question 3: How is the relationship between members of an academic library (e.g. librarians and library staff) and the members of the university (e.g. faculty, staff, and administrators) defined?

The relationship between the members of the Metropolitan Academic Library and its university is a positive one. The librarians and LTAs think they are viewed positively by members of the university community. This is due to the campus engagement of the library members, including the advocacy of the dean, and the great service the librarian and LTAs offer their library patrons. The librarians with whom I spoke mostly agreed the librarians are not seen



as unequal to the teaching faculty, but just different; the roles and responsibilities of each group are different with no one being placed above another.

Research Question 4: How is the relationship among the various groups (e.g. Public Services librarian, Technical Services librarian, library staff, and administration) within an academic library defined?

The Metropolitan Academic Library values people. All the units, departments, and groups within the library seem to get along very well. Some did express a bit of mistrust in the administration, or the belief the administration could go about the implementation of change in a better way, but all with whom I spoke gave the dean credit for trying and working to improve her management style. All with whom I spoke were thrilled with the dean's advocacy for the library. The librarians and LTAs have a respectful relationship where the librarians have evolved to define themselves as more concerned about the big picture of the library and librarianship, with the day-to-day operations falling more to the LTAs.

#### Comparison of Findings

Ostrow (1998) studied the Minerva Library. She found a strong value of conformity in the library with any deviance from expected behavior not tolerated. The librarians felt themselves to be inferior to the teaching faculty, and defined themselves in opposition to the library administration, faculty, and university administration. The librarians used their status as faculty to their advantage while refusing to engage in the faculty activities like publishing or performing service. Throughout the library, poor performance and attitude were tolerated, and change came very slowly. Subcultures formed around the divisions between Public Services, Technical Services, new librarians, and veteran librarians.

Lee (2000) examined the culture of the New Millennium Library. She found a culture which relied heavily on consensus to make decisions. Poor performance was accepted, in part, because of the non-confrontational attitude throughout the library. Change in the library came very slowly, if at all, and the librarians felt inferior to the teaching faculty in the university. Subcultures were formed around Public Services, Technical Services, new hires, old hires, librarians, and paraprofessional staff.

The Metropolitan Academic Library's culture is very different, mostly due to its lack of depth. Because of the dean's mindset, change is happening very quickly when previously it never happened. Librarians do not feel inferior to the teaching faculty, just different, and think they are viewed positively within the university. In part, this comes from their willingness to engage the campus through university service. I could find no subcultures, most likely, because of the lack of deep primary culture and because of the emphasis the library places on its people and coming together. Those in the Metropolitan Academic Library also value the service they give to library patrons. From these findings, synthesizing any type of over-arching culture, no matter how rudimentary, for librarianship is difficult. However, this study might serve as an example of why it is important for a library to have a strong vision of what it wants to become. Without a vision, the library can grow stagnant, and either not develop a rich culture, or have the culture in place become dysfunctional.

#### The Researcher's Journey

I am exhausted. I started this process in August of 2006 when I took my first class, EDA 7101 "Organizational Theory in Education." Over the next 4 ½ years the program changed, the faculty members changed, and I changed, but I have arrived, standing, at the end. Performing

qualitative research was exciting, challenging, and very different than what many would think of as research. I have challenged myself in gathering and analyzing the data; I have never done anything like this before. As I mentioned earlier, the findings were completely different than what I expected. I thought I would find a culture with sharp divides between Public Services and Technical Services and between librarians and LTAs. I thought I would find a culture where librarians felt inferior to the teaching faculty, and maybe even had some resentment towards the library administration and university as a whole. But, instead, I found a culture which is in the process of becoming, and I think that makes it all the more exciting.

This experience has also validated my decision to leave librarianship. During my research and my career, I have met many people who were dedicated to and passionate about librarianship. While I always worked to the fullest of my capabilities, I never shared their enthusiasm for what we were doing as librarians. It is time for me to move on and find about what I am enthusiastic; let the librarians carry on with their mission. If nothing else, I learned a little about myself and those with whom I work everyday.

This was also a rewarding experience because I love learning (although I have not always loved school), and I love working in higher education; the doctorate is the ultimate degree in terms of both. To achieve what only about 1% of the United States population has achieved is an extremely gratifying and rewarding accomplishment. The accomplishment is also a very humbling experience in that I am a first generation in college student. In fact, I am the first person in my family to graduate high school. My father, a first generation American, wanted me to go to the Pinellas Technical Education Center to learn a trade like plumbing or carpentry. I felt

I have achieved far beyond what was expected of me, but I did not do it alone. I was helped greatly by the sacrifice and hard work of all those who came before me.

### Conclusion

In this chapter, I responded to each research question, compared my findings to those of other case studies, and wrote about my journey through the research process.

## **APPENDIX A: CONTACT LETTERS**

## First Contact

<Date>

Dear <Name>:

Within 7 days from now you will receive, by e-mail, a request to complete a brief questionnaire concerning important research I am conducting as a doctoral student at the University of Central Florida.

The research concerns the organizational culture of your academic library. The survey will be one part of the case study I am conducting in order to complete my dissertation.

I am writing to you today because many people like to know in advance when they will receive their questionnaire. This study is an extremely important one that will help me and the profession of academic librarianship better understand the organizational culture of academic libraries. Your input is highly valued and very important.

The e-mail request will come from the address [mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu). Please to do not delete this e-mail as spam, and remember to set the address as a “trusted” source so as to ensure it is not routed to the “Junk” folder.

Thank you for your time and consideration. The only way my research will be successful is through the help of generous people such as yourself.

Sincerely,

Jason Martin  
Associate Librarian

P.S.—Once again, the survey request will come from the e-mail address [mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu).

## Second Contact

<Date>

Dear <Name>:

Last week you received a letter asking you to participate in a research study I am conducting as a doctoral student at the University of Central Florida on the organizational culture of your academic library.

The URL for the questionnaire is: <http://library.ucf.edu/Surveys/Culture/Default.asp>

I am writing now to ask for your help in this very important study. Your participation is critical in helping to generate a better understanding of the organizational culture of your library, and of academic libraries in general.

So I kindly ask you to take a few moments to complete the linked questionnaire on the organizational culture of your library. The questionnaire will take approximately 10 minutes to complete.

All responses to this questionnaire are confidential. No respondents will be identified in any way in any of the study's reports. In order to take the survey, you will be asked to enter your e-mail address. This is for record keeping purposes only, and will not be attached to your completed questionnaire.

Further, please be assured that this is an academic study with no ties whatsoever to any corporations, businesses, or marketing efforts. This is a serious academic research study which, although your participation is voluntary, greatly needs your input.

If you have any questions or comments about this study, please contact Jason Martin by phone (407-823-2327) or e-mail ([mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu)).

Once again, thank you for your participation.

Sincerely,

Jason Martin  
Associate Librarian

P.S.— Once again, if you have any questions or comments about this study, please contact Jason Martin by phone (407-823-2327) or e-mail ([mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu)).

Third Contact

<Date>

Dear <Name>:

Last week a questionnaire seeking your input on the organizational culture of your library was e-mailed to you.

The URL for the questionnaire is: <http://library.ucf.edu/Surveys/Culture/Default.asp>

I want to thank you for taking the time to participate in this important study. If you have not yet had the time to complete the questionnaire, please do so today. I know you are busy, but your response is vital for the success of this study.

If you have any questions, please call me at 407-823-2327 or e-mail me at [mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu).

Once again, thank you for your participation.

Sincerely,

Jason Martin  
Associate Librarian



## Fourth Contact

<Date>

Dear <Name>:

Three weeks ago a questionnaire on the organizational culture of your library was e-mailed to you. I am writing to you today because I have yet to receive your completed questionnaire. It is crucial to my study that I receive your completed questionnaire.

The URL for the questionnaire is: <http://library.ucf.edu/Surveys/Culture/Default.asp>

The completed surveys I have received represent a variety of opinions. The more people in the library who complete the questionnaire, the more accurate and representative my results will be. To this end I have included the link to the questionnaire.

I would like to emphasize one point regarding my surveying procedures. In order to take the survey, you must enter your e-mail address. This is done to restrict who is allowed access to the survey, and to know who has completed the survey. Rest assured that your e-mail address is in no way linked to your questionnaire, and the list of e-mail addresses will be destroyed when the research study is complete. This means that no one can connect your completed survey to you. Ensuring your confidentiality is my number one priority.

In conclusion, please consider completing the questionnaire. It will take only 10 minutes of your time. If you would like a paper copy of the questionnaire instead, please call me 407-823-2327 or e-mail me [mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu). Once again thank you for your participation in this study.

Sincerely,

Jason Martin  
Associate Librarian

P.S.-- If you have any questions or comments about this study, please contact Jason Martin by phone (407-823-2327) or e-mail ([mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu)).

### Fifth Contact

<Date>

Dear <Name>:

During the past month I have mailed and e-mailed you several letters asking you to participate in an important research study I am conducting as a doctoral student at the University of Central Florida. The study's purpose is to better understand the organizational culture of your library, and academic libraries in general.

The URL for the questionnaire is: <http://library.ucf.edu/Surveys/Culture/Default.asp>

This study is coming to a close and this is my last attempt to hear from you. The success of my study depends on your input. Hearing from everyone in the library helps assure the accuracy of the study's results. Your experiences with regards to organizational culture of your library may differ from those who have already responded. By completing the questionnaire you can make a real difference in my study.

Once again thank you so much for your willingness to consider my last request to complete this questionnaire.

Sincerely,

Jason Martin  
Associate Librarian

P.S.-- If you have any questions or comments about this study, please contact Jason Martin by phone (407-823-2327) or e-mail ([mjmartin@mail.ucf.edu](mailto:mjmartin@mail.ucf.edu)).

## **APPENDIX B: STATEMENT OF CONFIDENTIALITY**

I, \_\_\_\_\_, transcriptionist, agree to maintain full confidentiality in regards to any and all audio recordings and documentation received from Michael Jason Martin related to his doctoral study on the Organizational Culture of an Academic Library. Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audio-recorded interviews, or in any associated documents.
2. To not make copies of any audio recordings or computerized files of the transcribed interview texts, unless specifically requested to do so by Michael Jason Martin.
3. To store all study-related audio recordings and materials in a safe, secure location as long as they are in my possession.
4. To return all audio recordings and study-related documents to Michael Jason Martin in a complete and timely manner.
5. To delete all electronic files containing study-related documents from my computer hard drive and any backup devices.

\_\_\_\_\_/\_\_\_\_\_  
Transcriptionist Date

\_\_\_\_\_/\_\_\_\_\_  
Principal Investigator Date

## **APPENDIX C: MARTIN CULTURE SURVEY**

Please select the choice that best describes your opinion to the statement give.

**START HERE**

1.) **Please select your library’s mission statement from the choices below.**

- Statement A
- Statement B
- Statement C
- I do not know my library’s mission statement

2.) **My library has well-defined goals.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

3.) **Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff).**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

4.) **Librarians and library staff interact well with members of the university.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

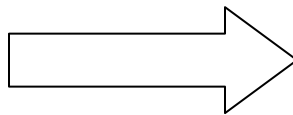
5.) **Decisions on promotion are made accurately and fairly.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

6.) **I am fairly compensated for my work.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
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CONTINUE HERE

**7.) Decision making power is concentrated in my library's administration.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

**8.) Decisions are made quickly and easily in my library.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

**9.) I have input on decision making in my library.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

**10.) My library places too much emphasis on consensus.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

**11.) Deadlines are strict in my library.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

**12.) In my library, meetings start on time.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

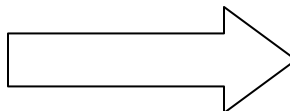
**13.) Working in an academic library is a low stress job.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

**14.) Generally, those within my library strive for excellence.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

CONTINUED ON PAGE THREE



CONTINUE HERE

15.) **Librarians are considered to be the equal of teaching faculty in my university.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

16.) **In my library, the work done by the library staff is considered equal to that of the librarians.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

17.) **Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

18.) **Non-librarians should answer reference questions.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

19.) **Non-librarians should perform original cataloging.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

20.) **Library administration has a good relationship with those who work in the library.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

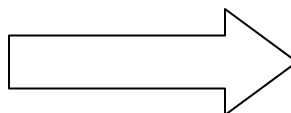
21.) **Generally, the people in my library get along very well with each other.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

22.) **All departments in my library are treated equally. No one department is considered better than another.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

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CONTINUE HERE

23.) **Everyone in my library is treated equally regardless if they are a librarian or library staff.**

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
-------------------	----------	-------	----------------	------------

24.) **Are you a**

- Professional Librarian
- Paraprofessional Library Staff

25.) **Do you work in**

- Public Services (Access Services/GIS/Government Documents/Reference/Special Collections)
- Technical Services (Cataloging/Resource Development)
- Administration
- Systems/Sound & Image Resources/Digital Collections
- Other \_\_\_\_\_

26.) **How long have you been at your library?**

Less Than 5 Years	6-10 Years	11-15 Years	More Than 15 Years
-------------------	------------	-------------	--------------------

**Comments**

--

THIS IS THE END OF THE SURVEY. THANK YOU FOR YOU TIME.

## **APPENDIX D: MARTIN CULTURE INTERVIEW GUIDE**

1.) Could you tell me a little bit about your background and how you came to work in a library? What made you decide to participate in this survey?

Explain: Organizational culture can be described as the shared values, assumptions, beliefs, and norms of an organization. These shared values, assumptions, beliefs, and norms find expression in symbols, rites and rituals, and sagas about the organization.

2.) What do you love about your job/being a librarian?

3.) What do you not love about your job/being a librarian?

4.) What are some things you find special about this library?

5.) How are librarians and library staff viewed in the university?

6.) When interviewing someone for a position what are qualities you would look for? What qualifications would the successful candidate have?

7.) What makes a good librarian or library staff? What qualities are important?

8.) What are your feelings on non-librarians performing work that was once reserved for librarians?

9.) How well do the departments in the library get along?

10.) What is the relationship like between administration and the rest of the library?

11.) I have to develop a pseudonym for the library. What do you think would make a good pseudonym for your library?

12.) Is there anything else you would like to add?

Note: Appendix C will be used to inform the interviews, and different questions may be used depending on the information the survey yields.

## **APPENDIX E: CODING SCHEME**

1	Personal/Value/Helping	31	Culture/Theme/Meetings
2	Culture/Value/Helping	32	Culture/Rituals/Combination Meetings
3	Culture/Value/People Skills	33	Culture/Theme/Separation in New Building
4	Culture/Value/Variety	34	Culture/Image/Librarians Not Equal
5	Culture/Value/Work Freedom	35	Culture/Image/Interaction with Campus
6	Culture/Value/Diversity	36	Culture/Value/Details
7	Culture/Image/Positive in University	37	Culture/Value/Standards and Rules
8	Culture/Value/Campus Engagement	38	Culture/Value/Multitasking
9	Culture/Value/Equality	39	Culture/Value/MLS
10	Culture/Theme/Scarce Resources	40	Culture/Theme/Administration's Relationship with Library is Bad
11	Culture/Value/Flexibility	41	Culture/Value/Do Not Trust Administration
12	Culture/Value/Team Player	42	Culture/Value/Communication
13	Culture/Value/Curious	43	Culture/Theme/Previous Director Hands Off
14	Culture/Value/Professional Engagement	44	Culture/Theme/Dean Hands On
15	Culture/Value/Passion for the Profession	45	Culture/Value/Independence From Administration
16	Culture/Value/Fun	46	Culture/Value/Dean is Accessible
17	Culture/Value/LTA Doing Librarian's Work is Good	47	Culture/Value/Change
18	Culture/Value/Librarian LTA Divide	48	Culture/Theme/Previous Director No Change
19	Culture/Value/Relationships in the Library	49	Culture/Value/Library is a Good Place
20	Culture/Theme/Administration Building Relationships	50	Culture/Value/Complaining
21	Culture/Theme/Dean is New	51	Culture/Value/Technology
22	Culture/Value/Administration is Supportive	52	Culture/Value/Training
23	Culture/Rituals/Holiday Party	53	Culture/Value/Financial Support Merge with #22
24	Culture/Value/Giving	54	Culture/Saga/Library Origins
25	Culture/Rituals/Development Day	55	Culture/Value/Enjoy Work
26	Culture/Rituals/Reporting Meetings	56	Culture/Value/Openness
27	Culture/Rituals/Social Meetings	57	Culture/Ritual/Dean Meets with Staff
28	Culture/Value/Access to Materials	58	Culture/Image/Librarian Work Not Understood
29	Culture/Value/People in Library	59	Culture/Image/Campus Engagement
30	Culture/Value/Hardworking Staff	60	Culture/Value/Learning

61	Culture/Value/Work Ethic	92	Culture/Value/Negativity
62	Culture/Value/Information	93	Culture/Value/Untrustworthiness
63	Culture/Theme/Administration's Relationship with Library is Good	94	Culture/Value/Potential of Library
64	Culture/Theme/Difference from Previous Director	95	Culture/Value/Newness of Library
65	Culture/Theme/Dean Micromanages	96	Culture/Image/Not Positive in University
66	Culture/Theme/Dean is Trying	97	Culture/Value/Open to Newness
67	Culture/Theme/Dean has Done Well	98	Culture/Value/Willingness to Change
68	Culture/Ritual/Discussion Meetings	99	Culture/Value/Adaptability
69	Culture/Value/Informality	100	Culture/Value/Different Perspective
70	Personal/Value/Books and Reading	101	Culture/Value/Cutting Edge
71	Culture/Value/Beaucracy	102	Culture/Value/Accountability
72	Culture/Value/Non-Hierarchical	103	Culture/Ritual/AD meets with Staff
73	Culture/Image/Librarians Equal	104	Culture/Ritual/Retirees Come Back to Visit
74	Culture/Value/Big Picture	105	Culture/Value/Family Atmosphere
75	Culture/Theme/Dean is Improving Herself	106	Culture/Value/Initiative
76	Culture/Theme/Dean is Questioning	107	Culture/Value/Challenge
77	Culture/Theme/Previous Director's Management Style	108	Culture/Value/Working with Faculty
78	Culture/Value/Advocacy	109	Culture/Value/Research
79	Culture/Symbol/Tallest Building	110	Culture/Value/Teaching
80	Culture/Saga/Building Renovation	111	Culture/Value/Innovation
81	Culture/Value/Coming Together	112	Culture/Theme/Difficult Time for Administration
82	Culture/Value/Library is Comfortable	113	Culture/Value/Decision Making
83	Culture/Theme/Reference is Negative	114	Culture/Value/Impact
84	Culture/Value/Working with Students	115	Culture/Theme/Dean's Management Style
85	Culture/Theme/Lack of Space	116	Culture/Value/Reflection
86	Culture/Value/Humor	117	Culture/Value/Vision Statement
87	Culture/Theme/Respect for Administration	118	Culture/Value/Digital Collections
88	Culture/Symbol/Starbucks	119	Culture/Value/Location
89	Culture/Symbol/Center of Campus	120	Culture/Value/Attitude
90	Culture/Value/Beauty	121	Culture/Symbol/Reference Desk
91	Personal/Value/Likes working with Dean		

## **APPENDIX F: IRB APPROVAL LETTER**



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

## Approval of Exempt Human Research

From: **UCF Institutional Review Board #1 FWA00000351, IRB00001138**

To: **Michael Jason Martin**

Date: **June 04, 2010**

Dear Researcher:

On 6/4/2010, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination

Project Title: The Organizational Culture of an Academic Library

Investigator: Michael Jason Martin

IRB Number: SBE-10-06959 Funding Agency: Grant Title: Research ID: NA

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Joseph Bielitzki, DVM, UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 06/04/2010 02:16:48 PM EDT

A handwritten signature in black ink that reads 'Joanne Muratori'.

IRB Coordinator



## **APPENDIX G: SURVEY RESULTS**

Table 10: Full Survey Results

All Participants

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

Assumptions about External Adaptation				
1.) Please select your library's mission statement from the choices below. (29 Total Responses)				
Incorrect 10% (3)	Correct 79% (23)	Incorrect 7% (2)	Did Not Know 3% (1)	
2.) My library has well-defined goals. (30 Total Responses)				
Strongly Disagree 10% (3)	Disagree 17% (5)	Agree 47% (14)	Strongly Agree 27% (8)	No Opinion 0
3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (30 Total Responses)				
Strongly Disagree 0	Disagree 3% (1)	Agree 63% (19)	Strongly Agree 30% (9)	No Opinion 3% (1)
4.) Librarians and library staff interact well with members of the university. (30 Total Responses)				
Strongly Disagree 0	Disagree 10% (3)	Agree 53% (16)	Strongly Agree 30% (9)	No Opinion 7% (2)
Assumptions about Internal Integration				
5.) Decisions on promotion are made accurately and fairly. (30 Total Responses)				
Strongly Disagree 7% (2)	Disagree 23% (7)	Agree 37% (11)	Strongly Agree 10% (3)	No Opinion 23% (7)
6.) I am fairly compensated for my work. (29 Total Responses)				
Strongly Disagree 17% (5)	Disagree 41% (12)	Agree 31% (9)	Strongly Agree 3% (1)	No Opinion 7% (2)

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Assumptions about the Nature of Truth and Reality

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7.) Decision making power is concentrated in my library's administration. (30 Total Responses)

Strongly Disagree 0	Disagree 17% (5)	Agree 47% (14)	Strongly Agree 33% (10)	No Opinion 3% (1)
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8.) Decisions are made quickly and easily in my library. (30 Total Responses)

Strongly Disagree 33% (10)	Disagree 53% (16)	Agree 0	Strongly Agree 7% (2)	No Opinion 7% (2)
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9.) I have input on decision making in my library. (30 Total Responses)

Strongly Disagree 17% (5)	Disagree 23% (7)	Agree 40% (12)	Strongly Agree 13% (4)	No Opinion 7% (2)
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10.) My library places too much emphasis on consensus. (29 Total Responses)

Strongly Disagree 17% (5)	Disagree 55% (16)	Agree 7% (2)	Strongly Agree 3% (1)	No Opinion 17% (5)
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Assumptions about Time and Space

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11.) Deadlines are strict in my library. (29 Total Responses)

Strongly Disagree 17% (5)	Disagree 52% (15)	Agree 17% (5)	Strongly Agree 3% (1)	No Opinion 10% (3)
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12.) In my library, meetings start on time. (30 Total Responses)

Strongly Disagree 3% (1)	Disagree 37% (11)	Agree 47% (14)	Strongly Agree 10% (3)	No Opinion 3% (1)
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Assumptions about the Nature of Human Nature, Activities, and Relationships

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13.) Working in an academic library is a low stress job. (30 Total Responses)

Strongly Disagree 27% (8)	Disagree 47% (14)	Agree 20% (6)	Strongly Agree 7% (2)	No Opinion 0
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14.) Generally, those within my library strive for excellence. (30 Total Responses)				
Strongly Disagree 3% (1)	Disagree 13% (4)	Agree 57% (17)	Strongly Agree 17% (5)	No Opinion 10% (3)
15.) Librarians are considered to be the equal of teaching faculty in my university. (30 Total Responses)				
Strongly Disagree 10% (3)	Disagree 60% (18)	Agree 7% (2)	Strongly Agree 7% (2)	No Opinion 17% (5)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (29 Total Responses)				
Strongly Disagree 17% (5)	Disagree 52% (15)	Agree 21% (6)	Strongly Agree 3% (1)	No Opinion 7% (2)
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (30 Total Responses)				
Strongly Disagree 3% (1)	Disagree 23% (7)	Agree 53% (16)	Strongly Agree 17% (5)	No Opinion 3% (1)
18.) Non-librarians should answer reference questions. (30 Total Responses)				
Strongly Disagree 7% (2)	Disagree 20% (6)	Agree 47% (14)	Strongly Agree 13% (4)	No Opinion 13% (4)
19.) Non-librarians should perform original cataloging. (30 Total Responses)				
Strongly Disagree 7% (2)	Disagree 30% (9)	Agree 47% (14)	Strongly Agree 7% (2)	No Opinion 10% (3)
20.) Library administration has a good relationship with those who work in the library. (30 Total Responses)				
Strongly Disagree 13% (4)	Disagree 20% (6)	Agree 60% (18)	Strongly Agree 3% (1)	No Opinion 3% (1)
21.) Generally the people in my library get along very well with each other. (30 Total Responses)				
Strongly Disagree 0	Disagree 13% (4)	Agree 70% (21)	Strongly Agree 7% (2)	No Opinion 10% (3)

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22.) All departments in my library are treated equally. No one department is considered better than another. (30 Total Responses)

Strongly Disagree 21% (6)	Disagree 34% (10)	Agree 31% (9)	Strongly Agree 7% (2)	No Opinion 10% (3)
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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (30 Total Responses)

Strongly Disagree 10% (3)	Disagree 40% (12)	Agree 33% (10)	Strongly Agree 7% (2)	No Opinion 10% (3)
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Demographics

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24.) Library Position (30 Total Responses)

Professional Librarian 47% (14)	Paraprofessional Library Staff 43% (13)	Other 10% (3)
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25.) Department (28 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/Special Collections) 50% (14)	Technical Services (Cataloging/Resource Development) 29% (8)	Administration 4% (1)	Systems/Sound & Image Resources/Digital Collections 7% (2)	Other 11% (3)
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26.) Length of Service (30 Total Responses)

Less than 5 Years 40% (12)	6-10 years 27% (8)	11-15 Years 13% (4)	More than 15 Years 20% (6)
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Table 11: Survey Results by Library Position

Librarian

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

Assumptions about External Adaptation				
1.) Please select your library's mission statement from the choices below. (14 Total Responses)				
Incorrect 7% (1)	Correct 93% (13)	Incorrect 0	Did Not Know 0	
2.) My library has well-defined goals. (14 Total Responses)				
Strongly Disagree 7% (1)	Disagree 29% (4)	Agree 36% (5)	Strongly Agree 29% (4)	No Opinion 0
3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (14 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 71% (10)	Strongly Agree 29% (4)	No Opinion 0
4.) Librarians and library staff interact well with members of the university. (14 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 64% (9)	Strongly Agree 29% (4)	No Opinion 7% (1)
Assumptions about Internal Integration				
5.) Decisions on promotion are made accurately and fairly. (14 Total Responses)				
Strongly Disagree 0	Disagree 21% (3)	Agree 50% (7)	Strongly Agree 21% (3)	No Opinion 7% (1)
6.) I am fairly compensated for my work. (14 Total Responses)				
Strongly Disagree 14% (2)	Disagree 57% (8)	Agree 21% (3)	Strongly Agree 7% (1)	No Opinion 0

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Assumptions about the Nature of Truth and Reality

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7.) Decision making power is concentrated in my library's administration. (14 Total Responses)

Strongly Disagree 0	Disagree 14% (2)	Agree 36% (5)	Strongly Agree 50% (7)	No Opinion 0
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8.) Decisions are made quickly and easily in my library. (14 Total Responses)

Strongly Disagree 64% (9)	Disagree 29% (4)	Agree 0	Strongly Agree 7% (1)	No Opinion 0
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9.) I have input on decision making in my library. (14 Total Responses)

Strongly Disagree 21% (3)	Disagree 36% (5)	Agree 29% (4)	Strongly Agree 14% (2)	No Opinion 0
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10.) My library places too much emphasis on consensus. (14 Total Responses)

Strongly Disagree 29% (4)	Disagree 43% (6)	Agree 7% (1)	Strongly Agree 7% (1)	No Opinion 14% (2)
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Assumptions about Time and Space

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11.) Deadlines are strict in my library. (14 Total Responses)

Strongly Disagree 21% (3)	Disagree 57% (8)	Agree 7% (1)	Strongly Agree 0	No Opinion 14% (2)
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12.) In my library, meetings start on time. (14 Total Responses)

Strongly Disagree 7% (1)	Disagree 43% (6)	Agree 29% (4)	Strongly Agree 14% (2)	No Opinion 7% (1)
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Assumptions about the Nature of Human Nature, Activities, and Relationships

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13.) Working in an academic library is a low stress job. (14 Total Responses)

Strongly Disagree 50% (7)	Disagree 36% (5)	Agree 7% (1)	Strongly Agree 7% (1)	No Opinion 0
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14.) Generally, those within my library strive for excellence. (14 Total Responses)				
Strongly Disagree 0	Disagree 14% (2)	Agree 57% (8)	Strongly Agree 21% (3)	No Opinion 7% (1)
15.) Librarians are considered to be the equal of teaching faculty in my university. (14 Total Responses)				
Strongly Disagree 21% (3)	Disagree 79% (11)	Agree 0	Strongly Agree 0	No Opinion 0
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (13 Total Responses)				
Strongly Disagree 7% (1)	Disagree 14% (7)	Agree 29% (4)	Strongly Agree % ( )	No Opinion 7% (1)
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (14 Total Responses)				
Strongly Disagree 0	Disagree 36% (5)	Agree 50% (7)	Strongly Agree 14% (2)	No Opinion 0
18.) Non-librarians should answer reference questions. (14 Total Responses)				
Strongly Disagree 7% (1)	Disagree 15% (2)	Agree 57% (8)	Strongly Agree 14% (2)	No Opinion 7% (1)
19.) Non-librarians should perform original cataloging. (14 Total Responses)				
Strongly Disagree 7% (1)	Disagree 29% (4)	Agree 50% (7)	Strongly Agree 7% (1)	No Opinion 7% (1)
20.) Library administration has a good relationship with those who work in the library. (14 Total Responses)				
Strongly Disagree 29% (4)	Disagree 43% (6)	Agree 29% (4)	Strongly Agree 0	No Opinion 0
21.) Generally the people in my library get along very well with each other. ( Total Responses)				
Strongly Disagree 0	Disagree 21% (3)	Agree 64% (9)	Strongly Agree 7% (1)	No Opinion 7% (1)



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22.) All departments in my library are treated equally. No one department is considered better than another. (14 Total Responses)

Strongly Disagree 36% (5)	Disagree 36% (5)	Agree 21% (3)	Strongly Agree 7% (1)	No Opinion 0
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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (14 Total Responses)

Strongly Disagree 14% (2)	Disagree 43% (6)	Agree 29% (4)	Strongly Agree 7% (1)	No Opinion 7% (1)
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Demographics

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24.) Library Position (14 Total Responses)

Professional Librarian 100% (14)	Paraprofessional Library Staff 0	Other 0
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25.) Department (14 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/Special Collections) 57% (8)	Technical Services (Cataloging/Resource Development) 29% (4)	Administration 0	Systems/Sound & Image Resources/Digital Collections 0	Other 14% (2)
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26.) Length of Service (14 Total Responses)

Less than 5 Years 36% (5)	6-10 years 21% (3)	11-15 Years 21% (3)	More than 15 Years 21% (3)
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Paraprofessional Staff

Assumptions about External Adaptation

1.) Please select your library's mission statement from the choices below. (13 Total Responses)

Incorrect 0	Correct 77% (10)	Incorrect 15% (2)	Did Not Know 8% (1)
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2.) My library has well-defined goals. (13 Total Responses)

Strongly Disagree 8% (1)	Disagree 8% (1)	Agree 62% (8)	Strongly Agree 23% (3)	No Opinion 0
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3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (13 Total Responses)

Strongly Disagree 0	Disagree 8% (1)	Agree 54% (7)	Strongly Agree 31% (4)	No Opinion 8% (1)
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4.) Librarians and library staff interact well with members of the university. (13 Total Responses)

Strongly Disagree 0	Disagree 23% (3)	Agree 31% (4)	Strongly Agree 38% (5)	No Opinion 8% (1)
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Assumptions about Internal Integration

5.) Decisions on promotion are made accurately and fairly. (13 Total Responses)

Strongly Disagree 15% (2)	Disagree 31% (4)	Agree 8% (1)	Strongly Agree 0	No Opinion 46% (6)
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6.) I am fairly compensated for my work. (12 Total Responses)

Strongly Disagree 25% (3)	Disagree 33% (4)	Agree 33% (4)	Strongly Agree 0	No Opinion 8% (1)
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Assumptions about the Nature of Truth and Reality

7.) Decision making power is concentrated in my library's administration. (13 Total Responses)

Strongly Disagree 0	Disagree 8% (1)	Agree 62% (8)	Strongly Agree 23% (3)	No Opinion 8% (1)
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8.) Decisions are made quickly and easily in my library. (13 Total Responses)				
Strongly Disagree 8% (1)	Disagree 69% (9)	Agree % ( )	Strongly Agree 8% (1)	No Opinion 15% (2)
9.) I have input on decision making in my library. (13 Total Responses)				
Strongly Disagree 15% (2)	Disagree 15% (2)	Agree 46% (6)	Strongly Agree 8% (1)	No Opinion 15% (2)
10.) My library places too much emphasis on consensus. (12 Total Responses)				
Strongly Disagree 8% (1)	Disagree 67% (8)	Agree 0	Strongly Agree 0	No Opinion 25% (3)
Assumptions about Time and Space				
11.) Deadlines are strict in my library. (12 Total Responses)				
Strongly Disagree 17% (2)	Disagree 42% (5)	Agree 25% (3)	Strongly Agree 8% (1)	No Opinion 8% (1)
12.) In my library, meetings start on time. (13 Total Responses)				
Strongly Disagree 0	Disagree 31% (4)	Agree 62% (8)	Strongly Agree 8% (1)	No Opinion 0
Assumptions about the Nature of Human Nature, Activities, and Relationships				
13.) Working in an academic library is a low stress job. (13 Total Responses)				
Strongly Disagree 8% (1)	Disagree 54% (7)	Agree 31% (4)	Strongly Agree 8% (1)	No Opinion 0
14.) Generally, those within my library strive for excellence. (13 Total Responses)				
Strongly Disagree 8% (1)	Disagree 15% (2)	Agree 54% (7)	Strongly Agree 8% (1)	No Opinion 15% (2)

15.) Librarians are considered to be the equal of teaching faculty in my university. (13 Total Responses)				
Strongly Disagree 0	Disagree 38% (5)	Agree 8% (1)	Strongly Agree 15% (2)	No Opinion 38% (5)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (13 Total Responses)				
Strongly Disagree 31% (4)	Disagree 46% (6)	Agree 8% (1)	Strongly Agree 8% (1)	No Opinion 8% (1)
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (13 Total Responses)				
Strongly Disagree 8% (1)	Disagree 15% (2)	Agree 54% (7)	Strongly Agree 15% (2)	No Opinion 8% (1)
18.) Non-librarians should answer reference questions. (13 Total Responses)				
Strongly Disagree 8% (1)	Disagree 15% (2)	Agree 38% (5)	Strongly Agree 15% (2)	No Opinion 23% (3)
19.) Non-librarians should perform original cataloging. (13 Total Responses)				
Strongly Disagree 8% (1)	Disagree 15% (2)	Agree 54% (7)	Strongly Agree 8% (1)	No Opinion 15% (2)
20.) Library administration has a good relationship with those who work in the library. (13 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 85% (11)	Strongly Agree 8% (1)	No Opinion 8% (1)
21.) Generally the people in my library get along very well with each other. (13 Total Responses)				
Strongly Disagree 0	Disagree 8% (1)	Agree 77% (10)	Strongly Agree 8% (1)	No Opinion 8% (1)
22.) All departments in my library are treated equally. No one department is considered better than another. (12 Total Responses)				
Strongly Disagree 8% (1)	Disagree 38% (5)	Agree 31% (4)	Strongly Agree 0	No Opinion 15% (2)

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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff.  
(13 Total Responses)

Strongly Disagree 8% (1)	Disagree 46% (6)	Agree 23% (3)	Strongly Agree 8% (1)	No Opinion 15% (2)
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Demographics

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24.) Library Position (13 Total Responses)

Professional Librarian 0	Paraprofessional Library Staff 100% (13)	Other 0
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25.) Department (12 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/ Special Collections) 46% (6)	Technical Services (Cataloging/Resource Development) 31% (4)	Administration 0	Systems/Sound & Image Resources/ Digital Collections 15% (2)	Other 0
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26.) Length of Service (13 Total Responses)

Less than 5 Years 38% (5)	6-10 years 31% (4)	11-15 Years 8% (1)	More than 15 Years 23% (3)
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Table 12: Survey Results by Department

Public Services

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

Assumptions about External Adaptation				
1.) Please select your library's mission statement from the choices below. (14 Total Responses)				
Incorrect 7% (1)	Correct 71% (10)	Incorrect 14% (2)	Did Not Know 7% (1)	
2.) My library has well-defined goals. (14 Total Responses)				
Strongly Disagree 14% (2)	Disagree 29% (4)	Agree 36% (5)	Strongly Agree 21% (3)	No Opinion 0
3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (14 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 57% (8)	Strongly Agree 36% (5)	No Opinion 7% (1)
4.) Librarians and library staff interact well with members of the university. (14 Total Responses)				
Strongly Disagree 0	Disagree 7% (1)	Agree 50% (7)	Strongly Agree 43% (6)	No Opinion 0
Assumptions about Internal Integration				
5.) Decisions on promotion are made accurately and fairly. (14 Total Responses)				
Strongly Disagree 7% (1)	Disagree 21% (3)	Agree 36% (5)	Strongly Agree 14% (2)	No Opinion 21% (3)
6.) I am fairly compensated for my work. (14 Total Responses)				
Strongly Disagree 14% (2)	Disagree 57% (8)	Agree 21% (3)	Strongly Agree 0	No Opinion 7% (1)

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Assumptions about the Nature of Truth and Reality

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7.) Decision making power is concentrated in my library's administration. (14 Total Responses)

Strongly Disagree 0	Disagree 14% (2)	Agree 43% (6)	Strongly Agree 36% (5)	No Opinion 7% (1)
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8.) Decisions are made quickly and easily in my library. (14 Total Responses)

Strongly Disagree 43% (6)	Disagree 50% (7)	Agree 0	Strongly Agree 7% (1)	No Opinion 0
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9.) I have input on decision making in my library. (14 Total Responses)

Strongly Disagree 21% (3)	Disagree 29% (4)	Agree 36% (5)	Strongly Agree 7% (1)	No Opinion % (1)
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10.) My library places too much emphasis on consensus. (14 Total Responses)

Strongly Disagree 21% (3)	Disagree 50% (7)	Agree 7% (1)	Strongly Agree 7% (1)	No Opinion 14% (2)
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Assumptions about Time and Space

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11.) Deadlines are strict in my library. (13 Total Responses)

Strongly Disagree 31% (4)	Disagree 54% (7)	Agree 15% (2)	Strongly Agree 0	No Opinion 0
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12.) In my library, meetings start on time. (14 Total Responses)

Strongly Disagree 7% (1)	Disagree 29% (4)	Agree 36% (5)	Strongly Agree 21% (3)	No Opinion 7% (1)
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Assumptions about the Nature of Human Nature, Activities, and Relationships

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13.) Working in an academic library is a low stress job. (14 Total Responses)

Strongly Disagree 29% (4)	Disagree 43% (6)	Agree 21% (3)	Strongly Agree 7% (1)	No Opinion 0
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14.) Generally, those within my library strive for excellence. (14 Total Responses)				
Strongly Disagree 0	Disagree 21% (3)	Agree 57% (8)	Strongly Agree 21% (3)	No Opinion 0
15.) Librarians are considered to be the equal of teaching faculty in my university. (14 Total Responses)				
Strongly Disagree 21% (3)	Disagree 50% (7)	Agree 7% (1)	Strongly Agree 7% (1)	No Opinion 14% (2)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (14 Total Responses)				
Strongly Disagree 14% (2)	Disagree 79% (11)	Agree 7% (1)	Strongly Agree 0	No Opinion 0
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (14 Total Responses)				
Strongly Disagree 7% (1)	Disagree 21% (3)	Agree 43% (6)	Strongly Agree 21% (3)	No Opinion 7% (1)
18.) Non-librarians should answer reference questions. (14 Total Responses)				
Strongly Disagree 14% (2)	Disagree 14% (2)	Agree 50% (7)	Strongly Agree 14% (2)	No Opinion 7% (1)
19.) Non-librarians should perform original cataloging. (14 Total Responses)				
Strongly Disagree 14% (2)	Disagree 21% (3)	Agree 50% (7)	Strongly Agree 0	No Opinion 14% (2)
20.) Library administration has a good relationship with those who work in the library. (14 Total Responses)				
Strongly Disagree 14% (2)	Disagree 29% (4)	Agree 50% (7)	Strongly Agree 7% (1)	No Opinion 0
21.) Generally the people in my library get along very well with each other. (14 Total Responses)				
Strongly Disagree 0	Disagree 14% (2)	Agree 71% (10)	Strongly Agree 7% (1)	No Opinion 7% (1)



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22.) All departments in my library are treated equally. No one department is considered better than another. (13 Total Responses)

Strongly Disagree 21% (3)	Disagree 43% (6)	Agree 14% (2)	Strongly Agree 7% (1)	No Opinion 7% (1)
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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (14 Total Responses)

Strongly Disagree 14% (2)	Disagree 43% (6)	Agree 21% (3)	Strongly Agree 7% (1)	No Opinion 14% (2)
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Demographics

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24.) Library Position (14 Total Responses)

Professional Librarian 57% (8)	Paraprofessional Library Staff 43% (6)	Other % ( )
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25.) Department ( Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/Special Collections) 100% (14)	Technical Services (Cataloging/Resource Development) % ( )	Administration % ( )	Systems/Sound & Image Resources/Digital Collections % ( )	Other % ( )
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26.) Length of Service ( Total Responses)

Less than 5 Years 36% (5)	6-10 years 29% (4)	11-15 Years 21% (3)	More than 15 Years 14% (2)
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Technical Services

Assumptions about External Adaptation

1.) Please select your library's mission statement from the choices below. (8 Total Responses)

Incorrect 0	Correct 100% (8)	Incorrect 0	Did Not Know 0
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2.) My library has well-defined goals. (8 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 75% (6)	Strongly Agree 25% (2)	No Opinion 0
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3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (8 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 88% (7)	Strongly Agree 13% (1)	No Opinion 0
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4.) Librarians and library staff interact well with members of the university. (8 Total Responses)

Strongly Disagree 0	Disagree 13% (1)	Agree 50% (4)	Strongly Agree 13% (1)	No Opinion 25% (2)
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Assumptions about Internal Integration

5.) Decisions on promotion are made accurately and fairly. (8 Total Responses)

Strongly Disagree 0	Disagree 38% (3)	Agree 25% (2)	Strongly Agree 0	No Opinion 38% (3)
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6.) I am fairly compensated for my work. (8 Total Responses)

Strongly Disagree 13% (1)	Disagree 50% (4)	Agree 38% (3)	Strongly Agree 0	No Opinion 0
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Assumptions about the Nature of Truth and Reality

7.) Decision making power is concentrated in my library's administration. (8 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 63% (5)	Strongly Agree 38% (3)	No Opinion 0
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8.) Decisions are made quickly and easily in my library. (8 Total Responses)				
Strongly Disagree 38% (3)	Disagree 50% (4)	Agree 0	Strongly Agree 0	No Opinion 13% (1)
9.) I have input on decision making in my library. (8 Total Responses)				
Strongly Disagree 25% (2)	Disagree 38% (3)	Agree 38% (3)	Strongly Agree 0	No Opinion 0
10.) My library places too much emphasis on consensus. (8 Total Responses)				
Strongly Disagree 25% (2)	Disagree 38% (3)	Agree 0	Strongly Agree 0	No Opinion 38% (3)
Assumptions about Time and Space				
11.) Deadlines are strict in my library. (8 Total Responses)				
Strongly Disagree 0	Disagree 50% (4)	Agree 13% (1)	Strongly Agree 0	No Opinion 38% (3)
12.) In my library, meetings start on time. (8 Total Responses)				
Strongly Disagree 0	Disagree 38% (3)	Agree 63% (5)	Strongly Agree 0	No Opinion 0
Assumptions about the Nature of Human Nature, Activities, and Relationships				
13.) Working in an academic library is a low stress job. (8 Total Responses)				
Strongly Disagree 50% (4)	Disagree 25% (2)	Agree 25% (2)	Strongly Agree 0	No Opinion 0
14.) Generally, those within my library strive for excellence. (8 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 50% (4)	Strongly Agree 13% (1)	No Opinion 38% (3)

15.) Librarians are considered to be the equal of teaching faculty in my university. (8 Total Responses)				
Strongly Disagree 0	Disagree 75% (6)	Agree 0	Strongly Agree 0	No Opinion 25% (2)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (7 Total Responses)				
Strongly Disagree 14% (1)	Disagree 14% (1)	Agree 29% (2)	Strongly Agree 14% (1)	No Opinion 29% (2)
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (8 Total Responses)				
Strongly Disagree 0	Disagree 38% (3)	Agree 50% (4)	Strongly Agree 13% (1)	No Opinion 0
18.) Non-librarians should answer reference questions. (8 Total Responses)				
Strongly Disagree 0	Disagree 25% (2)	Agree 50% (4)	Strongly Agree 0	No Opinion 25% (2)
19.) Non-librarians should perform original cataloging. (8 Total Responses)				
Strongly Disagree 0	Disagree 25% (2)	Agree 75% (6)	Strongly Agree 0	No Opinion 0
20.) Library administration has a good relationship with those who work in the library. (8 Total Responses)				
Strongly Disagree 25% (2)	Disagree 13% (1)	Agree 50% (4)	Strongly Agree 0	No Opinion 13% (1)
21.) Generally the people in my library get along very well with each other. (8 Total Responses)				
Strongly Disagree 0	Disagree 13% (1)	Agree 75% (6)	Strongly Agree 0	No Opinion 13% (1)
22.) All departments in my library are treated equally. No one department is considered better than another. (8 Total Responses)				
Strongly Disagree 25% (2)	Disagree 38% (3)	Agree 25% (2)	Strongly Agree 0	No Opinion 13% (1)

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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (8 Total Responses)

Strongly Disagree 13% (1)	Disagree 63% (5)	Agree 13% (1)	Strongly Agree 0	No Opinion 13% (1)
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Demographics

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24.) Library Position (8 Total Responses)

Professional Librarian 50% (4)	Paraprofessional Library Staff 50% (4)	Other 0
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25.) Department (8 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/Special Collections) 0	Technical Services (Cataloging/Resource Development) 100% (8)	Administration 0	Systems/Sound & Image Resources/Digital Collections 0	Other 0
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26.) Length of Service (8 Total Responses)

Less than 5 Years 38% (3)	6-10 years 13% (1)	11-15 Years 0	More than 15 Years 50% (4)
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Table 13: Survey Results by Length of Service

Less Than Five Years

Note: The number in parentheses next to the percentage is the number of actual respondents. Percentages have been rounded for ease in reporting.

Assumptions about External Adaptation				
1.) Please select your library's mission statement from the choices below. (11 Total Responses)				
Incorrect 18% (2)	Correct 72% (8)	Incorrect 0	Did Not Know 9% (1)	
2.) My library has well-defined goals. (12 Total Responses)				
Strongly Disagree 25% (3)	Disagree 8% (1)	Agree 25% (3)	Strongly Agree 42% (5)	No Opinion 0
3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (12 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 75% (9)	Strongly Agree 25% (3)	No Opinion 0
4.) Librarians and library staff interact well with members of the university. (12 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 50% (6)	Strongly Agree 33% (4)	No Opinion 17% (2)
Assumptions about Internal Integration				
5.) Decisions on promotion are made accurately and fairly. (12 Total Responses)				
Strongly Disagree 8% (1)	Disagree 17% (2)	Agree 33% (4)	Strongly Agree 17% (2)	No Opinion 25% (3)
6.) I am fairly compensated for my work. (12 Total Responses)				
Strongly Disagree 17% (2)	Disagree 33% (4)	Agree 42% (5)	Strongly Agree 8% (1)	No Opinion 0

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Assumptions about the Nature of Truth and Reality

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7.) Decision making power is concentrated in my library's administration. (12 Total Responses)

Strongly Disagree 0	Disagree 42% (5)	Agree 33% (4)	Strongly Agree 25% (3)	No Opinion 0
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8.) Decisions are made quickly and easily in my library. (12 Total Responses)

Strongly Disagree 25% (3)	Disagree 58% (7)	Agree 0	Strongly Agree 8% (1)	No Opinion 8% (1)
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9.) I have input on decision making in my library. (12 Total Responses)

Strongly Disagree 8% (1)	Disagree 25% (3)	Agree 42% (5)	Strongly Agree 25% (3)	No Opinion 0
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10.) My library places too much emphasis on consensus. (12 Total Responses)

Strongly Disagree 17% (2)	Disagree 58% (7)	Agree 8% (1)	Strongly Agree 8% (1)	No Opinion 8% (1)
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Assumptions about Time and Space

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11.) Deadlines are strict in my library. (12 Total Responses)

Strongly Disagree 25% (3)	Disagree 50% (6)	Agree 8% (1)	Strongly Agree 8% (1)	No Opinion 8% (1)
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12.) In my library, meetings start on time. (12 Total Responses)

Strongly Disagree 8% (1)	Disagree 42% (5)	Agree 42% (5)	Strongly Agree 8% (1)	No Opinion 0
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Assumptions about the Nature of Human Nature, Activities, and Relationships

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13.) Working in an academic library is a low stress job. (12 Total Responses)

Strongly Disagree 17% (2)	Disagree 50% (6)	Agree 25% (3)	Strongly Agree 9% (1)	No Opinion 0
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14.) Generally, those within my library strive for excellence. (12 Total Responses)				
Strongly Disagree 0	Disagree 17% (2)	Agree 58% (7)	Strongly Agree 17% (2)	No Opinion 9% (1)
15.) Librarians are considered to be the equal of teaching faculty in my university. (12 Total Responses)				
Strongly Disagree 17% (2)	Disagree 50% (6)	Agree 9% (1)	Strongly Agree 0	No Opinion 25% (3)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (12 Total Responses)				
Strongly Disagree 17% (2)	Disagree 42% (5)	Agree 17% (2)	Strongly Agree 9% (1)	No Opinion 17% (2)
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (12 Total Responses)				
Strongly Disagree 9% (1)	Disagree 9% (1)	Agree 42% (5)	Strongly Agree 33% (4)	No Opinion 9% (1)
18.) Non-librarians should answer reference questions. (12 Total Responses)				
Strongly Disagree 0	Disagree 25% (3)	Agree 33% (4)	Strongly Agree 17% (2)	No Opinion 25% (3)
19.) Non-librarians should perform original cataloging. (12 Total Responses)				
Strongly Disagree 0	Disagree 33% (4)	Agree 42% (5)	Strongly Agree 9% (1)	No Opinion 17% (2)
20.) Library administration has a good relationship with those who work in the library. (12 Total Responses)				
Strongly Disagree 17% (2)	Disagree 0	Agree 83% (10)	Strongly Agree 0	No Opinion 0
21.) Generally the people in my library get along very well with each other. (12 Total Responses)				
Strongly Disagree 0	Disagree 25% (3)	Agree 58% (7)	Strongly Agree 9% (1)	No Opinion 9% (1)



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22.) All departments in my library are treated equally. No one department is considered better than another. (12 Total Responses)

Strongly Disagree 9% (1)	Disagree 25% (3)	Agree 42% (5)	Strongly Agree 17% (2)	No Opinion 9% (1)
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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (12 Total Responses)

Strongly Disagree 9% (1)	Disagree 33% (4)	Agree 42% (5)	Strongly Agree 9% (1)	No Opinion 9% (1)
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Demographics

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24.) Library Position (10 Total Responses)

Professional Librarian 50% (5)	Paraprofessional Library Staff 50% (5)	Other 0
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25.) Department (11 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/Special Collections) 45% (5)	Technical Services (Cataloging/Resource Development) 27% (3)	Administration 0	Systems/Sound & Image Resources/Digital Collections 9% (1)	Other 18% (2)
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26.) Length of Service ( Total Responses)

Less than 5 Years 100% (12)	6-10 years 0	11-15 Years 0	More than 15 Years 0
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Six to Ten Years

Assumptions about External Adaptation

1.) Please select your library's mission statement from the choices below. (8 Total Responses)

Incorrect 13% (1)	Correct 75% (6)	Incorrect 13% (1)	Did Not Know 0
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2.) My library has well-defined goals. (8 Total Responses)

Strongly Disagree 0	Disagree 13% (1)	Agree 75% (6)	Strongly Agree 13% (1)	No Opinion 0
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3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (8 Total Responses)

Strongly Disagree 0	Disagree 13% (1)	Agree 25% (2)	Strongly Agree 50% (4)	No Opinion 13% (1)
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4.) Librarians and library staff interact well with members of the university. (8 Total Responses)

Strongly Disagree 0	Disagree 25% (2)	Agree 50% (4)	Strongly Agree 25% (2)	No Opinion 0
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Assumptions about Internal Integration

5.) Decisions on promotion are made accurately and fairly. (8 Total Responses)

Strongly Disagree 13% (1)	Disagree 38% (3)	Agree 25% (2)	Strongly Agree 13% (1)	No Opinion 13% (1)
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6.) I am fairly compensated for my work. (7 Total Responses)

Strongly Disagree 14% (1)	Disagree 57% (4)	Agree 0	Strongly Agree 0	No Opinion 29% (2)
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Assumptions about the Nature of Truth and Reality

7.) Decision making power is concentrated in my library's administration. (8 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 50% (4)	Strongly Agree 38% (3)	No Opinion 13% (1)
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8.) Decisions are made quickly and easily in my library. (8 Total Responses)				
Strongly Disagree 38% (3)	Disagree 38% (3)	Agree 0	Strongly Agree 13% (1)	No Opinion 13% (1)
9.) I have input on decision making in my library. (8 Total Responses)				
Strongly Disagree 0	Disagree 25% (2)	Agree 38% (3)	Strongly Agree 13% (1)	No Opinion 25% (2)
10.) My library places too much emphasis on consensus. (7 Total Responses)				
Strongly Disagree 14% (1)	Disagree 57% (4)	Agree 0	Strongly Agree 0	No Opinion 29% (2)
Assumptions about Time and Space				
11.) Deadlines are strict in my library. (7 Total Responses)				
Strongly Disagree 29% (2)	Disagree 29% (2)	Agree 29% (2)	Strongly Agree 0	No Opinion 14% (1)
12.) In my library, meetings start on time. (8 Total Responses)				
Strongly Disagree 0	Disagree 38% (3)	Agree 63% (5)	Strongly Agree 0	No Opinion 0
Assumptions about the Nature of Human Nature, Activities, and Relationships				
13.) Working in an academic library is a low stress job. (8 Total Responses)				
Strongly Disagree 25% (2)	Disagree 63% (5)	Agree 0	Strongly Agree 13% (1)	No Opinion 0
14.) Generally, those within my library strive for excellence. (8 Total Responses)				
Strongly Disagree 13% (1)	Disagree 13% (1)	Agree 50% (4)	Strongly Agree 25% (2)	No Opinion 0

15.) Librarians are considered to be the equal of teaching faculty in my university. (8 Total Responses)				
Strongly Disagree 0	Disagree 63% (5)	Agree 13% (1)	Strongly Agree 13% (1)	No Opinion 13% (1)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (8 Total Responses)				
Strongly Disagree 13% (1)	Disagree 63% (5)	Agree 25% (2)	Strongly Agree 0	No Opinion 0
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (8 Total Responses)				
Strongly Disagree 0	Disagree 25% (2)	Agree 75% (6)	Strongly Agree 0	No Opinion 0
18.) Non-librarians should answer reference questions. (8 Total Responses)				
Strongly Disagree 0	Disagree 13% (1)	Agree 50% (4)	Strongly Agree 25% (2)	No Opinion 13% (1)
19.) Non-librarians should perform original cataloging. (8 Total Responses)				
Strongly Disagree 0	Disagree 13% (1)	Agree 63% (5)	Strongly Agree 13% (1)	No Opinion 13% (1)
20.) Library administration has a good relationship with those who work in the library. (8 Total Responses)				
Strongly Disagree 13% (1)	Disagree 13% (1)	Agree 75% (6)	Strongly Agree 0	No Opinion 0
21.) Generally the people in my library get along very well with each other. (8 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 88% (7)	Strongly Agree 13% (1)	No Opinion 0
22.) All departments in my library are treated equally. No one department is considered better than another. (7 Total Responses)				
Strongly Disagree 43% (3)	Disagree 14% (1)	Agree 29% (2)	Strongly Agree 0	No Opinion 14% (1)

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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (8 Total Responses)

Strongly Disagree % (0)	Disagree 50% (4)	Agree 25% (2)	Strongly Agree 13% (1)	No Opinion 13% (1)
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Demographics

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24.) Library Position (7 Total Responses)

Professional Librarian 43% (3)	Paraprofessional Library Staff 57% (4)	Other 0
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25.) Department (7 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/ Special Collections) 57% (4)	Technical Services (Cataloging/Resource Development) 14% (1)	Administration 14% (1)	Systems/Sound & Image Resources/ Digital Collections 14% (1)	Other 0
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26.) Length of Service (8 Total Responses)

Less than 5 Years 0	6-10 years 100% (8)	11-15 Years 0	More than 15 Years 0
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Eleven to Fifteen Years

Assumptions about External Adaptation

1.) Please select your library's mission statement from the choices below. (4 Total Responses)

Incorrect 0	Correct 100% (4)	Incorrect 0	Did Not Know 0
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2.) My library has well-defined goals. (4 Total Responses)

Strongly Disagree 0	Disagree 50% (2)	Agree 25% (1)	Strongly Agree 25% (1)	No Opinion 0
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3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (4 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 75% (3)	Strongly Agree 25% (1)	No Opinion 0
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4.) Librarians and library staff interact well with members of the university. (4 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 50% (2)	Strongly Agree 50% (2)	No Opinion 0
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Assumptions about Internal Integration

5.) Decisions on promotion are made accurately and fairly. (4 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 75% (3)	Strongly Agree 0	No Opinion 25% (1)
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6.) I am fairly compensated for my work. (4 Total Responses)

Strongly Disagree 25% (1)	Disagree 50% (2)	Agree 25% (1)	Strongly Agree 0	No Opinion 0
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Assumptions about the Nature of Truth and Reality

7.) Decision making power is concentrated in my library's administration. (4 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 25% (1)	Strongly Agree 75% (3)	No Opinion 0
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8.) Decisions are made quickly and easily in my library. ( Total Responses)				
Strongly Disagree 75% (3)	Disagree 25% (1)	Agree 0	Strongly Agree 0	No Opinion 0
9.) I have input on decision making in my library. (4 Total Responses)				
Strongly Disagree 25% (1)	Disagree 25% (1)	Agree 50% (2)	Strongly Agree 0	No Opinion 0
10.) My library places too much emphasis on consensus. (4 Total Responses)				
Strongly Disagree 50% (2)	Disagree 50% (2)	Agree 0	Strongly Agree 0	No Opinion 0
Assumptions about Time and Space				
11.) Deadlines are strict in my library. (4 Total Responses)				
Strongly Disagree 0	Disagree 75% (3)	Agree 25% (1)	Strongly Agree 0	No Opinion 0
12.) In my library, meetings start on time. (4 Total Responses)				
Strongly Disagree 0	Disagree 50% (2)	Agree 25% (1)	Strongly Agree 25% (1)	No Opinion 0
Assumptions about the Nature of Human Nature, Activities, and Relationships				
13.) Working in an academic library is a low stress job. (4 Total Responses)				
Strongly Disagree 50% (2)	Disagree 25% (1)	Agree 25% (1)	Strongly Agree 0	No Opinion 0
14.) Generally, those within my library strive for excellence. (4 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 75% (3)	Strongly Agree 25% (1)	No Opinion 0

15.) Librarians are considered to be the equal of teaching faculty in my university. (4 Total Responses)				
Strongly Disagree 25% (1)	Disagree 75% (3)	Agree 0	Strongly Agree 0	No Opinion 0
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (4 Total Responses)				
Strongly Disagree 25% (1)	Disagree 50% (2)	Agree 25% (1)	Strongly Agree 0	No Opinion 0
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (4 Total Responses)				
Strongly Disagree 0	Disagree 50% (2)	Agree 25% (1)	Strongly Agree 25% (1)	No Opinion 0
18.) Non-librarians should answer reference questions. (4 Total Responses)				
Strongly Disagree 25% (1)	Disagree 25% (1)	Agree 50% (2)	Strongly Agree 0	No Opinion 0
19.) Non-librarians should perform original cataloging. (4 Total Responses)				
Strongly Disagree 50% (2)	Disagree 50% (2)	Agree 0	Strongly Agree 0	No Opinion 0
20.) Library administration has a good relationship with those who work in the library. (4 Total Responses)				
Strongly Disagree 0	Disagree 75% (3)	Agree 25% (1)	Strongly Agree 0	No Opinion 0
21.) Generally the people in my library get along very well with each other. (4 Total Responses)				
Strongly Disagree 0	Disagree 0	Agree 100% (4)	Strongly Agree 0	No Opinion 0



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22.) All departments in my library are treated equally. No one department is considered better than another. (4 Total Responses)

Strongly Disagree 25% (1)	Disagree 50% (2)	Agree 25% (1)	Strongly Agree 0	No Opinion 0
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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (4 Total Responses)

Strongly Disagree 25% (1)	Disagree 25% (1)	Agree 50% (2)	Strongly Agree 0	No Opinion 0
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Demographics

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24.) Library Position (4 Total Responses)

Professional Librarian 75% (3)	Paraprofessional Library Staff 25% (1)	Other 0
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25.) Department (4 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/Special Collections) 75% (3)	Technical Services (Cataloging/Resource Development) 0	Administration 0	Systems/Sound & Image Resources/Digital Collections 0	Other 25% (1)
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26.) Length of Service (4 Total Responses)

Less than 5 Years 0	6-10 years 0	11-15 Years 100% (4)	More than 15 Years 0
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More than Fifteen Years

Assumptions about External Adaptation

1.) Please select your library's mission statement from the choices below. (6 Total Responses)

Incorrect 0	Correct 83% (5)	Incorrect 17% (1)	Did Not Know 0
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2.) My library has well-defined goals. ( Total Responses)

Strongly Disagree 0	Disagree 0	Agree 83% (5)	Strongly Agree 17% (1)	No Opinion 0
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3.) Generally, those within the university (e.g. faculty, staff, and administrators) have a positive image of those within the library (e.g. librarians and library staff). (6 Total Responses)

Strongly Disagree 0	Disagree 0	Agree % (5)	Strongly Agree 17% (1)	No Opinion 0
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4.) Librarians and library staff interact well with members of the university. (6 Total Responses)

Strongly Disagree 0	Disagree 17% (1)	Agree 67% (4)	Strongly Agree 17% (1)	No Opinion 0
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Assumptions about Internal Integration

5.) Decisions on promotion are made accurately and fairly. (6 Total Responses)

Strongly Disagree 0	Disagree 33% (2)	Agree 33% (2)	Strongly Agree 0	No Opinion 33% (2)
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6.) I am fairly compensated for my work. (6 Total Responses)

Strongly Disagree 17% (1)	Disagree 33% (2)	Agree 50% (3)	Strongly Agree 0	No Opinion 0
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Assumptions about the Nature of Truth and Reality

7.) Decision making power is concentrated in my library's administration. (6 Total Responses)

Strongly Disagree 0	Disagree 0	Agree 83% (5)	Strongly Agree 17% (1)	No Opinion 0
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8.) Decisions are made quickly and easily in my library. (6 Total Responses)				
Strongly Disagree 17% (1)	Disagree 83% (5)	Agree 0	Strongly Agree 0	No Opinion 0
9.) I have input on decision making in my library. (6 Total Responses)				
Strongly Disagree 50% (3)	Disagree 17% (1)	Agree 33% (2)	Strongly Agree 0	No Opinion 0
10.) My library places too much emphasis on consensus. (6 Total Responses)				
Strongly Disagree 0	Disagree 50% (3)	Agree 17% (1)	Strongly Agree 0	No Opinion 33% (2)
Assumptions about Time and Space				
11.) Deadlines are strict in my library. (6 Total Responses)				
Strongly Disagree 0	Disagree 67% (4)	Agree 17% (1)	Strongly Agree 0	No Opinion 17% (1)
12.) In my library, meetings start on time. (6 Total Responses)				
Strongly Disagree 0	Disagree 17% (1)	Agree 50% (3)	Strongly Agree 17% (1)	No Opinion 17% (1)
Assumptions about the Nature of Human Nature, Activities, and Relationships				
13.) Working in an academic library is a low stress job. (6 Total Responses)				
Strongly Disagree 33% (2)	Disagree 33% (2)	Agree 33% (2)	Strongly Agree 0	No Opinion 0
14.) Generally, those within my library strive for excellence. (6 Total Responses)				
Strongly Disagree 0	Disagree 17% (1)	Agree 50% (3)	Strongly Agree 0	No Opinion 33% (2)

15.) Librarians are considered to be the equal of teaching faculty in my university. (6 Total Responses)				
Strongly Disagree 0	Disagree 67% (4)	Agree 0	Strongly Agree 17% (1)	No Opinion 17% (1)
16.) In my library, the work done by the library staff is considered equal to that of the librarians. (5 Total Responses)				
Strongly Disagree 20% (1)	Disagree 60% (3)	Agree 20% (1)	Strongly Agree 0	No Opinion 0
17.) Creating scholarly material (e.g. articles and presentations) is a good use of a librarian's time. (6 Total Responses)				
Strongly Disagree 0	Disagree 33% (2)	Agree 67% (4)	Strongly Agree 0	No Opinion 0
18.) Non-librarians should answer reference questions. (6 Total Responses)				
Strongly Disagree 17% (1)	Disagree 17% (1)	Agree 67% (4)	Strongly Agree 0	No Opinion 0
19.) Non-librarians should perform original cataloging. (6 Total Responses)				
Strongly Disagree 0	Disagree 33% (2)	Agree 67% (4)	Strongly Agree 0	No Opinion 0
20.) Library administration has a good relationship with those who work in the library. (6 Total Responses)				
Strongly Disagree 17% (1)	Disagree 33% (2)	Agree 17% (1)	Strongly Agree 17% (1)	No Opinion 17% (1)
21.) Generally the people in my library get along very well with each other. (6 Total Responses)				
Strongly Disagree 0	Disagree 17% (1)	Agree 50% (3)	Strongly Agree 0	No Opinion 33% (2)
22.) All departments in my library are treated equally. No one department is considered better than another. (6 Total Responses)				
Strongly Disagree 17% (1)	Disagree 67% (4)	Agree 17% (1)	Strongly Agree 0	No Opinion 0

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23.) Everyone in my library is treated equally regardless if they are a librarian or library staff. (6 Total Responses)

Strongly Disagree 17% (1)	Disagree 50% (3)	Agree 17% (1)	Strongly Agree 0	No Opinion 17% (1)
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Demographics

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24.) Library Position (6 Total Responses)

Professional Librarian 50% (3)	Paraprofessional Library Staff 50% (3)	Other 0
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25.) Department (6 Total Responses)

Public Services (Access Services/GIS/Government Documents/Reference/Special Collections) 33% (2)	Technical Services (Cataloging/Resource Development) 67% (4)	Administration 0	Systems/Sound & Image Resources/Digital Collections 0	Other 0
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26.) Length of Service (6 Total Responses)

Less than 5 Years 0	6-10 years 0	11-15 Years 0	More than 15 Years 100% (6)
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