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Getting Your Bearings: Understanding Organizational Culture

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How to Thrive as a Library Professional

ACHIEVING SUCCESS AND
SATISFACTION

Susanne Markgren and Linda Miles



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Getting Your Bearings: Understanding Organizational Culture

Any social unit that has some kind of shared history will have evolved a culture, with the strength of that culture dependent on the length of its existence, the stability of the group's membership, and the emotional intensity of the actual historical experiences they have shared.

—Schein (2004, p. 11)

When Sana arrived at the college three years ago to begin her first semester, she made some assumptions about how things got done in the library, based on prior experience at a previous academic library job. This is a perfectly reasonable strategy—bring a frame of reference from past experience and apply it to a new situation. One thing that was different here was obvious: Sana's new colleagues seemed to have quite a bit of latitude to determine where to focus their energy. This was a welcome prospect for her. During that first semester, she spent time thinking about what kinds of projects she might like to take on and how she might want to focus her research, publication, and service efforts. She met with her supervisor, prepared with a list of potential projects, committee assignments, and academic liaison areas, assuming that she would get feedback to point her in a direction aligned with the priorities of the department and the institution.

Instead, her supervisor responded enthusiastically to *all* of the options described. What initiatives did she want to take on? “Those all sound wonderful, and here’s a few bits of information about how that work has been approached in the past.” Sana’s supervisor was wholly supportive but did little to help her prioritize and choose. “Yes,” her supervisor continued, “I think your colleague Jane may be working on a project similar to that, but I’m not sure I have the details right.” It soon became clear that not only did library faculty at this institution have a lot of professional autonomy when it came to determining their own work but they also seemed to work somewhat in isolation from one another. Not even the library director knew what all of the library professionals were up to! In Sana’s previous position, the library director delegated responsibilities to individual librarians not only based on position, expertise, and interest but also based on the strategic plan of the institution and the library. Each professional was like a strategic partner but not a total free agent. The realization of how this process played out differently in her new workplace became an important consideration for Sana. For example, she knew she had to take responsibility for keeping abreast of what each of her colleagues was working on herself and needed to think strategically on her own, as well as consult with her supervisor.

When a librarian is newly hired and is entering the workplace for the first time, it is important that they spend some amount of time observing and listening, in order to “decode” the workplace culture. This is an equally valuable exercise for longtime members of the workplace community wishing to “take stock” of an environment to which they may have grown accustomed. What are the collective values in play? How do people behave and talk in the workplace? Where are the tensions and points of convergence? How do individuals, collaborative partners, and teams get work done? How are decisions really made? How is change introduced and implemented? How do you know when to go with the flow and when and how to resist or stand your ground? Every workplace is different, but awareness of some common challenges, a set of questions to help librarians interpret what they observe around them, and profiles of organizational dynamics in action will support those working to cultivate a professional practice in often complex library environments.

A COMPLEX SYSTEM

Culture is to a group what personality or character is to an individual.

—Schein (2004, p. 8)

Organizational culture is complex on an operational level, serving a number of functions. Culture helps make the work meaningful and purposeful.

It helps make the organization comprehensible to individuals both inside and outside the workplace. It is part of the story we tell about where, how, and why we work. It impacts behavior, both individual and corporate, influencing and explaining what happens on any given workday. Organizational culture also plays a role in structural design and degree of formalization, including development of the policies and procedures that help determine how people are held accountable within the organization. The ways relationships, collaboration, and teamwork operate within a given organization is determined to an extent by how these are viewed and valued within the culture. Finally, organizational culture impacts how each individual's professional identity forms, as it provides a sense of belonging to a larger entity and defines the nature and scope of our commitments.

There are ritual or habitual modes of operation, there are components of organizational culture that are either explicit or implicit, and there are typically both positive and negative effects of culture in any given setting. Organizational culture has been described widely in the literature (e.g., Ballard, 2015; Martin, 2012a; 2012b; Schein, 2004). It is a complex system with many elements, encompassing:

- what members believe and value;
- how they behave;
- rituals, ceremonies, and traditional or habitual ways of getting things done;
- how members understand what's expected of them and what's expected of others; and
- how they understand what's "normal," what's eccentric, and what's unacceptable.

In addition, Ballard (2015) points to the *affective* characteristics of the experience of working in a given setting—things like satisfaction, morale, commitment, and empowerment, as key components of organizational culture (p. 93). All of these core elements exist in a workplace and not in isolation from one another. "Culture somehow implies that rituals, climate, values, and behaviors tie together into a coherent whole," writes Schein (2004). "This patterning or integration is the essence of what we mean by 'culture'" (p. 15). Patterning is one of Schein's five characteristics of culture (pp. 14–15):

1. *Sharing* of values, practices, and so forth
2. A degree of *structural stability*
3. *Depth*, whereby values, norms, and habits are deeply ingrained among members

4. *Breadth*, whereby these deeply held beliefs and understandings influence all aspects of the organization
5. A *patterning* or gestalt or integration of all of these elements into a coherent whole.

As we consider the elements of organizational culture, a picture emerges of a complex system defined by a unique combination of highly detailed assumptions, characteristics, and practices and held together in a pervasive, if somewhat shifting, form.

There is a process called *organizational socialization*, whereby a newcomer, or someone new to a particular position within the organization, learns the associated cultural values and norms, particularly the roles and expectations defined by position or area of responsibility. Sometimes this is explicit. For instance, Sana participated in formal orientation sessions with other new faculty at the college, and she was able to shadow her colleagues at the reference desk during her first few weeks of employment. But sometimes this process happens without our even noticing. Quite often there is a combination of both explicit and implicit socialization. Through participation in meetings, discussions, and various initiatives in the library during the past three years, Sana has developed a very nuanced understanding of how to gain consensus or approval for various measures. She knows, implicitly, when to approach her director one-on-one, when to call upon allies for support, and when to bring an issue to her colleagues as part of a faculty meeting.

One part of organizational socialization, for Ballard (2015), is the development of a “psychological contract,” including determining how (and with what effort) we will apply ourselves to work tasks and responsibilities, and figuring out what types of rewards we will expect in return (pp. 73–74). Some of what goes into this bargain is formally negotiated at time of hire, but there is also a body of understanding that develops implicitly, based in part on an individual’s experience in other contexts and in part on an evolving understanding of expectations and rewards developed through organizational socialization over time.

A FORCE TO BE RECKONED WITH

The human mind needs cognitive stability; therefore, any challenge or questioning of a basic assumption will release anxiety and defensiveness.

—Schein (2004, p. 32)

Libraries are institutions above all. They are built to last and difficult to change. A few years ago, Joy was exploring ways to revitalize the public areas of her library branch. Fewer and fewer patrons were coming to the

library; those who did either came and went quickly—picking up books they'd put on hold through the library's catalog or, if they were inclined to stay awhile and were lucky, finding one of the few vacant armchairs and staking a claim. The physical spaces of the library were neither sufficient nor welcoming. Joy and a few of her younger and more enthusiastic staff formed an exploratory committee and gathered input from staff, patrons in the library, and even from customers at nearby businesses—the very people she hoped would begin to patronize the library after changes were implemented. After collecting a lot of opinions, and considering ideas ranging from simple to complex, Joy and the committee proposed a modest start: the four public services librarians (focused on serving children, youth, adults, and special populations) would collaborate together to plan a number of informal events aimed at drawing people together. Each librarian had previous experience with sponsoring and developing programming for their individual target population. Joy and members of the committee hoped that a new kind of “cross-generational” energy would help the public recognize the library as a social hub for the community. Ultimately, she imagined happier patrons, happier staff, and a significantly altered work culture. As the project began, she was surprised at the strained acceptance the idea received from a couple of her librarians. There was a tension there that she couldn't quite put her finger on. The events went off without a hitch, but the attendance rate was miserable. Somehow the idea never caught on, particularly among the staff. The public service librarians returned to their audience-specific programming roles, where they seemed more content. Even the young and enthusiastic staff members who'd championed the idea all along seemed resigned (or defeated, even). For Joy, the few, muttered “I-told-you-so's” from her librarians stung the most.

Culture plays a key stabilizing role for an organization. Generation by generation, current members impart beliefs, assumptions, and norms to newcomers, which means organizational culture becomes something of a self-perpetuating phenomenon. Habitual ways of doing things become deeply ingrained. This stability (or, as some would say, stagnation) derives from two things: (1) the highly valuable ways organizational cultures provide meaning, purpose, identity, and narrative to members and (2) the tough-to-pin-down nature of their more ephemeral, and somewhat amorphous, characteristics. Culture “points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious” (Schein, 2004, p. 8). If you can't notice it, name it, or describe it, then how can you manage your relationship to culture? How is change possible? Another key reason organizational cultures are so stable may have to do with how humans respond psychologically and emotionally to *dis*-organization. Even temporary upheaval increases anxiety. And predictability—as in, “the way things have always been done around

here”—eases that negative affect (Schein, 2004, p. 15). Because members of the organization have developed, and invested in, some of the basic assumptions underpinning their organizational culture, alternate ways of doing things come to seem inconceivable (p. 31). Cultural change, while not impossible, is always difficult, and the extent to which organizations are able to adapt and change overall is determined to a large extent by how difficult it is to change culture.

Successfully navigating culture is a nuanced and sometimes difficult task, requiring excellent intuition, clarity of perception, and persistence. Observation and analysis are primary tools. It is possible that many working professionals, successful in their own right, have adapted well to the cultures of their organizations without ever giving it a second thought. However, efforts invested in this process can benefit both the organization and the individual professional in a number of ways. Martin (2012b) says that “culture can impede or facilitate change, unite or divide members, and cause the library to achieve or fail at its mission. For these reasons, organizational culture is an important concept for librarians to understand.” A shared, explicit understanding of what are typically subconscious—or at least unacknowledged—assumptions and modes of operation may be essential for organizational change, collegial relationships, and operation of the library itself. More or less subconsciously *adapting to* the culture of your workplace is valuable, but explicit *understanding* can significantly support development of your professional practice. Knowing how relationships, structures, and workflows function enables productivity, and cultural familiarity may help clarify why some new initiatives fail while others succeed (Ballard, 2015, p. 88). Awareness of cultural dynamics can lessen the anxiety and confusion experienced in response to behavior that seems unusual or eccentric and could help us “better understand the forces acting within us,” affecting our own behaviors within and outside of the workplace (Schein, 2004, p. 10). “If we don’t understand the operation of these forces, we become victim to them” (p. 3). A nuanced understanding of culture may also specifically support you as a professional who wants to take charge of your own area of responsibilities with confidence and ultimately influence colleagues, leaders, and the organization itself.

DECODING CULTURE

Culture has to be experienced to be truly understood.

—Martin (2012a, p. 348)

Decoding cultural assumptions and behaviors happens naturally, without deliberate attention, as professionals generally acclimate to a new context.

Remember your first day in a new workplace or in a new academic program? Or, imagine the first day of your next job. In what ways did you (or will you) assimilate information to help you tackle your new responsibilities? If you're like Sana, you listened to many people, observed behavior and processes, and asked many questions. Approaching this assimilation deliberately provides awareness of how socialization processes occur and what kinds of knowledge are generated. "We get ideas by watching and listening to others. We determine how accurate those ideas are through our experiences" (Ballard, 2015, p. 71). There will be both visible and implicit phenomena to observe and analyze, and you will find yourself forming hypotheses and testing them repeatedly (p. 96). The following questions will get you started thinking about your organizational culture in a purposeful way.

EXERCISE: BASIC ORGANIZATIONAL CULTURE

In a journal, take some time to answer some of the following questions. These have been developed with the writings of Schein (2004), Stanford (2013), and Ballard (2015) in mind. There are no right or wrong ways to interpret these questions. Let your mind wander.

1. What is expected of me by various individuals? What do they see me accomplishing? How does that differ among supervisors, peers, or subordinates?
2. What about the socialization process itself? What are newcomers asked to learn and through what mechanisms?
3. What seem to be the active assumptions among organizational members? What do they really think about the work, patrons, each other, the organization itself, and the profession?
4. How is the workplace itself functioning as a system?
5. How is space being utilized to get the work done? What types of physical, environmental, status, or value-related considerations may have gone into these decisions?
6. When you look around, how are your colleagues succeeding or failing? How do they earn rewards or advance within the organization? What kinds of things get them into trouble?
7. What are the norms for behavior, dress, communication, and approaches to work, particularly among those with whom you will work most closely?
8. What is the reputation of the organization in the community it serves? In the industry? How important is this to organizational members?

This is an exercise that will get you started thinking about some of the signifiers of organizational culture. When awareness of some of these ideas becomes habitual, you will find yourself tuned-in as your institution and its culture evolve.

Those who have written about organizational culture have developed various models to explain the elements involved. Schein (2004) approaches the subject from the perspective of leadership development; Goffee and Jones (2015) examine what cultural characteristics contribute to an ideal working environment; and, from the reverse perspective, Henry, Eshleman, and Moniz (2018) catalog the problems they perceive through their study of “the dysfunctional library,” specifically. In addition, Kendrick (2017) suggests a few signs you might look for to help guard against low morale. It is possible to derive a set of questions from each of these sources, which could be utilized individually or in combination to help you examine the practices in your workplace.

For Schein (2004), organizational culture combines two primary elements: the indistinct, ever-changing atmosphere that surrounds members, developed from the ways we interact together, “and a set of structures, routines, rules and norms that guide and constrain behavior” (p. 1). There are also three levels of culture, representing what is observable, what is espoused, and the assumptions beneath (p. 26) (Table 3.1).

Table 3.1 Questions about organizational culture developed based on the model from Schein (2004).

	Atmospheric	Structural
Observable artifacts	What do you notice about the environment, language, or behavior you see or hear around you?	What formal procedures, technology, services, or products do you find?
Espoused beliefs and values	What myths or stories are told?	What is the stated mission of the organization? How is its structure described, formally? (These principles may be lived or merely aspirational.)
Underlying assumptions	Based on what is observable and the narratives told, how would you characterize core beliefs, <i>shared or individual</i> (about the organization, its clientele, its purpose, the nature of work)?	Based on what is observable, declared, or described, how would you characterize core beliefs <i>of the organization</i> (about its own nature, purpose, modes of operation)?

Goffee and Jones (2015) provide a model based on the acronym DREAMS, signifying six elements they see as key to a workplace culture that is engineered for worker satisfaction and productivity: Difference, Radical honesty, Extra value, Authenticity, Meaning, and Simple rules. Questions were developed with this model in mind (Table 3.2).

In examining what can go wrong within organizational culture, particularly for libraries, Henry, Eshleman, and Moniz (2018) describe important factors that could indicate dysfunction (pp. 20–31). The way questions are asked can sometimes help determine how they are answered. Since the authors' project was an exploration of *dysfunction*, you may find that the questions developed around this model of culture tip the scale toward the negative, but they also introduce illuminating concepts, such as flexibility, value, and dissent (Table 3.3).

Examining instances of low morale among academic librarians, Kendrick (2017) points to leadership styles and workplace issues that those who have experienced low morale have identified as problematic. Again, some of the concepts surfaced through these questions are valuable, despite the negative paradigm of studying low morale, specifically (Table 3.4).

Taken together, these models cover a lot of ground. Depending on individual context, some may resonate more strongly than others. For example, based on her desire to find her place within a library structure that is

Table 3.2 Questions about organizational culture developed based on the model from Goffee and Jones (2015).

Difference	When it comes to perspectives and habits of mind, does the organization tend to value and encourage difference or conformity?
Radical honesty	When things are happening at the top levels of the organization, at what stage are individual members apprised?
Extra value	In what ways do people feel enriched through their work experiences, or exploited?
Authenticity	How consistent are the organization's identity and mission? If values change, how much do those changes seem to be a matter of deliberate evolution versus fluctuating for no apparent reason?
Meaning	How do individuals view their work on a spectrum from meaningful on one end and alienating or worthless on the other?
Simple rules	Do the policies, procedures, and rules make sense? Or do they seem to present "a miasma of bureaucratic rules [limiting] creativity and effectiveness"? (p. 13)

Table 3.3 Questions about organizational culture developed based on the model from Henry, Eshleman, and Moniz (2018).

Communi- cation	<ul style="list-style-type: none"> • How well informed do members of the community feel about new ideas and issues? • How well matched is mode of communication with preferences of the intended recipients?
Bureaucracy, dictatorship, and management	<ul style="list-style-type: none"> • What is the balance between set procedures and oversight on one hand, which helps keep everyone accountable, and the flexibility needed for members to adapt and grow? • How are supervisory and subordinate roles determined and facilitated? • How does delegation happen? • How do individual supervisors foster motivation and creativity?
Collaboration and silos	<ul style="list-style-type: none"> • How do administrators and colleagues value and approach collaboration? • Is a siloed structure impacting basic awareness of operations across the organization? • Is there duplication of effort or contradictory effort happening?
Word over deed	<ul style="list-style-type: none"> • Does the organization accomplish what it sets out to do in its mission and goal statements? • What is it doing to help move in that direction? • Do any individuals seem to be working contrary to the mission or at cross-purposes with each other?
Stress levels	<ul style="list-style-type: none"> • What kinds of problems are causing stress for individuals? • How would they describe their own stress levels? • What are the customary ways of dealing with stress? • How supportive is the organization as a whole in helping individuals address these issues?
Problematic office politics	<ul style="list-style-type: none"> • Do individuals or divisions seem to work toward achieving their own narrow agendas, or those of allies, without prioritizing the needs and goals of the organization or its constituents? • Are there healthy openness and balanced debate when people or factions disagree? • Who are the power players, and who are the disadvantaged?
Diversity	<ul style="list-style-type: none"> • How much diversity is there among the workforce? The management? The patron base? • How much is diversity of assumptions, work styles, or perspectives on librarianship accommodated or encouraged? • How often and to what extent is dissent given serious consideration?

Table 3.4 Questions related to leadership and workplace issues, based on concepts from research by Kendrick (2017).

Leadership	<ul style="list-style-type: none"> • Are leaders in the organization compassionate and flexible with organizational members? • To what extent do you observe tolerance for bullying or abuse among members? • Do leaders seem absent, ambivalent, negligent, or apathetic?
Workplace issues	<ul style="list-style-type: none"> • Do you see any signs of understaffing? To what extent does it seem employees are expected to be available at all times or are given unrealistic work schedules? • Are there instances where employees seem to be relegated primarily to unchallenging or unfulfilling work? • To what extent do you observe colleagues who are struggling with disillusion with the profession, stress, anxiety, work dread, lack of confidence, or increased mistrust of colleagues, leadership, or the institution?

very different from her past experience, Sana might key in most closely to a few of the questions developed in response to Henry, Eshleman, and Moniz (2018) related to accountability, flexibility, different roles, and delegation. Joy, on the other hand, who is interested in managing change in her public library branch, might choose to focus on questions that help her examine individual and shared myths or beliefs and the ways professional and support staff balance their own needs, interests, and priorities with those of the organization.

EXERCISE: FOCUSING ON WHAT MATTERS

With your specific work context in mind, determine the areas of organizational culture that are of most immediate interest to you.

1. Select a number of questions from the models discussed previously, addressing issues related to your areas of interest, and respond to those questions in your journal.
2. Based on your responses, what new questions come to mind?
3. What will you examine (or observe) to investigate further? Who will you talk to, and how will you broach the subject with them?
4. Finally, we know that purposeful organizational change is difficult, but that doesn't mean that culture isn't constantly shifting. What are some strategies for maintaining your awareness of the evolving organizational culture in your workplace?

Since each context is different and each professional comes to an institution or new position with a unique set of needs and expectations, selecting the most relevant questions for your investigation of organizational culture and tailoring your approach will help you focus on what's most significant for your professional practice.

EMPOWERMENT AND ENGAGEMENT

For collaboration to work, the library organization must embrace the team concept and empower its employees to make decisions.

—Henry, Eshleman, and Moniz (2018, p. 129)

To empower someone gives them the control—or power—to do something, and *empowerment* is the process of becoming stronger and more confident, particularly in relation to your own self-determination. McClelland (1970) introduced the concept of the two “faces” of power: one being the personal, dominant-submissive model (i.e., I win, you lose) and the other being social, characterized by a “concern for group goals, for finding those goals that will move [individuals], for helping the group to formulate them, for taking some initiative in providing members of the group with the means of achieving such goals, and for giving group members the feeling of strength and competence they need to work hard for such goals” (p. 41). The personal face of power—perhaps the one we are most familiar with when we think about power relationships—runs the risk of creating a culture of aggression and domination, whereas a social empowerment model theoretically makes individuals (e.g., staff, colleagues, students, team members) feel more powerful and able to accomplish things on their own (p. 41). Harvey and Drolet (2004) posit that the more people who have power, from a variety of sources, the more stable and healthy an organization will be (p. 167). So, what does an empowered workplace look like?

EXERCISE: ORGANIZATIONAL EMPOWERMENT ASSESSMENT

(Adapted from Harvey and Drolet [2004, pp. 168–180])

In a journal, respond to the following prompts about your general work situation:

1. Do you and your colleagues feel that the *tasks and projects* you are working on are important? In what ways are these tasks significant, and for whom? Are there any areas of work that are less than satisfying in this way?

2. How much *professional discretion* do you and your colleagues have in determining the tasks that you will take on and how you will approach the work? Is this true across the board or only in certain areas of responsibility?
3. Are you and your colleagues provided with the *resources* needed to accomplish your work? What types of resources is your organization good at providing, and in what areas does it fall short?
4. How would you rate the level of encouragement you receive for *working together collaboratively*? Are there any areas of work where you would say your organization is resistant to a teamwork approach?
5. Do you and your colleagues feel you are given appropriate *praise and recognition* for the work you accomplish on behalf of the organization? Are there areas of work that you feel do not receive the requisite positive response?
6. To what degree are you and your colleagues encouraged and supported in *improving and developing new skills*? Can you identify any sources of resistance to providing this type of support?
7. To what degree do you and your colleagues feel *responsible for, and in control of, your own future* within the organization? Are there any elements of this that are beyond your control?
8. Do you and your colleagues work in an environment that allows for and encourages individuals to develop and implement *innovative approaches*? To what degree are organizational leaders open to surprise over regimented routine and order?

Empowerment of individuals within the organization supports the library's ability to serve its constituency, as well as its capacity to evolve. Henry, Eshleman, and Moniz (2018) argue that a healthy and thriving library culture not only revolves around service and a desire to help others but also includes appreciation for a love of learning and the ability to embrace change and adaptability (pp. 18–19). By empowering us to make decisions on our own, and supporting our efforts to influence organizational practice or promote change and progress, an organization's leaders provide a sense worth, a sense of belonging, a sense of ownership, a sense of competency, and a sense of trust. These are all key factors in creating and maintaining a positive and dynamic organizational culture, which, in turn, leads to more motivated and engaged employees.

Engagement with one's work is critical to one's professional satisfaction as well as to the success of the organization itself. When someone is fully engaged with what they do on a daily basis, they are more able to readily and enthusiastically contribute their skills, complete their work, collaborate with others, take on new challenges, and take pride in themselves and

their institution's mission. The Gallup organization (2017), in a report covering its extensive employee engagement research, describes an engaged workplace as one where "employees are highly involved in and enthusiastic about their work and workplace. They are psychological 'owners,' drive performance and innovation, and move the organization forward" (p. 63). The Q¹² Survey includes questions related to four areas of employee development needs: basic, individual, teamwork, and personal growth (p. 62).

EXERCISE: HOW ENGAGED ARE YOU?

(Adapted from a selection of the Q¹² Survey questions [Gallup, 2017, p. 63])

In a journal, respond to the following prompts:

1. How confident are you that you know what's expected of you in your current position? Are there areas of work where expectations are less clear than in others?
2. Which of your responsibilities would qualify as some of the things you do best? Are you afforded the opportunity to engage in some of these tasks every day?
3. To what degree do you feel your opinions matter in the workplace? How is this value communicated? What impact does your opinion seem to have?
4. To what degree do you feel that your supervisor, or someone else at work, cares about you as a person? How is this communicated?
5. Would you say that you have a "best friend" at work? If so, how does that relationship play into the work you do, individually and together?

Your responses to these questions, which get at how you feel about the work you do, your institution, your supervisors and colleagues, and the ways you engage with each other in the workplace, can help you understand how organizational culture impacts your level of satisfaction and how it may also be impacting the way you practice professionally.

With a solid understanding of the dynamics of organizational culture in her library, and armed with a plan for maintaining awareness, Sana will be better able to negotiate day-to-day responsibilities, build strategic relationships, and determine how best to define and focus her professional practice. Applying an organizational culture perspective could help Joy understand what motivates resistance to change among staff and patrons and help her determine some strategies for making her branch library into a more engaged, empowered, and collaborative workplace. Information professionals find their way within new organizations all the time, and

institutional change does happen, with or without an explicit focus on workplace culture. But one's ability to effectively harness a solid understanding of the ins and outs of organizational structures and dynamics can be a strategic advantage when it comes to career advancement and professional satisfaction and could have a favorable influence on workplace culture as well.

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