SESSION

Cultural Change

June 22, 2020 | 16:00–17:30 CEST

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Session Ground Rules

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- **Technical issues.** Check your **settings** under the icon with the three dots, as well as your **internet connection**. No luck? Try to rejoin by closing your tab and reusing the link provided.

Thank you for your attention and enjoy the session!

SESSION

Cultural Change

Chair: Thomas Kaarsted, University Library of Southern Denmark

- “Culture Eats Strategy for Breakfast” – Building Trust Through Organisational Culture Gyongyi Karacsony, University of Debrecen, Hungary
- Securing trust through collection engagement and transformation Justine Louise Rush, University of Kent, United Kingdom
- Using Lego® to build a library strategy Dr. Charlotte Wien, Dr. Bertil F. Dorch, University Library of Southern Denmark, Denmark

”**Culture** Eats **Strategy** for Breakfast”
Building **Trust** Through Organisational Culture

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Gyöngyi Karácsony

University and National Library

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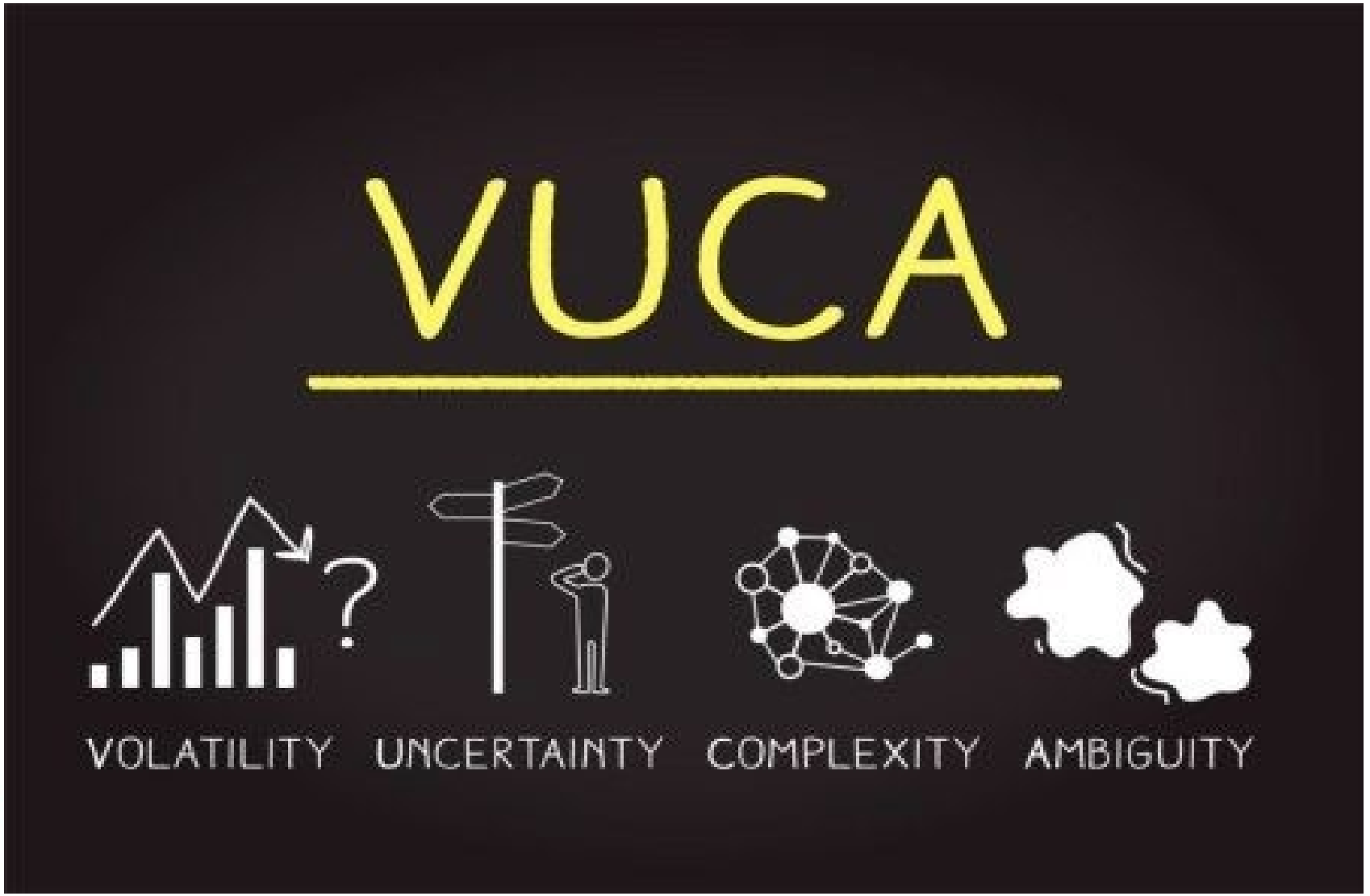
VUCA - The context of the 21st century



https://www.linkedin.com/pulse/leadership-vuca-world-hannah-rogers

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http://www.strategicagilityinstitute.com/blog/2017/3/21/ready-to-shift-your-vuca-to-vuca-prime

Be agile & proactive!

- Who are we?
  Where are we heading?

Mission, vision

- How are we going to get there?

Strategy

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Strategy success factors in a VUCA world

- Managing change
  - TQM
  - Downsizing
  - Re-engineering

Process control & strategy

??? Behavior, undelying values, beliefs, norms, shared purpose, symbols, traditions, etc. ???

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Organisational Culture

A pattern of shared basic assumptions that the group learned 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 percieve, think and feel in relation to those problems.

(Schein, E.H. (2010) Organizational Culture and Leadership. Jossey-Bass, San Francisco, 437 p.)

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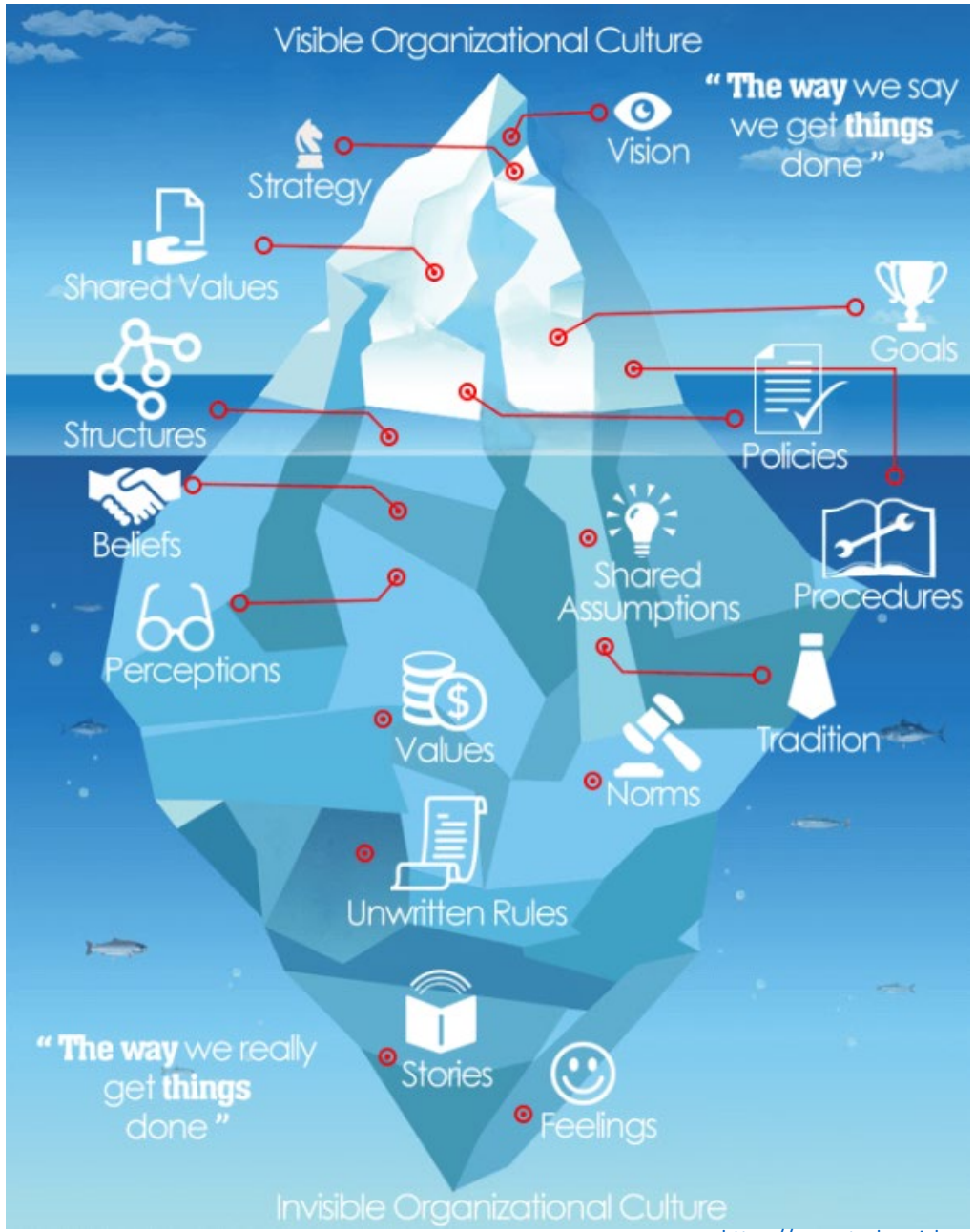

https://www.torbenrick.eu/

Culture: strong or weak?

High performance

- Clear and compelling vision, mission, goals and strategy
- Core values drive the culture and decision making
- Clear roles, responsibilities and success criteria
- Open, candid, transparent communication
- Teamwork, collaboration and involvement is the norm
- Willingness to change, adapt, learn from successes and mistakes, take reasonable risks and try new things

Low performance

- Vision, mission, goals and strategy are unclear, not used
- Core values are unclear, not used, do not exist
- Unclear roles and responsibilities
- Guarded communication
- Top-down decision making

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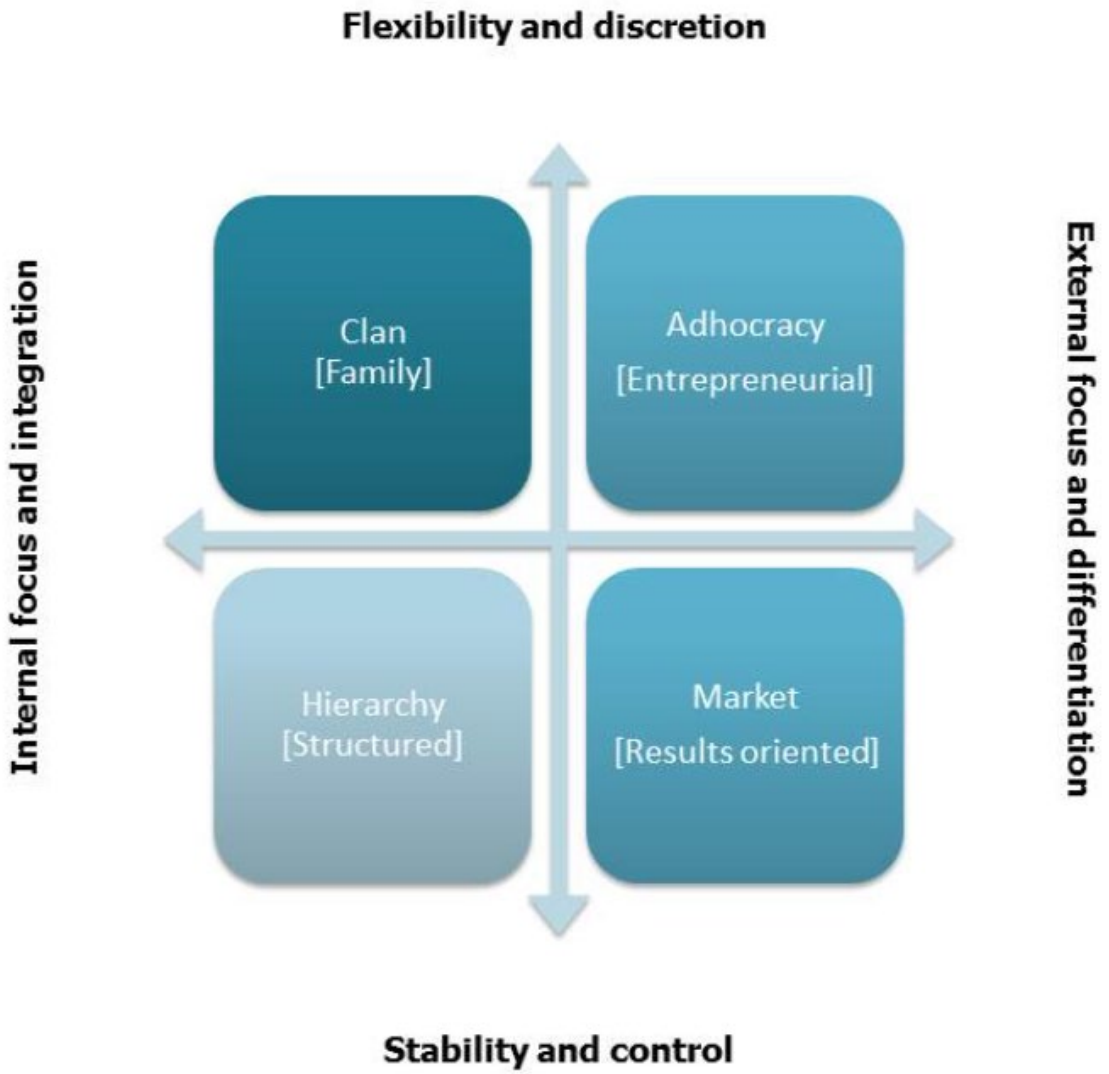
Competing Values Framework (CVF)

- All values are present
- Which ones dominate?
- Do things
  - together
  - first
  - fast
  - right



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Cameron, K.-Quinn, R.E., (2006): Diagnosing and changing organizational culture: Based on the competing values framework. Jossey-Bass, San Francisco, 259 p.

Diagnosing culture

- OCAI: Organisation Culture Assessment Instrument
- Based on CVF culture types: Clan, Adhocracy, Market, Hierarchy
- 6 key dimensions
  - **Dominant Characteristics**
  - **Organizational Leadership**
  - **Management of Employees**
  - **Organization Glue**
  - **Strategic Emphases**
  - **Criteria of Success**
- 4 alternatives (A, B, C, D)
- Current and Preferred

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Cameron, K.-Quinn, R.E., (2006): Diagnosing and changing organizational culture: Based on the competing values framework. Jossey-Bass, San Francisco, 259 p.

OCAI example (Dimension 5)

5. Strategic Emphases		Now	Preferred	
A	The organization emphasizes **human development**. High **trust, openness,** and **participation** persist.	50	25	CLAN
B	The organization emphasizes acquiring **new resources** and creating **new challenges**. Trying **new things** and prospecting for opportunities are valued.	0	25	ADHOCRACY
C	The organization emphasizes **competitive** actions and achievement. Hitting stretch targets and **winning** in the marketplace are dominant.	0	25	MARKET
D	The organization emphasizes **permanence and stability**. Efficiency, **control** and smooth operations are important.	50	25	HIERARCHY
	Total	**100**	**100**	

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OCAI survey at the University and National Library Univ. Debrecen, Hungary

- January 2019
- All employees were asked to fill in the questionnaire
- 110 asked, 85 answered
- n=69
- Overall look at corporate culture at our Library
- Comparison of current and preferred values by dimensions and demographic groups

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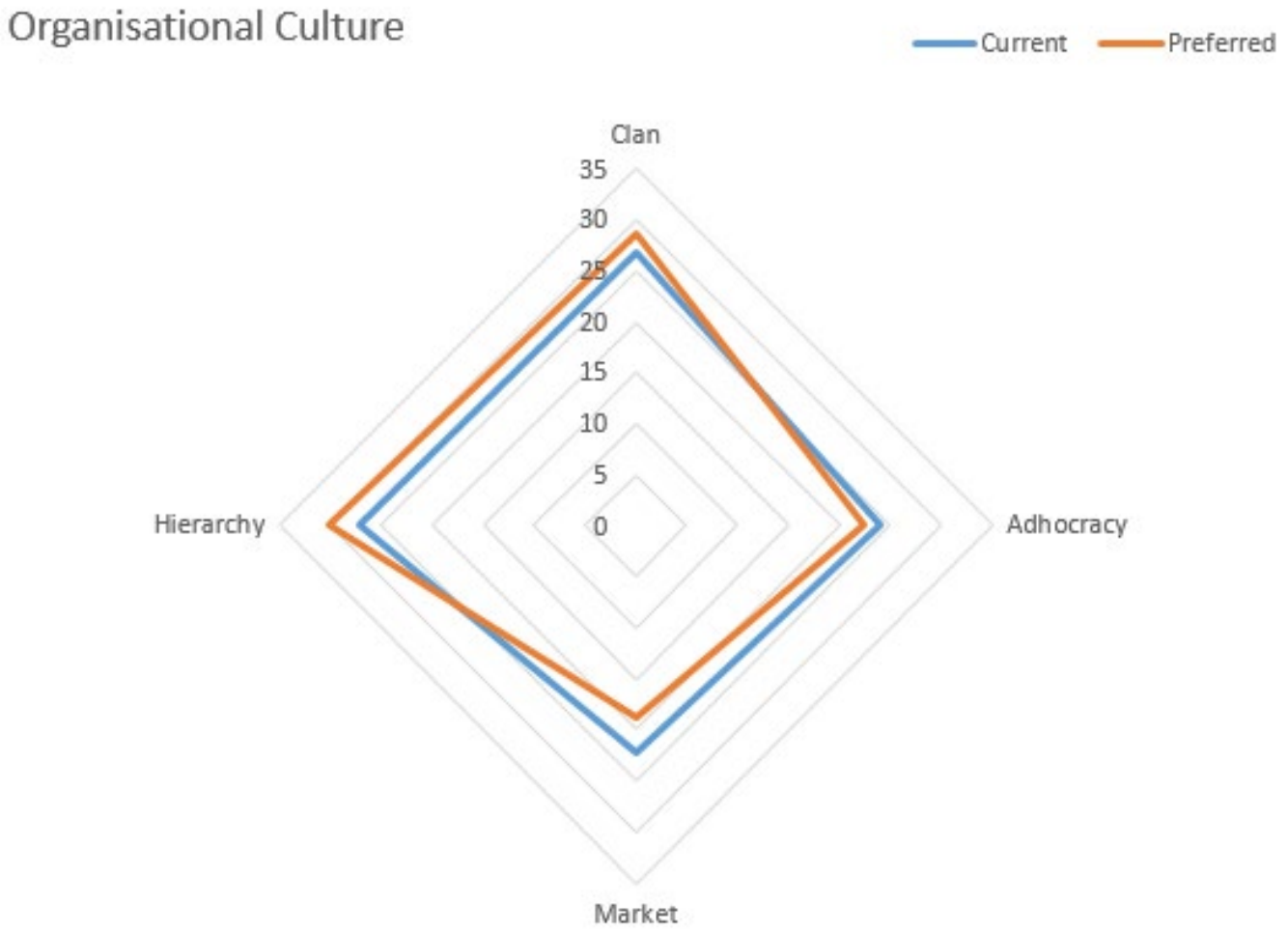
Results

- Current
  - Hierarchy and Clan > 25
  - Adhocracy and Market < 25
- Preferred
  - Hierarchy and Clan > >25
  - Adhocracy and Market << 25



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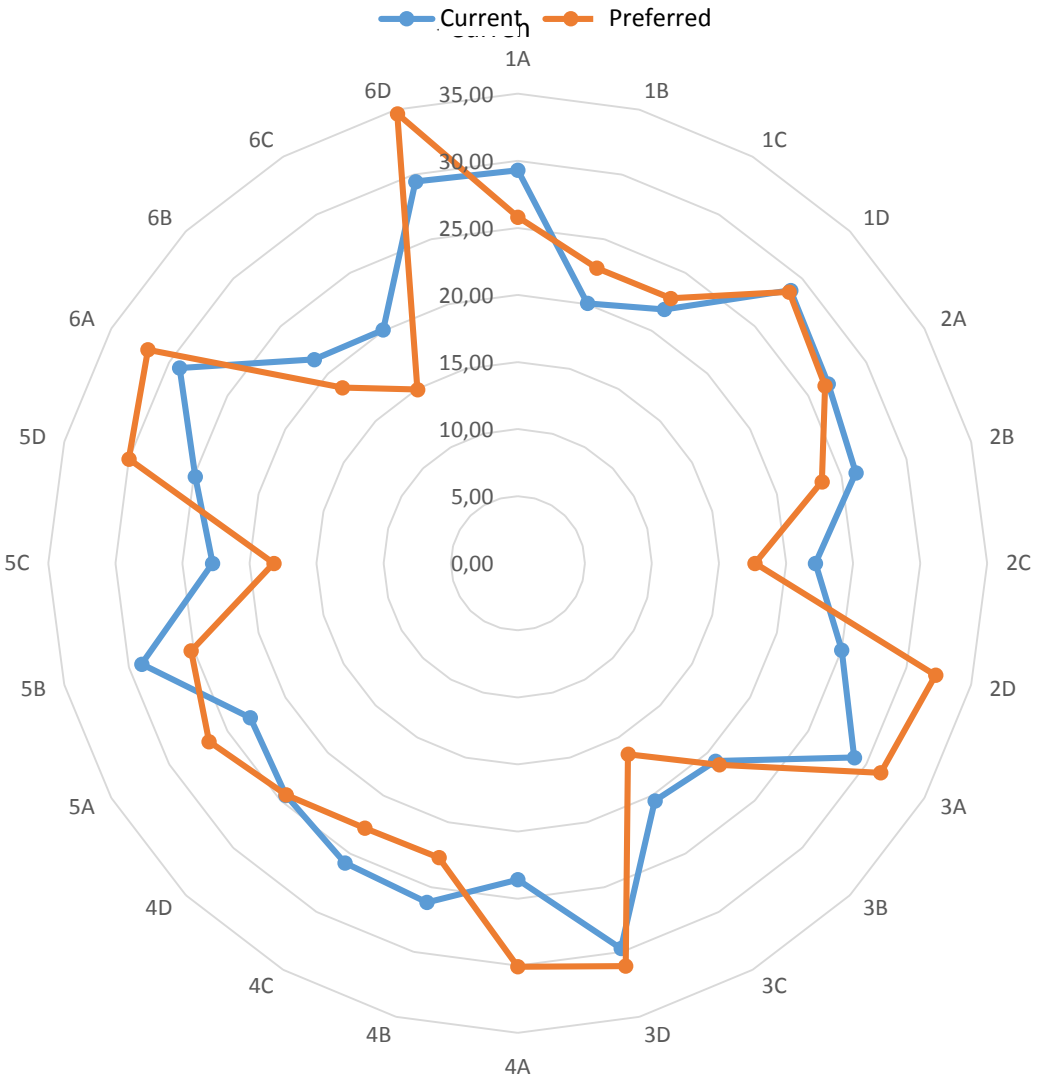
Differences by dimensions

- Strong preference for Clan and Hierarchy values
- Reluctance toward Adhocracy and Market values

Findings: Inward focus



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Preference

- Coordination, controll
- Formal procedures
- Stability, security, predictability
- Efficiency
- Sharing about oneself
- Mentoring and nurturing leaders
- Teamwork, participation
- Employee committment

Reluctance

- Competition
- Individual risk taking
- Achievemnt orientation
- Aggressiveness
- Acquirind new resources
- Creating new challenges
- Commitment to innovation& development

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Results – Dimension 5

5. Strategic Emphases		Now	Preferred	
A	The organization emphasizes **human development**. High **trust, openness,** and **participation** persist.	23,03	26,58	CLAN
B	The organization emphasizes acquiring **new resources** and creating **new challenges**. Trying **new things** and prospecting for opportunities are valued.	29,03	25,22	ADHOCRACY
C	The organization emphasizes **competitive** actions and achievement. Hitting stretch targets and **winning** in the marketplace are dominant.	22,75	18,19	MARKET
D	The organization emphasizes **permanence and stability**. Efficiency, **control** and smooth operations are important.	24,09	30,01	HIERARCHY
	Total	**100**	**100**	

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Building trust = long term partnership, sustainability

- What are the norms and values that make libraries sustainable in the 21st century?
- What are the stakeholder/client/decision maker values?
- What are the values we share with stakeholders?
- Management values vs employee values?

Effective change management is built on a change of organisational culture

Building a high performing culture is key to building trust

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Thank you!

Gyöngyi Karácsony
gyk@lib.unideb.hu

Securing trust through collection engagement and transformation.

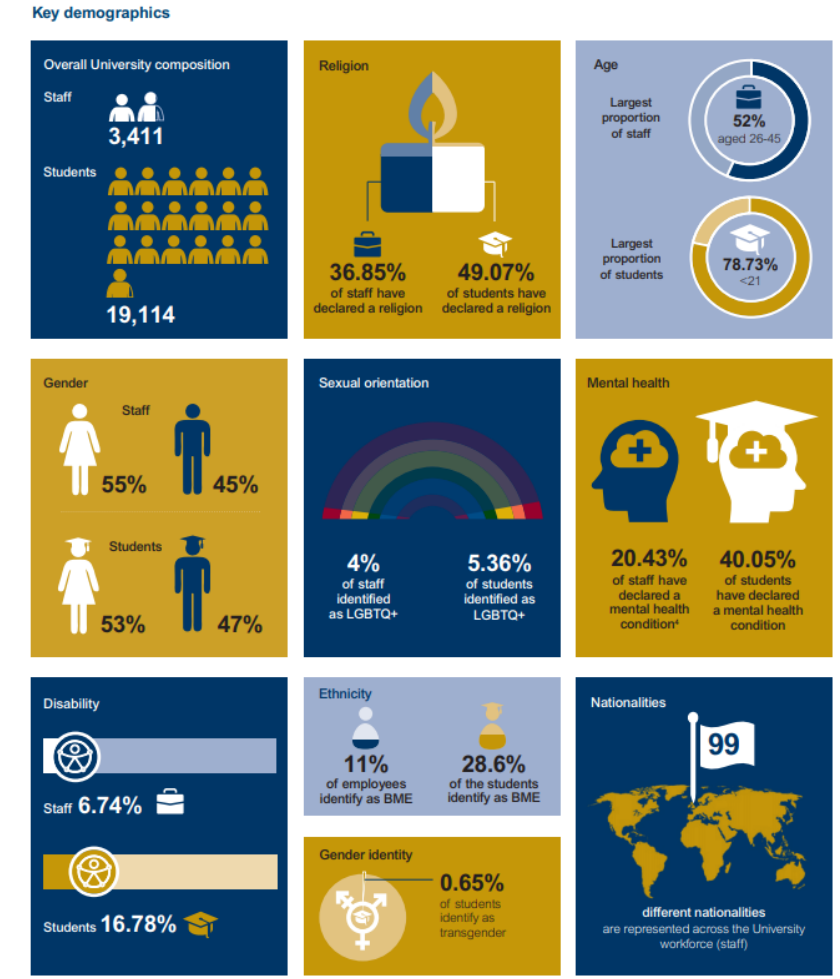
Justine Rush, Head of Academic Liaison, Information Services.

Templeman Library

University of Kent

University of Kent: 2019 snapshot.

- Established 1965 in Canterbury, with locations in Kent and Europe.
- 19,114 students and 3,411 staff in 2019.
- 159 nationalities represented in our student body, with 28.6% identifying as Black and Minority Ethnic (BME).
- 40% of our teaching and research staff from outside the UK.
- Gold rating in the Teaching Excellence Framework (TEF).
- 97% of our research is of international quality, up from 87% in 2008.



Collection Engagement Strategy:
Visibility and impact through partnership.

Strategic aims.

1. Change how we communicate with our academic community.
2. Work in partnership with academic staff to build engagement through collection development and use.
3. Increase visibility and profile of Library Services, and their impact.

Impact:

- Shifted focus and nature of discussions with academic colleagues.
- Established principle that academic input and ‘ownership’ of collections is critical to effective partnership working.
- Resulted in increased collaborative activity with university wide projects to embed cultural change.

Times Higher Education Awards 2019
Winner: Outstanding Library Team

Collaboration is key:
Establish the common purpose.

Establishing the link between retention and belonging, the attainment gap and library collections.

- Retention, belonging and the attainment gap.
  - Student Success (EDI) Project, 2015 -

- Empowering the student voice.
  - Kent Union 'Diversify My Curriculum' campaign, 2016.
  - Recommending diverse texts for inclusion on academic reading lists.

- Finding the common purpose. '*See yourself on the shelf*'.
  - Collaborative Diversity Mark pilot.

"The University should aim to diversify the content of its curriculum and make it more inclusive, starting with reviewing curricula to ensure that a range of ideas and academic thoughts are represented."

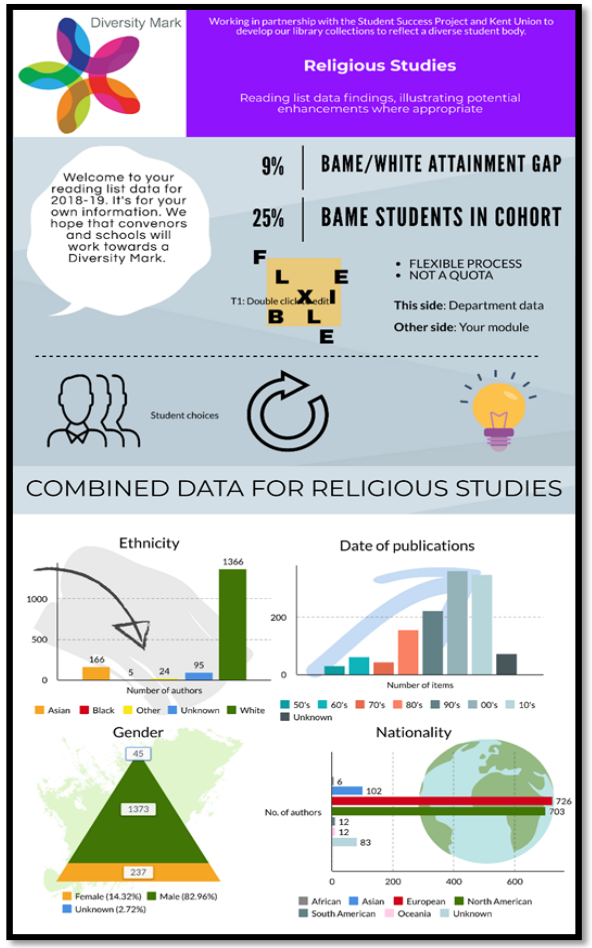
BME Student Voices Report, Kent Union 2017

"Reading lists are a starting point for us to see where we can begin to make some changes, be more inclusive, and ultimately provide a better academic experience for everyone. "

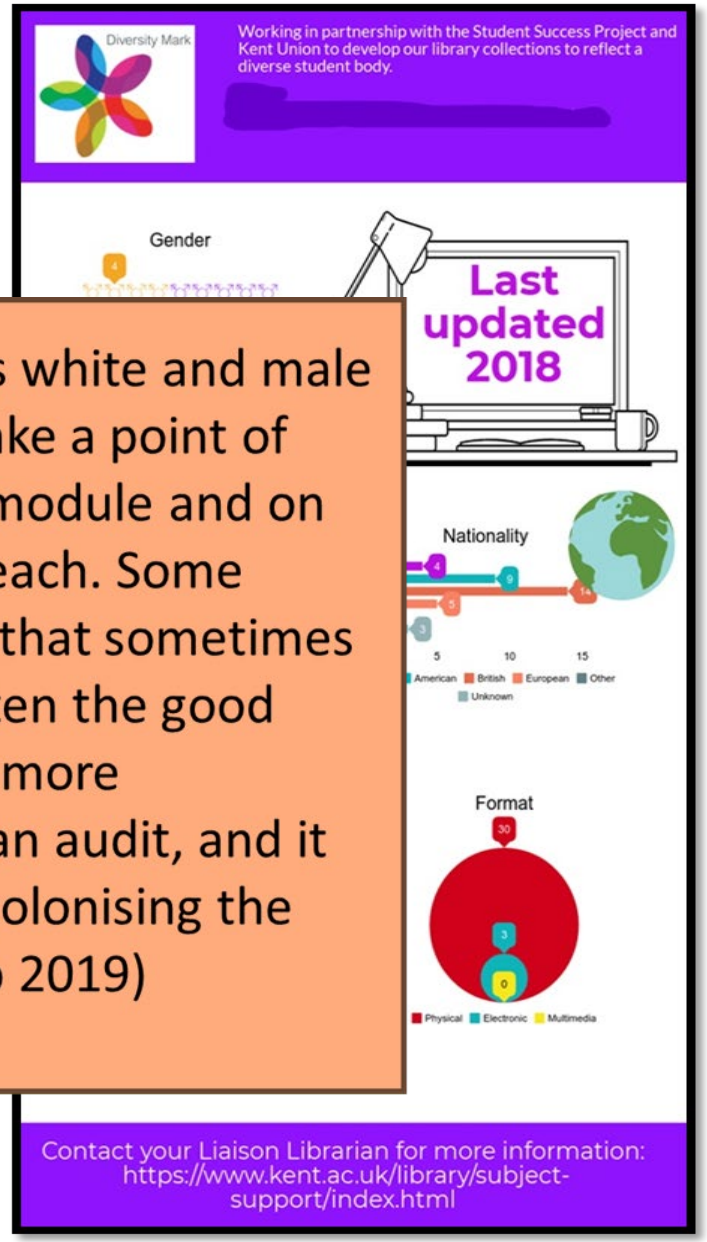
(*Module convenor, 2018*)

Diversity Mark:

Challenges, findings and emerging practices.



"I was surprised that my list was as white and male as it turned out to be, and I did make a point of mentioning it to students on that module and on another, final year module that I teach. Some shrugged their shoulders and said that sometimes it's only white men who have written the good books (!); others responded much more enthusiastically about the idea of an audit, and it led to a good discussion about decolonising the university." (Module convenor, Feb 2019)



Diversity Mark:
A process of review, reflection and co-creation.

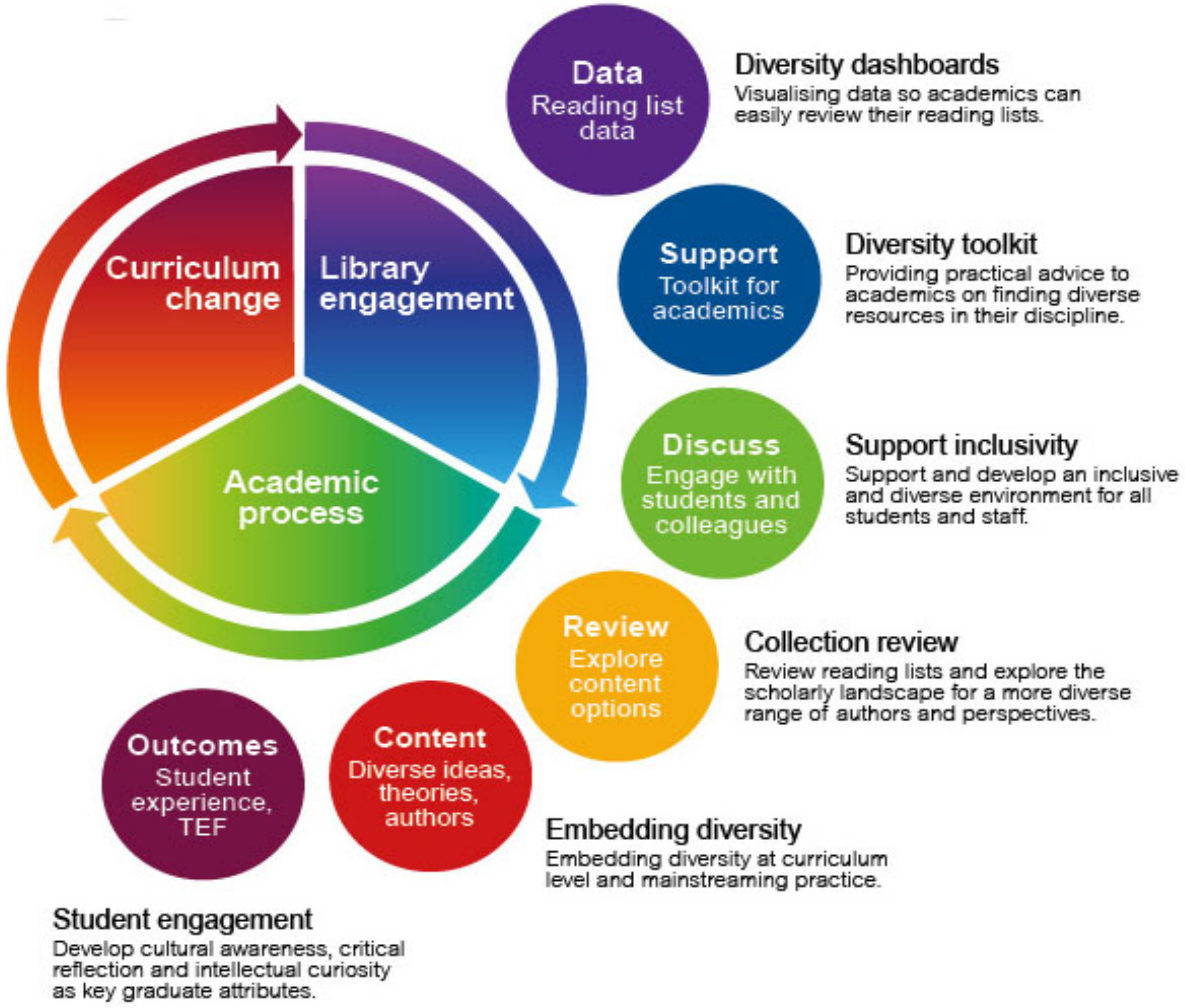
Representing diverse perspectives and authors in your reading list leads to a more inclusive learning experience for students.

Research, both nationally and at the University of Kent, shows that reading lists that consider the diversity of the student body improve engagement and help to develop key graduate attributes. A minor change to your course materials could make a major change to the way a students, or a group of students, responds to the course.

Diversity Mark award

Diversity Mark is an institution-wide award that is given to those modules that can offer a diverse and inclusive range of resources for their students via their reading lists.

Diversity Mark



Diversity Mark:

Supporting a critical thinking and cultural competency pedagogy towards empowerment and belonging.

"There was a general consensus that students weren't aware that contributing or changing the reading list was an option. There was also an assumption that the reading list was white British male-oriented and that's just the way it is. The view was expressed that more representation could encourage more engagement given they know where the sources were coming from in the first place." (Evangeline Agyeman, Social Sciences student)

"I believe without diversity; our perspectives will as a consequence be limited to a Eurocentric outlook, which does not display the critical thinking that we are so often encouraged to do at university level"
(Collins Konadu-Mensah, Social Sciences student)

Special Collections and Archives (SC&A):
A snapshot.

Collection strengths include:

- Popular and comic performance.
  - British Stand Up Comedy Archive (BSUCA).

- Cartoon artwork and publications (political and social comment).
  - British Cartoon Archive.

SC&A sessions in 2019

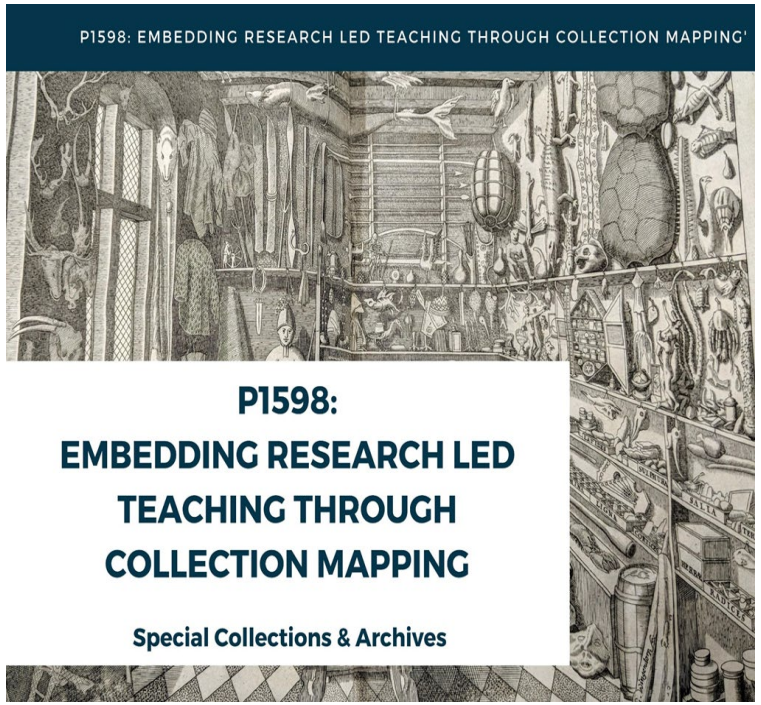
- History – 40 groups.
- English – 22 groups.
- Drama – 7 groups.
- Medieval and Early Modern Studies – 2 groups.

Special Collections and Archives (SC&A).

Matrix and mapping.

Harnessing matrix team frameworks to engage academic schools and researchers.

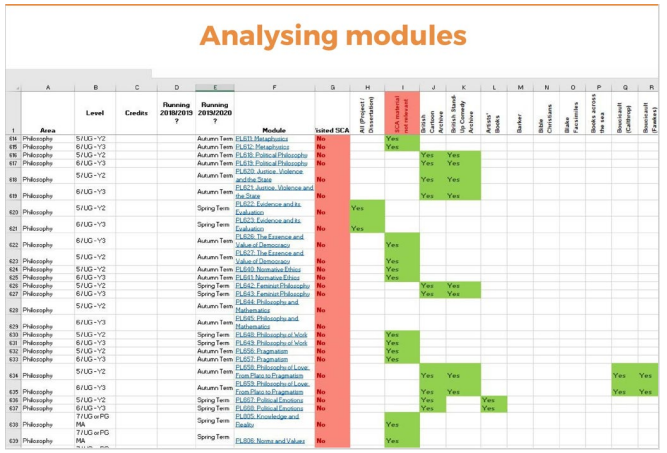
- Project to map collections to related subjects.
- Ensure that researchers know what we hold.
- Support research-led teaching.
- Empower Academic Liaison Services (ALS) colleagues to develop their knowledge of SC&A collections.



Special Collections and Archives (SC&A):

From mapping to research-led teaching.

- Making new connections between materials, collections and subjects taught.
    - Use of the British Stand Up Comedy Archive, extended beyond the Performing Arts to include postgraduate History modules.
- Student skills development, including critical analysis of the intent, value and purpose of items.
- Fostering a sense of belonging to the University, as many items cannot be found elsewhere.



Special Collections and Archives (SC&A):

Increased trust created through engaged partnership that generates mutual benefits.

‘Olly, secured the archive for the University – built trust with the department through liaison and teaching, introduced us to his network, works with us to secure the collection, works with us to understand what is in the collection, uses it in his teaching, works with us to curate exhibitions, consistently uses the collections to support his own teaching and research, students use the collections to inform their own performance.’

Special Collections and Archives Manager, 2020.

In conclusion.

Securing trust through collection engagement and transformation.

Thank you for listening.

References.

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- *Diversity in the Curriculum: Collaborating with Student Success Project and Kent Union to Develop Our Library Collections to Reflect a Diverse Student Body - Talis Education* [Online]. Available at: https://talis.wistia.com/medias/o0cvulqa6s [Accessed: 18 June 2020].
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Using Lego™ Serious Play for developing a Library Strategy

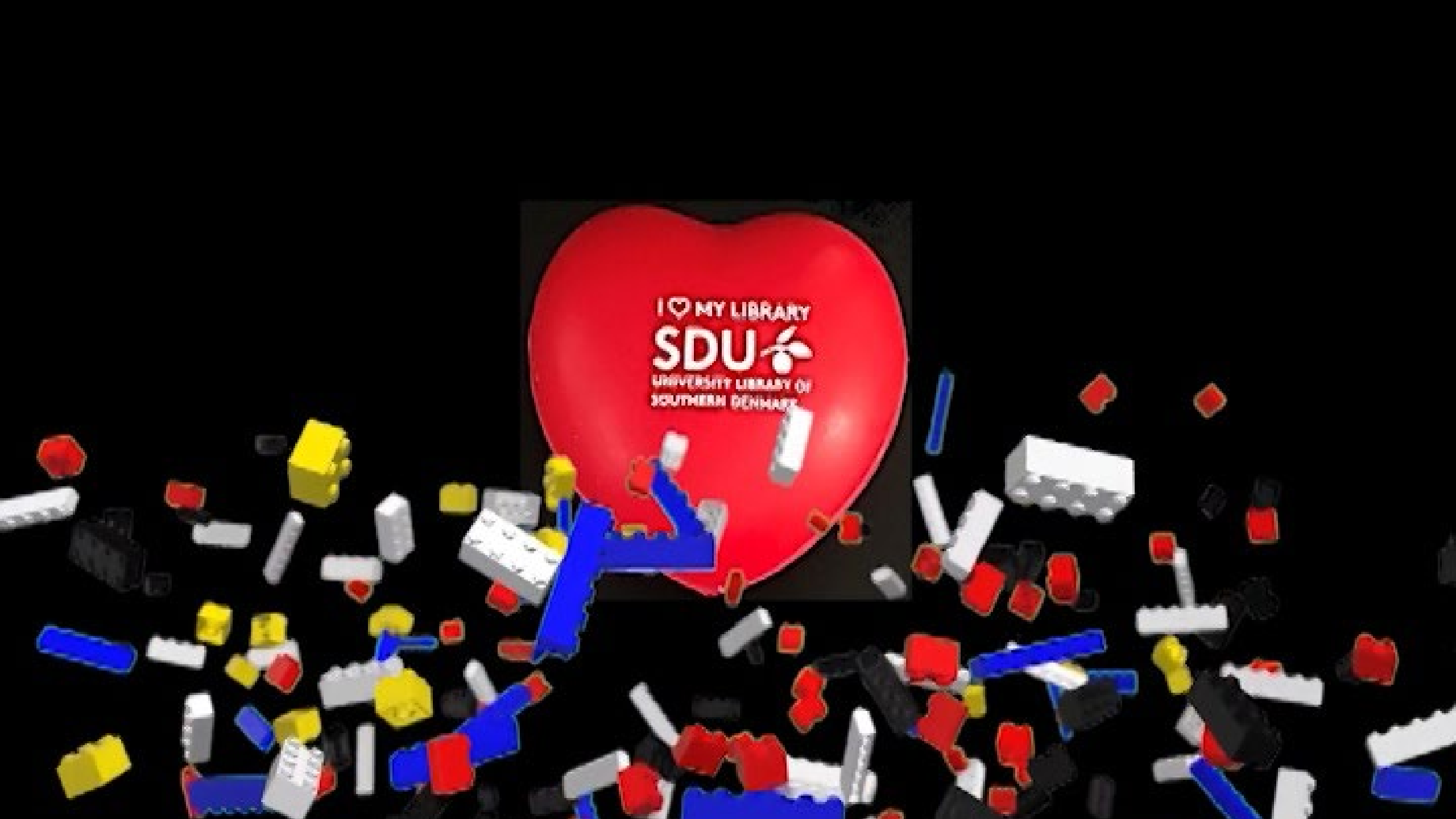
By

Professor, Director of Research Charlotte Wien &

Associate Professor, Library Director Bertil F. Dorch

The University Library of Southern Denmark

SDU


I ♡ MY LIBRARY
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UNIVERSITY LIBRARY OF
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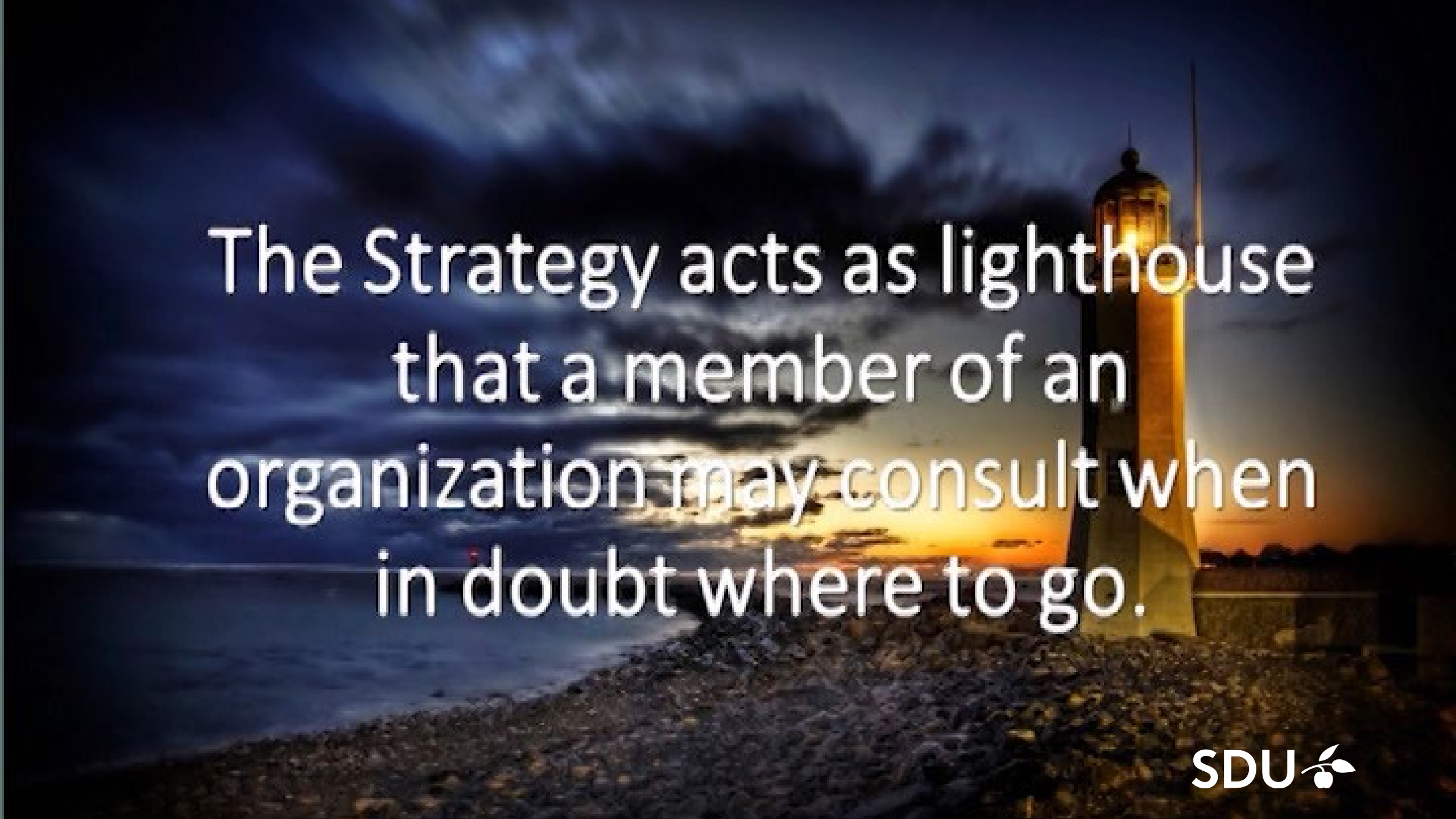
A strategy describes the raison d'être of the organization, its values and norms and where the organization is heading for the next say 5 to 10 years.


The Strategy acts as lighthouse that a member of an organization may consult when in doubt where to go.

A comparative study Vision statements from 17 Academic Libraries

SDU

What characterizes current vision statements of European Reasearch Libraries?

SDU

SDU

A Vision Statement

- [...] is a company's road map, indicating what the company wants to become by setting a defined direction for the company's growth...
- [It] is an organization's self centered, egoistic, selfish (in a positive and necessary sense) pleasure seeking goal, that directly attracts and motivates its employees
- [It should be a] catalyzer or action starter [...] placed in a first priority, before mission statement, because implementation of mission depends on vision [..]
- Wikipedia 20-5-2019

SDU

8 Vision Statement Criteria

1. Concise: able to be easily remembered and repeated
2. clear: defines a prime goal
3. Time horizon: defines a time horizon
4. future-oriented: describes where the company is going rather than the current state
5. stable: offers a long-term perspective and is unlikely to be impacted by market or technology changes
6. challenging: not something that can be easily met and discarded
7. abstract: general enough to encompass all of the organization's interests and strategic direction
8. inspiring: motivates employees and is something that employees view as desirable

SDU

Results

- 16 vision refer to mother institution
- Most of them claims to be aligned with mother institution strategy.
- None indicate close cooperation and shared services with other Libraries.

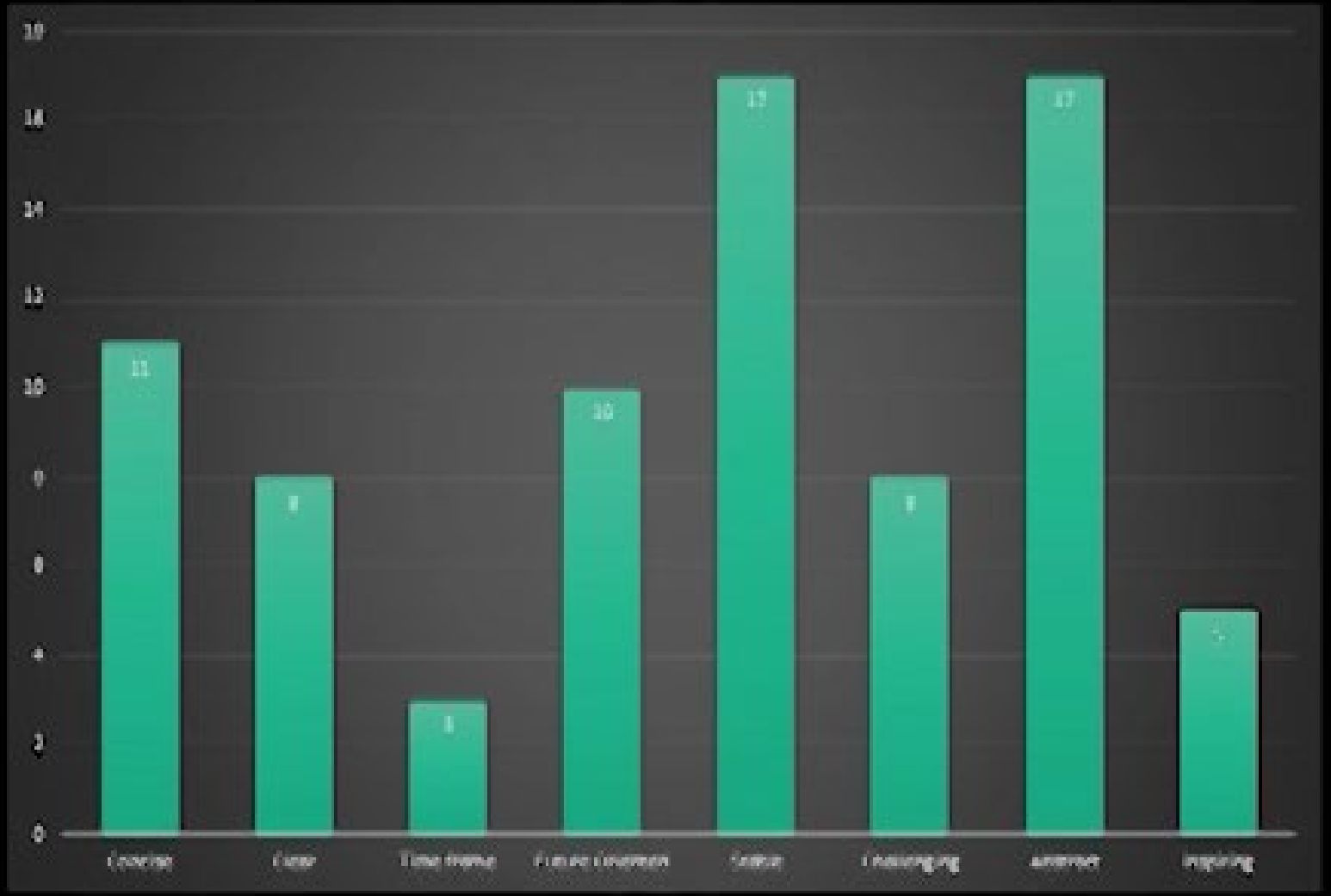
SDU

Results

- The heart of the university.
  - "We will place the Library firmly at the heart of the University as expressed through the three key priorities of research, teaching and engagement in the University strategic vision for 2020"
- The Library plays a subordinate role
  - "Our main goal is to provide a service where the user can find and access resources through a multitude of ways; from our library website, Google or a vendor."

SDU

Depressingly unambitious



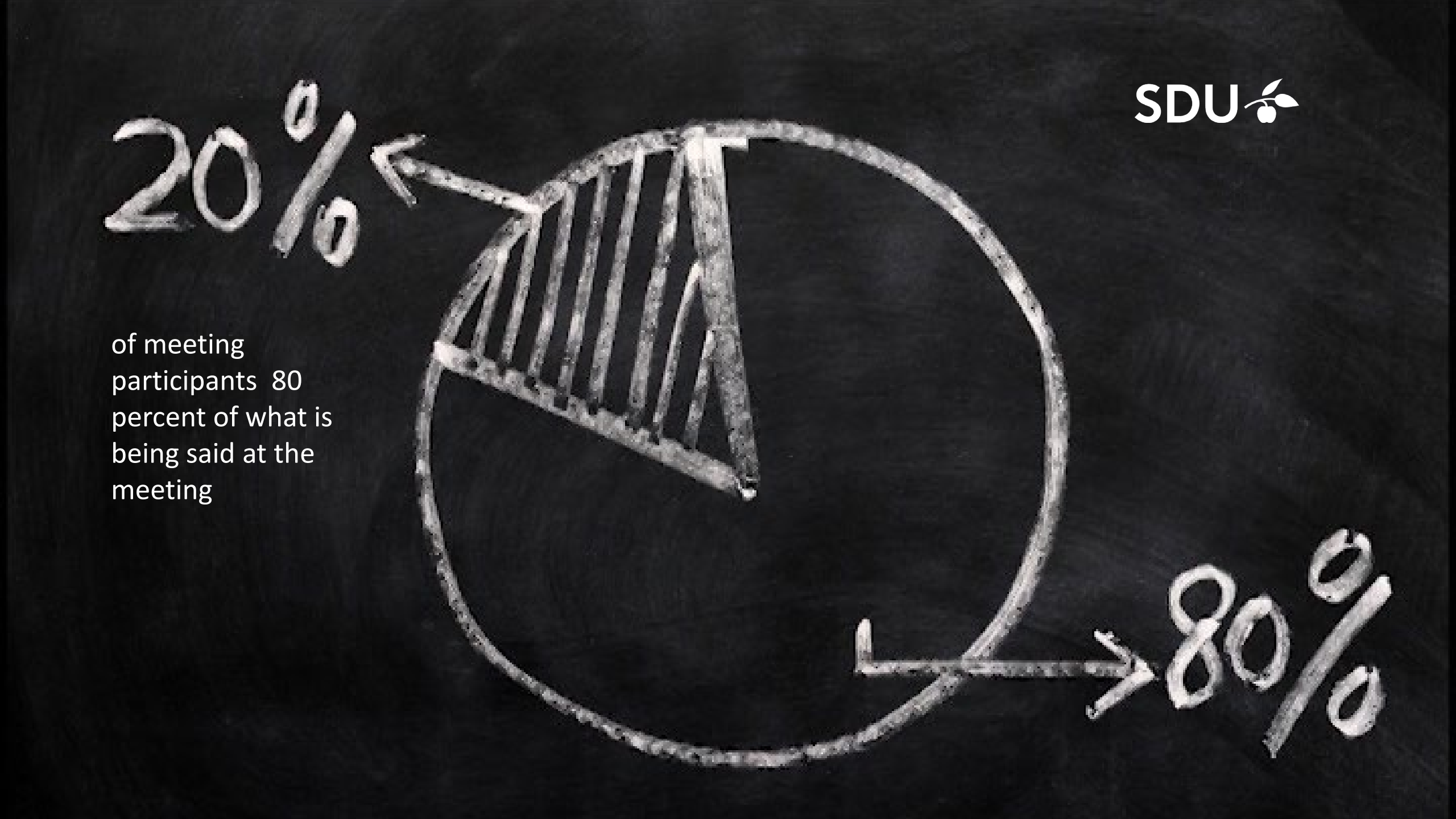
Results not found

- Boldness
- Eagerness for change
- Political engagement
  - E.g. Sustainability, Citizen Science, Open Science
- Research in and development of services
- The liason role of librarians
- Competence development of staff and management
- Introduction of new technologies

SDU

We needed a new strategy
SDU

The old strategy

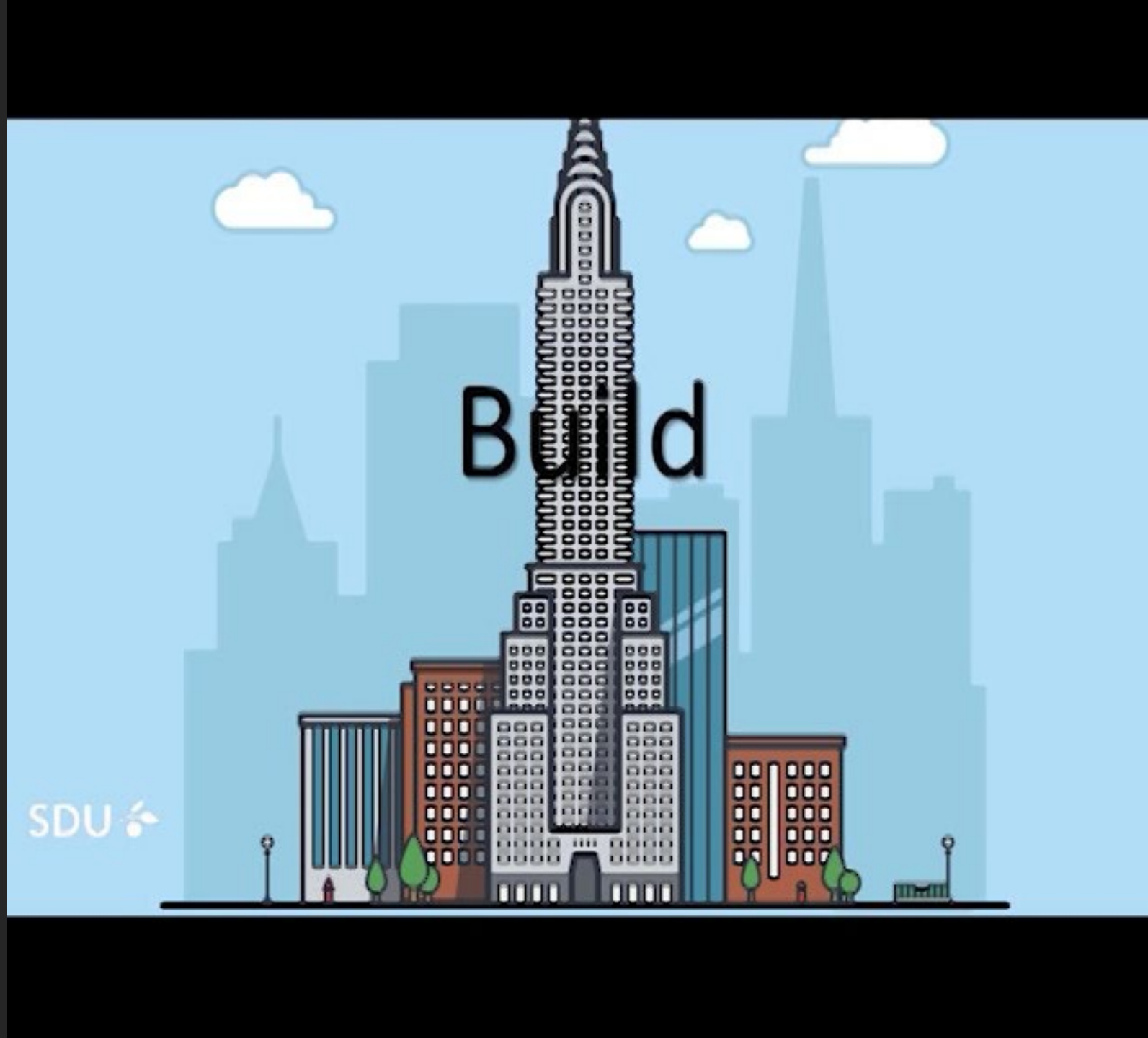


of meeting participants 80 percent of what is being said at the meeting

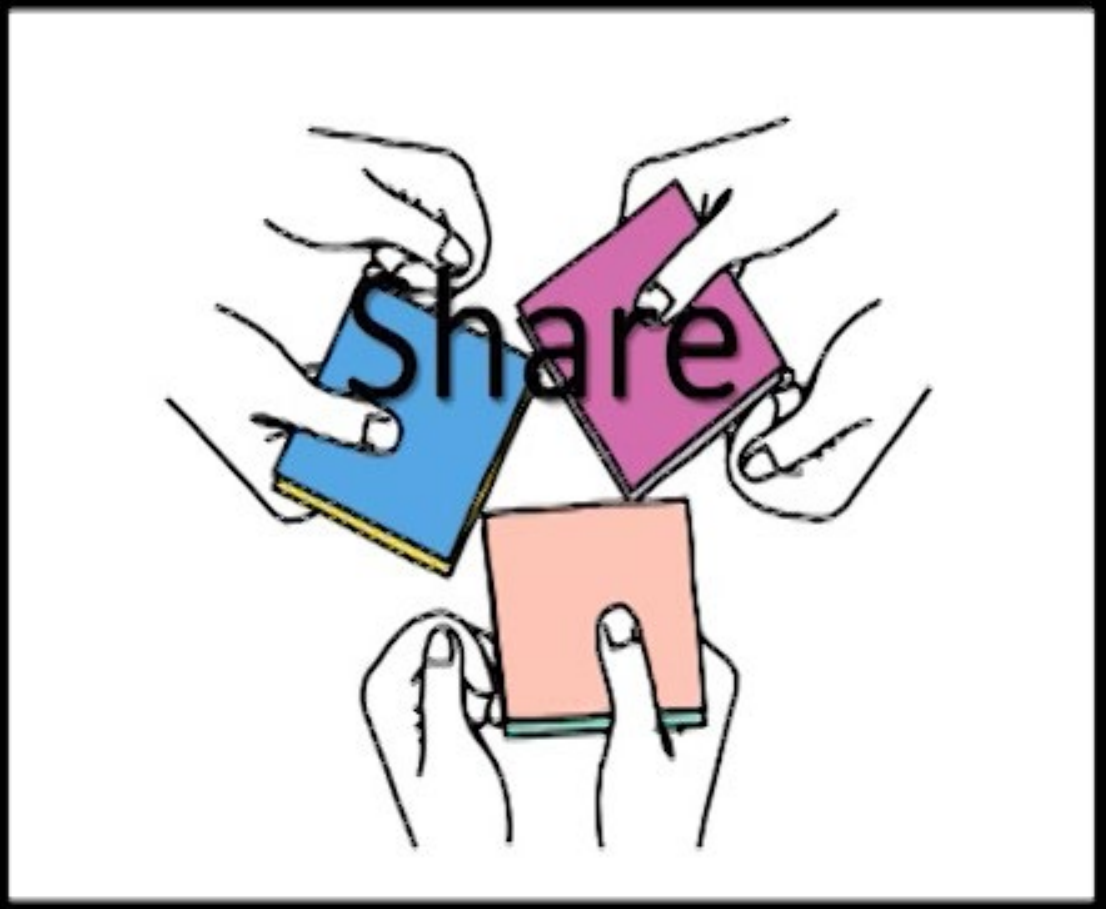
A group of people and a lot of Lego

Lego has developed a special kit with a lot of connectors

First phase is building



Second phase is sharing



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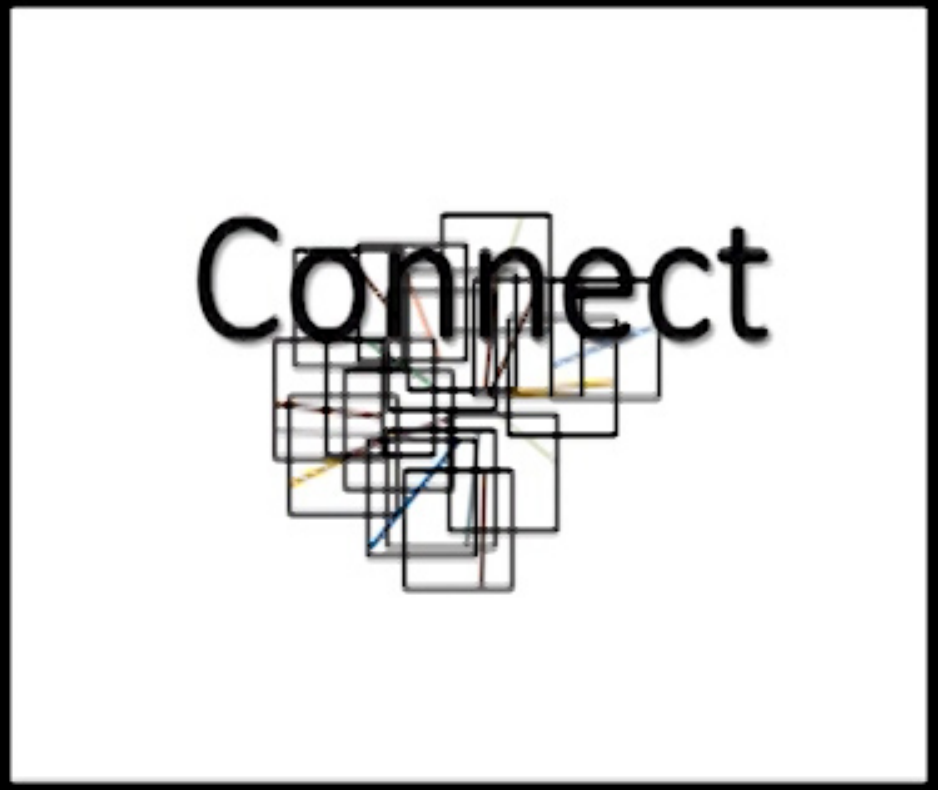
Third phase is sharing



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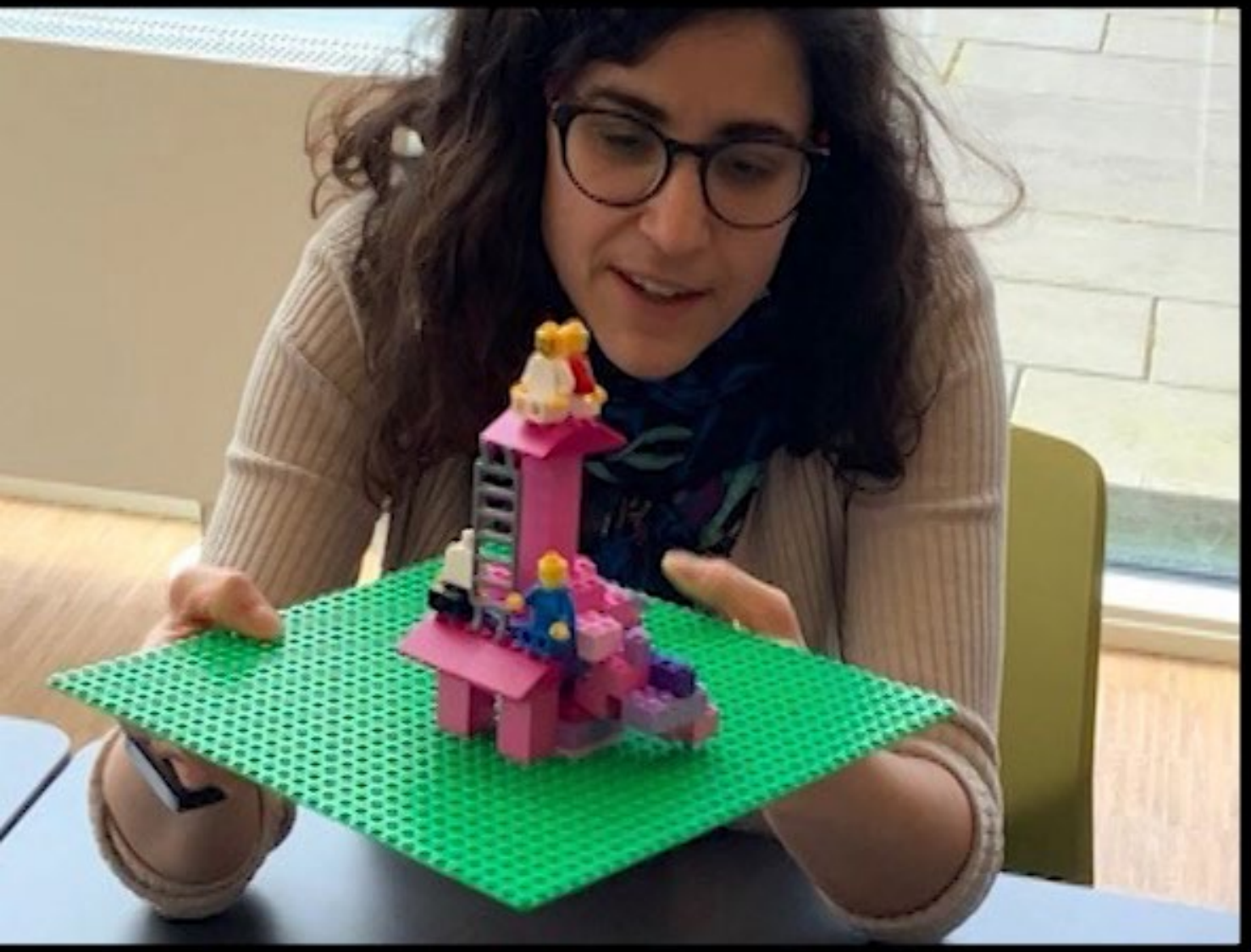
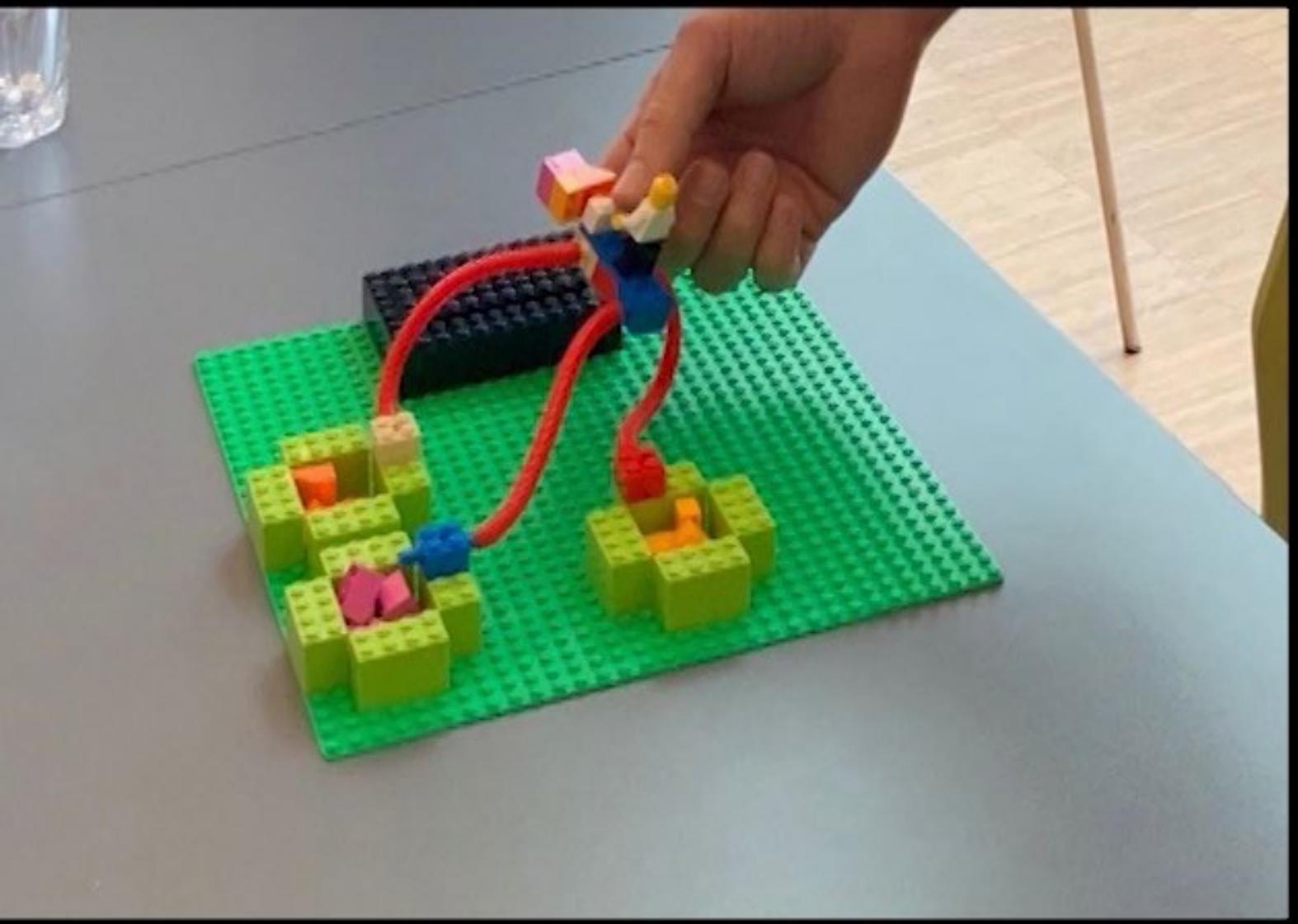


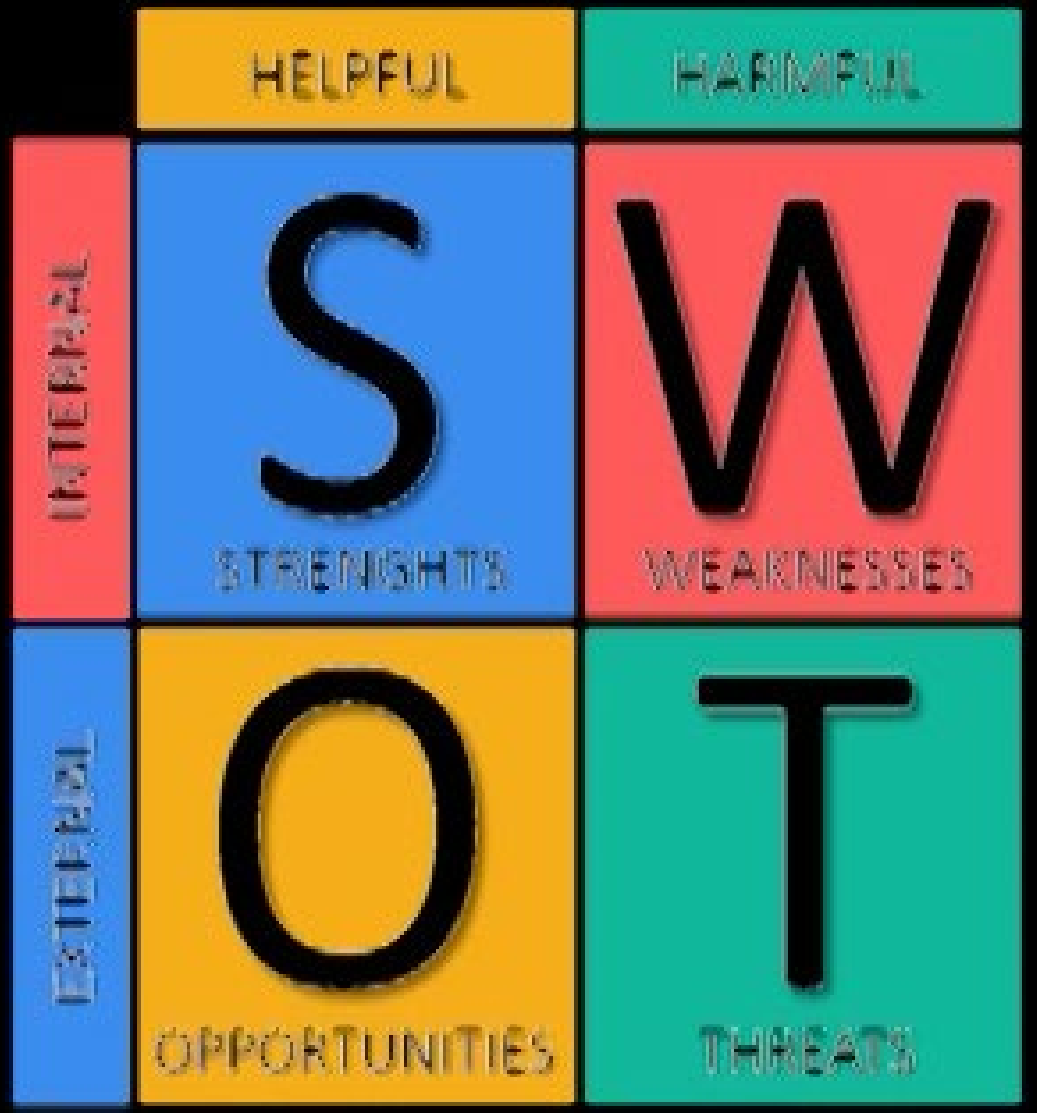
A dream house

A dream village



A co-worker

A department


HELPFUL
HARMFUL
INTERNAL
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T
THREATS

An unpredictable disrupter

A fenced unpredictable disrupter

Rebuilding weaknesses and threats

Research strategy
Vision statement

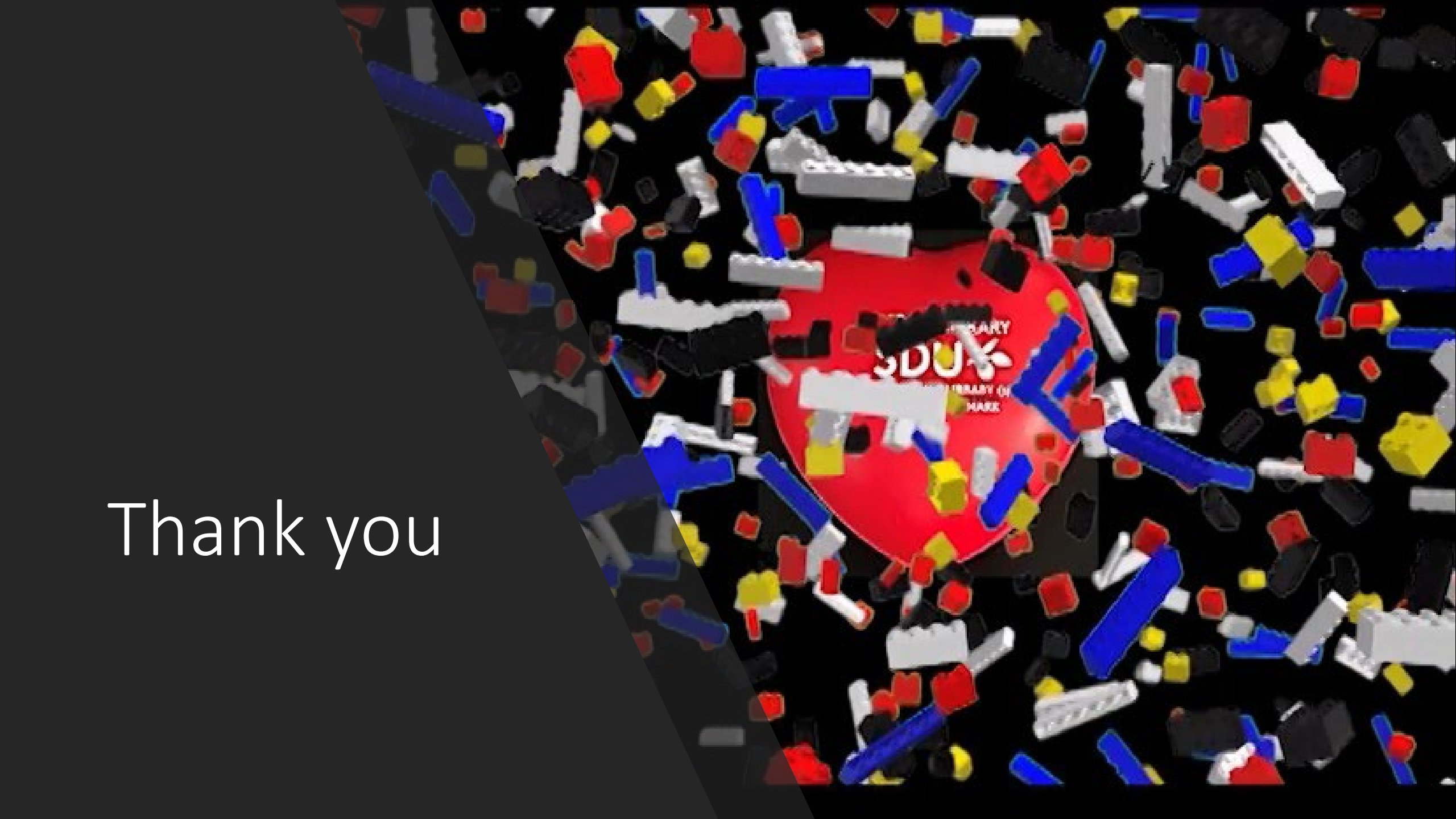
The University Library of Southern Denmark is a research-based academic and educational library.

Therefore, we are three steps ahead of the other research libraries: “We practice what we teach” and our research provides an example to follow, in terms of openness, responsibility and fairness.

We are at the forefront of multidisciplinary innovation and our results can thus be used both inside and outside the library.

“We know where we are going”

Thank you



Q&A

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Thank You for Participating!

Recordings will be made available in the near future!

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