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STAFF ATTITUDES AND INTERNAL MANAGEMENT
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The University of Michigan, Ph.D., 1974
Library Science

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A STUDY OF ADMINISTRATIVE STYLE IN FIVE UNIVERSITY LIBRARIES
AND ITS REFLECTION IN STAFF ATTITUDES
AND INTERNAL MANAGEMENT PROCESSES

by

Donald Edward Perry Vincent

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Library Science)
in The University of Michigan
1974

Doctoral Committee:

Professor Wallace J. Bonk, Chairman
Associate Professor Charles H. Davis
Professor Arnold S. Tannenbaum
Professor Frederick H. Wagman

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I would like to express my gratitude to the five university library directors who graciously let me explore some of the inner workings of their libraries through yet another questionnaire and to their staffs who individually took the time and effort to complete it fully and frankly.

I am also grateful to the School of Library Science of The University of Michigan for its forbearance with the long period of gestation of this study and for the friendly counsel and guidance of Professor Wallace J. Bonk, Chairman of my doctoral committee.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES.....	iv
LIST OF FIGURES.....	v
Chapter	
I. INTRODUCTION.....	1
II. RESEARCH PROCEDURES AND RESULTS.....	7
III. A COMPARATIVE STUDY OF LIBRARY <u>E</u> IN 1969 AND 1973.....	40
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	57
SELECTED BIBLIOGRAPHY.....	69
APPENDIX	
I UNIVERSITY LIBRARIES STAFF QUESTIONNAIRE.....	73
II QUESTION 78. COMMENT QUESTION: STAFF COMMENTS; SLIGHTLY EDITED.....	85
III CONSOLIDATED TABULATIONS TO THE STAFF QUESTIONNAIRE.....	131

LIST OF TABLES

Tables	Page
2.1 Staff Questionnaire Statistics.....	8
2.2 Overall Responses to Staff Questionnaire.....	23
2.3 Influence in Work Group: Clerical vs. Professional Responses.....	29
2.4 Clerical vs. Professional Differences: Three or More Libraries.....	31
2.5 Feeling of Loyalty to the Library: Length of Service.....	32
2.6 Significant Differences: Highest Educational Level-- Clericals.....	34
2.7 Significant Differences: Departments.....	37
3.1 Library <u>E</u> : Staff Attitudes by Length of Service.....	48
3.2 Library <u>E</u> : Library Attitude Toward Staff by Length of Service.....	49
3.3 Library <u>E</u> : Staff Attitude by Age.....	50
3.4 Library <u>E</u> : Departments.....	51
4.1 Professionals: Enjoyment of Day-to-Day Activities.....	60

LIST OF ILLUSTRATIONS

Figure		Page
2.1	Profile of Organizational Characteristics: Library <u>A</u>	11
2.2	Profile of Organizational Characteristics: Library <u>B</u>	14
2.3	Profile of Organizational Characteristics: Library <u>C</u>	17
2.4	Profile of Organizational Characteristics: Library <u>D</u>	20
3.1	Profile of Organizational Characteristics: Library <u>E</u>	41

CHAPTER I

INTRODUCTION

Management of organizations whether business, industrial, educational or social, is an endlessly fascinating topic, giving rise to innumerable theories, speculations, and practices. Academic library administration is no exception. Recent library literature has been concerned with such matters as strategic planning, program-performance-budgeting, computer applications, the use of library technicians, and policy formation. Human resources, however, and their proper utilization may be the most fundamental key to library effectiveness, even though other approaches contribute to the management process. Certainly, these resources are a major budget expenditure. Members of the Association of Research Libraries, for example, spent from 43.6% to 67.8% of their total library budgets for salaries and wages in 1967/68 (Downs, 1970, p. 8). In managing people, university libraries tend to use conventional scientific management principles, particularly in technical processing areas, with due consideration being given to good personnel practices. These practices are traditional and straightforward with at least a nod to social psychology, motivation, and human relations. An excellent short summary of principles to be applied to non-professional employees in university libraries lists such basics as compensation, length of work week, fringe benefits, a personnel classification and pay plan, merit increases, a probationary period, and minimum vacation allowances. Stress on team effort, opportunity to make suggestions and free communication are also advised (Muller, 1965). The standard manual on library personnel administration devotes a chapter to motivation with a few paragraphs on

group dynamics, job satisfaction, recognition, and attitude changing (Stebbins, 1966). Rogers and Weber (1971) provide what can be termed a manual of best standard practices in university library administration with a nod to the newer management theories: "Participative-management theory states that employees are motivated by drawing them into the decision-making process so that they can relate their personal goals and achievements to those of the organization. This philosophy is increasingly important in libraries as they become highly organized with hundreds on their staffs" (p. 46).

In contrast to these somewhat cursory participatory recommendations, much of the newer research in organizations and work indicates that the style of leadership is of primary importance in organizational effectiveness and that scientific management, as usually defined, is not the most effective management style.

This study was generated from exposure to the work of the Institute for Social Research at The University of Michigan and particularly two books by its director (now emeritus) Rensis Likert, New Patterns of Management (1961) and The Human Organization: Its Management and Value (1967) which provide a comprehensive systems approach to organization theory. Likert stresses the inter-locking effect of management practices, stating that "The various processes of an organization, its management theory and the motivation it taps are highly interdependent and must be consistent and compatible if it is to function even reasonably well" (1961, p. 179). The processes he emphasizes include "supportive" relationships in which the individual perceives his work experiences as contributing to and maintaining his sense of personal worth and importance, the use of group methods of supervision and decision-making, and high performance goals, all within the context of

modern behavioral theory. He has provided a model in his System 4 type of organization as well as an extensive analytical questionnaire for investigating internal patterns. Generally this system is subsumed under the rubric of "participative management". In addition to Likert's books, two works by Arnold Tannenbaum, also of the Institute, contributed, first of all, an overview of various types and styles of management viewed through the lens of social psychology (1966) while a later work, Control in Organizations (1968), documented the necessity of viewing organizational control as a variable quantity which can be readily expanded by participative practices. This, of course, is in sharp contrast to traditional organization theory. The insights provided by these works led to a general search of the literature for related research, most of which has taken place in a business or industrial setting and ranges from the early Hawthorne studies to the recent report of a special task force to the Secretary of Health, Education, and Welfare entitled, Work in America (1973). The latter utilizes a massive study of 1,533 American workers by the Survey Research Center of The University of Michigan and argues persuasively the need for fundamental redesign of jobs at all levels of work.

Academic libraries, as organizations of human resources, have not been studied to any depth using the insights of the behavioral sciences on management theory. To do this, appropriate instruments need to be applied systematically and periodically to measure management processes and their effects on staff attitudes and operations.

When this research was conceived, the term participative management did not appear in library literature. In the interval, several articles have been published all concerned basically with professional librarians rather than the total library staff. Two doctoral dissertations, published in 1970, are also derivative from Likert's participative

management theory and used his research instrument, "Profile of Organizational Characteristics", as does this study. Marchant's purpose was to investigate the relationships between professional library staff participation in decision-making and a number of performance measurements: faculty evaluation of library characteristics, outside circulation of library materials per student and per faculty, extent of library long range planning, library staff uniformity in evaluating various library operations and characteristics, and professional staff satisfaction. He surveyed the total professional staffs and a sample of faculty from twenty-two members of the Association of Research Libraries. His major findings demonstrated a significant relationship between participative decision-making and staff satisfaction, uniformity of staff evaluation of library quality, and uniformity of evaluation between top management and faculty (Marchant, 1970). Hess surveyed ninety-eight public and academic libraries in California using a sample of five-hundred eighty individuals stratified as professional or non-professional, type of library, size of staff, and degree of managerial responsibility. He used a questionnaire incorporating fifty-three variables, chiefly from Likert's "Profile". His basic findings were that formal decision-making and the review and control functions of the libraries surveyed were basically concentrated at the top of the hierarchy although other elements of modern management theory such as communications, motivation, and interaction-influence patterns were more broadly based. Hess also provided a very useful one chapter summary of the complexities of Likert's basic theory distilled from his two books (Hess, Chapter II, 1970).

This study may be considered parallel and providing additional experimental verification of the conclusions of both cited dissertations,

particularly those of Hess. However, the stress here is on a detailed examination of several academic libraries as individual organizations in order to provide insight into their internal variations as well as their similarities. Likert has commented that data collected for large segments of enterprises "do not permit analyses by small operating subunits for diagnostic purposes" (1967, p. 139). A closer look at the departmental structure and other variables within academic libraries has provided fresh data. Two instruments were used for this purpose. The first, an abbreviated version of Likert's "Profile of Organizational Characteristics", was employed to investigate top administration's view of itself and its management style and the second, an extensive questionnaire dealing with employees' evaluation of the library system, management style, employee attitudes, and background data, was administered to a major portion of the staff, both professional and non-professional. This questionnaire was adapted from field-tested questions used in organizational research and leaned heavily on a longitudinal questionnaire developed by the Institute for Social Research to investigate commercial and industrial companies.

Because the emphasis was on an in-depth study of individual libraries, not statistical generalization, this study is primarily descriptive and analytical. A series of questions rather than formal hypotheses were considered the most legitimate methodological approach:

1. How does the library administration's view of its management system compare to the staff's?
2. In what management direction is the library administration tending?
3. Are there likely to be significant overall differences in attitudes between professional and non-professional employees?

Do the attitudes of clericals and professionals in the same large unit tend to be similar?

4. Are there likely to be significant attitude differences among staff engaged in different types of activities within the library such as acquisitions, cataloging or reference?

Because of the nature of the operations, do individual staff members in technical processes have less voice in departmental decisions and problem-solving compared to staff in public services divisions? How do departmental differences, if any, relate to the full utilization of library school training suggested in a recent dissertation, "An Empirical Test of the Validity of the Core Concept in the Preparation of University Librarians" (Liesener, 1967)?

5. If there are sharp differences in staff attitudes among departments, what are the contributing factors?
6. What influence, if any, do sex, age, length of service, and education have on library staff motivation and attitude?
Are younger professional librarians with five or less years of service more dissatisfied than those of longer tenure?
Are highly educated clerks doing routine tasks a major morale problem in academic libraries?
7. Do clerical workers and professional librarians within the same organization perceive management style and processes uniformly?

These questions are not exhaustive. A number of insights and speculations have been developed in the course of this research and are dealt with in the concluding chapter.

CHAPTER II

RESEARCH PROCEDURES AND RESULTS

Five diverse academic libraries ranging in size from a small university library of less than three hundred thousand volumes and with a staff numbering under one-hundred employees to a great university library of over four million volumes and a staff of almost five-hundred employees were selected for investigation. A twelve page Staff Questionnaire (see Appendix I) was administered to all employees, both professional and clerical. Staff in law, medicine, and similar special situations were excluded. Library E was selected for a follow-up study four years later and is the subject of a separate chapter describing the comparative results over time. Percentage of returns varied from 61% to 95%. The first seven questions categorized respondents as to library department, clerical or professional, male or female, length of service, age, and highest educational level for clericals. Analysis of variance was used to determine significant differences in these categories to the five percent or higher level of confidence. Fifty-two questions were asked which investigated employee morale, general attitude, and perception of management style. Fourteen questions queried employee preferences in regard to administrative practices and four questions examined the influence of supervisors, head administrators, other employees without subordinates, and major department heads on work activity. A comment question at the end allowed space for suggestions as to what important changes, if any, could be made in the job to make it more meaningful to the employee.

Questions were scored on a scale of one to five. In general, the midpoint of three on this scale is neither favorable nor unfavorable and may be considered a neutral response. It indicates answers generally checked To some extent or Neither satisfied nor dissatisfied. Three point five (3.5) or above may be considered affirmative while two point five (2.5) or below is generally a negative response.

Table 2.1
Staff Questionnaire Statistics

	Library					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Questionnaires distributed:	352	182	132	75	210	210
Questionnaires returned	262	123	80	63	201	186
Percentage returned	74.4%	68%	61%	84%	95%	88.5%
Number of clericals	159	63	18	34	128	119
Number of professionals	102	56	38	29 ⁶⁵	71	65
Number of sub-professionals	—	—	24	—	—	—
Number of males	40	15	19	3	45	35
Number of females	218	105	61	60	154	150
Length of service						
Less than 1 year	89	38	24	20	61	40
1-5 years	112	56	22	32	87	81
6-10 years	29	9	7	4	22	28
Over 10 years	28	17	25	7	29	35

Table 2.1 (continued)

	Library					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or less	117	47	26	16	71	66
26-30 years	36	20	15	11	35	32
31-35 years	20	9	3	4	20	16
36-40 years	16	4	9	8	19	18
41 years or over	69	40	27	24	54	54
Highest educational level— Clericals						
High school	25	10	6	9	36	30
Some college	60	21	12	18	41	26
College degree	41	20	—	6	28	43
Graduate work or degree	32	11	—	1	23	20

It should be noted that female employees greatly outnumber male employees in each library and that in three libraries, almost half of the clericals employed had a college degree or higher. In Library C, non-professional employees with a bachelor's degree are classified as sub-professional, while in the smallest library (D) less than twenty-six percent of clericals responding had a college degree.

Profiles of Organizational Characteristics

The chief administrative staff as defined by the head librarian were asked to complete the "Profile of Organizational Character-

istics"* developed by Rensis Likert. The profile is largely self-explanatory and provides a concise paradigm of participatory management theory. Originally System 1 was denoted as "Exploitive authoritative", System 2 as "Benevolent authoritative", System 3 as "Consultative" and System 4 as "Participative group". Awareness of these terms may be helpful in understanding the interrelationships of the four systems. Each variable in the profile is treated as a continuum from left to right. Administrators were asked to judge their present management styles (Now) and to indicate the style they were striving to develop (Future). Results are shown in Figures 2.1 through 2.4 (pp. 11-22) and 3.1 (p. 41).

In all cases administrators judged their libraries as operating largely under a System 3 style of management ("Consultative") but hoped to attain a System 4 style ("Participative group") in the future.

Library administrators were quite realistic in evaluating the present state of their organizations. There were a few widely deviant individual responses but the consensus of each group paralleled overall staff responses.

Since the gap between administrative intention and practice is one of the concerns of this study, overall staff responses are first examined, followed by an analysis of staff responses by selected characteristics and categories to provide added insights.

* Modified from Appendix II in *The Human Organization: Its Management and Value* by Rensis Likert. Copyright (c) 1967 by McGraw-Hill Book Company. Used here by permission.

FIGURE 2.1
LIBRARY A

RCM 3-2

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

To be completed by Chief Administrative Staff

This questionnaire was developed for describing management systems or styles used in various types of organizations.

Please answer each question as thoughtfully and frankly as possible. There are no right or wrong answers.

Instructions:

On the line below each organizational variable (item) please indicate by an N (for Now) how your organization is presently operating and indicate by F (for Future) in what direction you would like to see your organization go. Treat each item as a continuous variable from the extreme at one end to the other.

Organizational variable	System I	System II	System III	System IV	Item no.
1. Leadership processes used					
a. Extent to which superiors have confidence and trust in subordinates	Have very little confidence and trust in subordinates	Have some confidence and trust, such as master has to servant	Quite a bit of confidence and trust. Still wishes to keep control of decisions	A great deal of confidence and trust	
b. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior; do so guardedly	Subordinates feel rather free to discuss things about the job with their superior but may be somewhat cautious	Subordinates feel completely free to discuss things about the job with their superior and do so candidly	
c. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them	
2. Character of motivational forces					
a. Kind of attitudes developed toward organization and its goals	Attitudes are usually hostile and counter to organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are favorable and support behavior implementing organization's goals	Attitudes are strongly favorable and show a powerful stimulation to behavior implementing organization's goals	

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FIGURE 2.1 (continued)

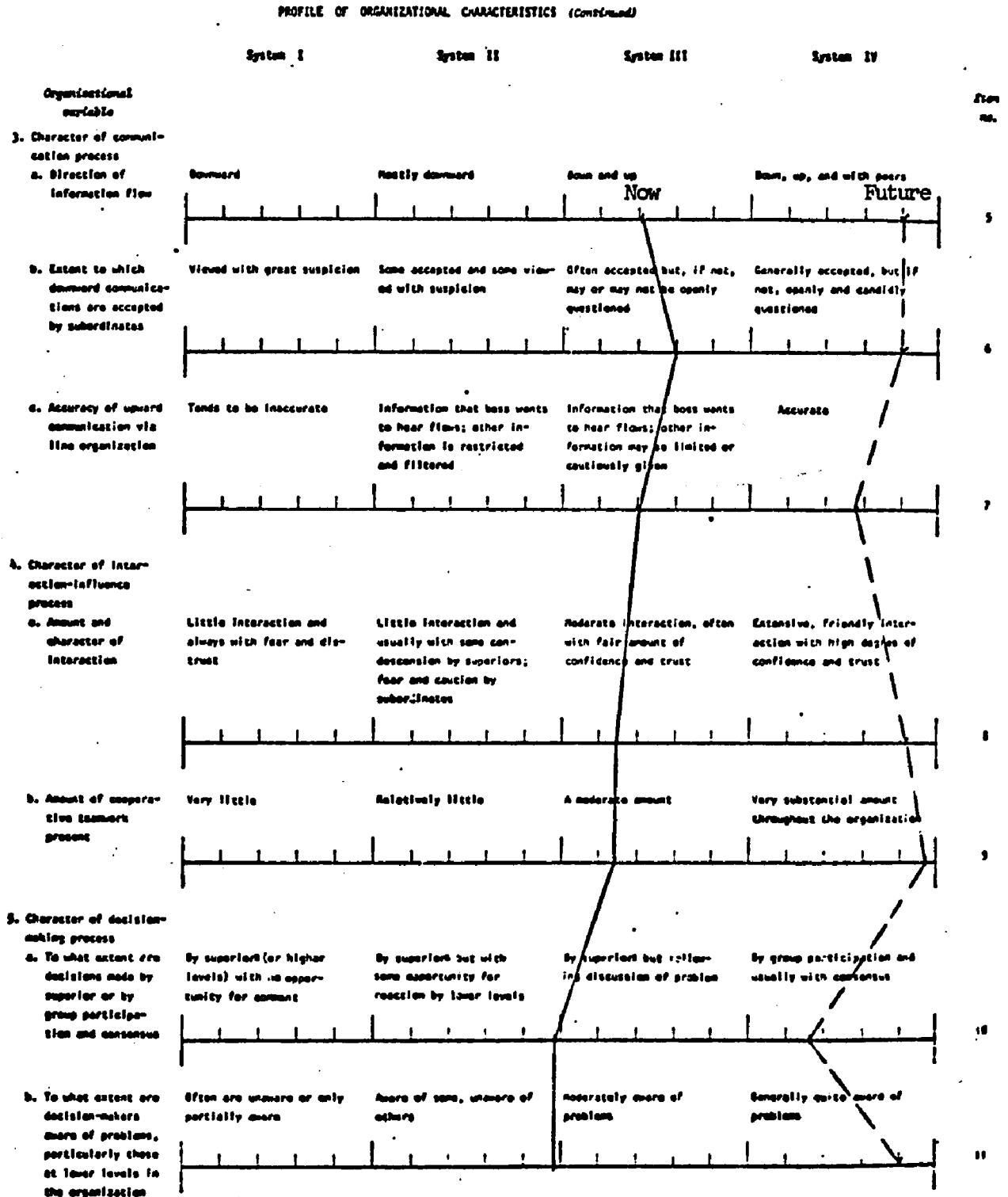
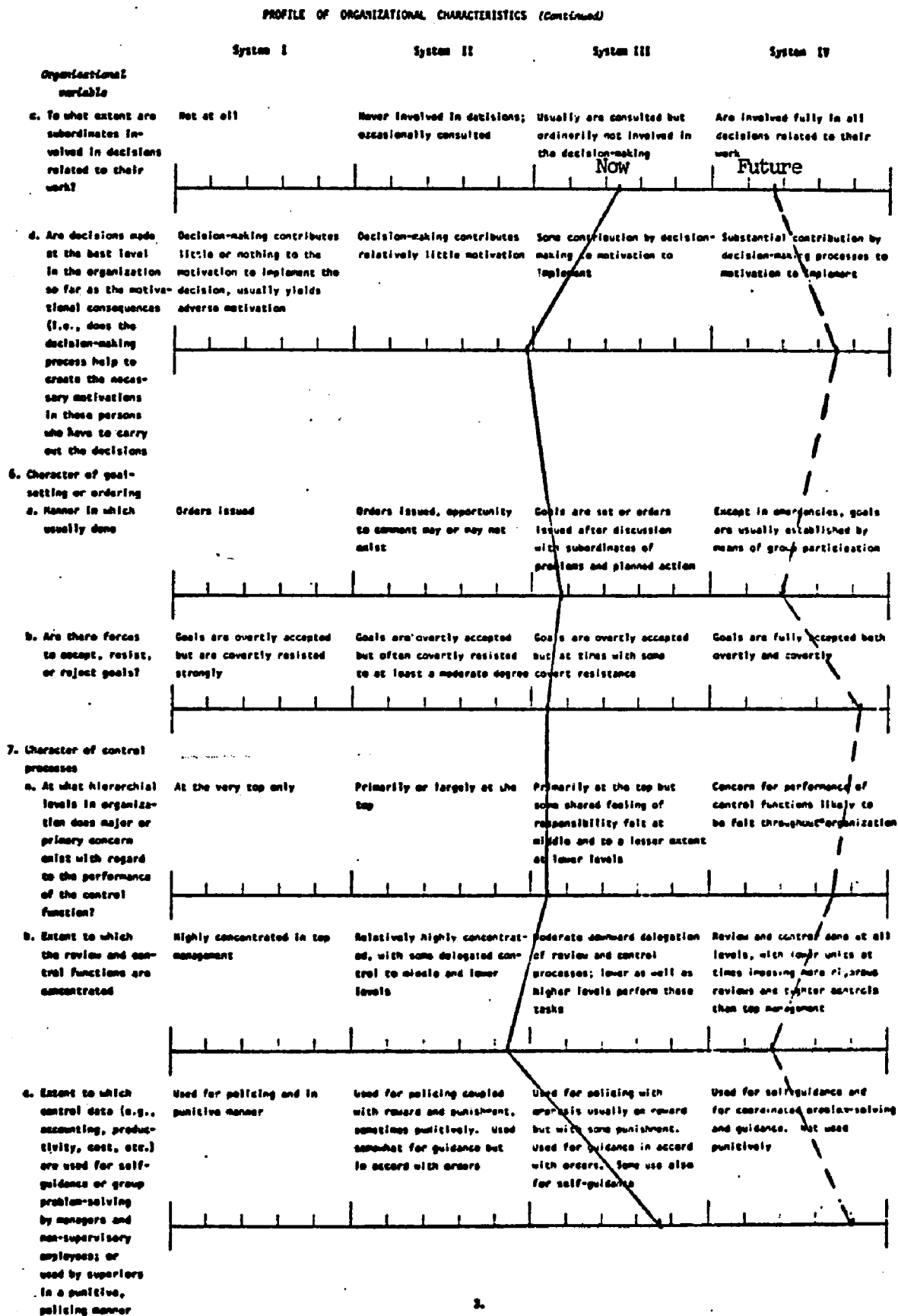


FIGURE 2.1 (continued)



LIBRARY B
FIGURE 2.2

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

To be completed by Chief Administrative Staff

This questionnaire was developed for describing management systems or styles used in various types of organizations.

Please answer each question as thoughtfully and frankly as possible. There are no right or wrong answers.

Instructions:

On the line below each organizational variable (item) please indicate by an N (for Now) how your organization is presently operating and indicate by F (for Future) in what direction you would like to see your organization go. Treat each item as a continuous variable from the extreme at one end to the other.

Organizational variable	System I	System II	System III	System IV
1. Leadership processes used				
a. Extent to which superiors have confidence and trust in subordinates	Have very little confidence and trust in subordinates	Have some confidence and trust, such as master has to servant	Quite a bit of confidence and trust. Still wishes to keep control of decisions	A great deal of confidence and trust
b. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior; do it guardedly	Subordinates feel rather free to discuss things about the job with their superior but may be somewhat cautious	Subordinates feel completely free to discuss things about the job with their superior and do so candidly
c. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes get ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
2. Character of motivational forces				
a. Kinds of attitudes developed toward organization and its goals	Attitudes are usually hostile and counter to organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are favorable and support behavior implementing organization's goals	Attitudes are strongly favorable and provide powerful stimulation to behavior implementing organization's goals

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FIGURE 2.2 (continued)

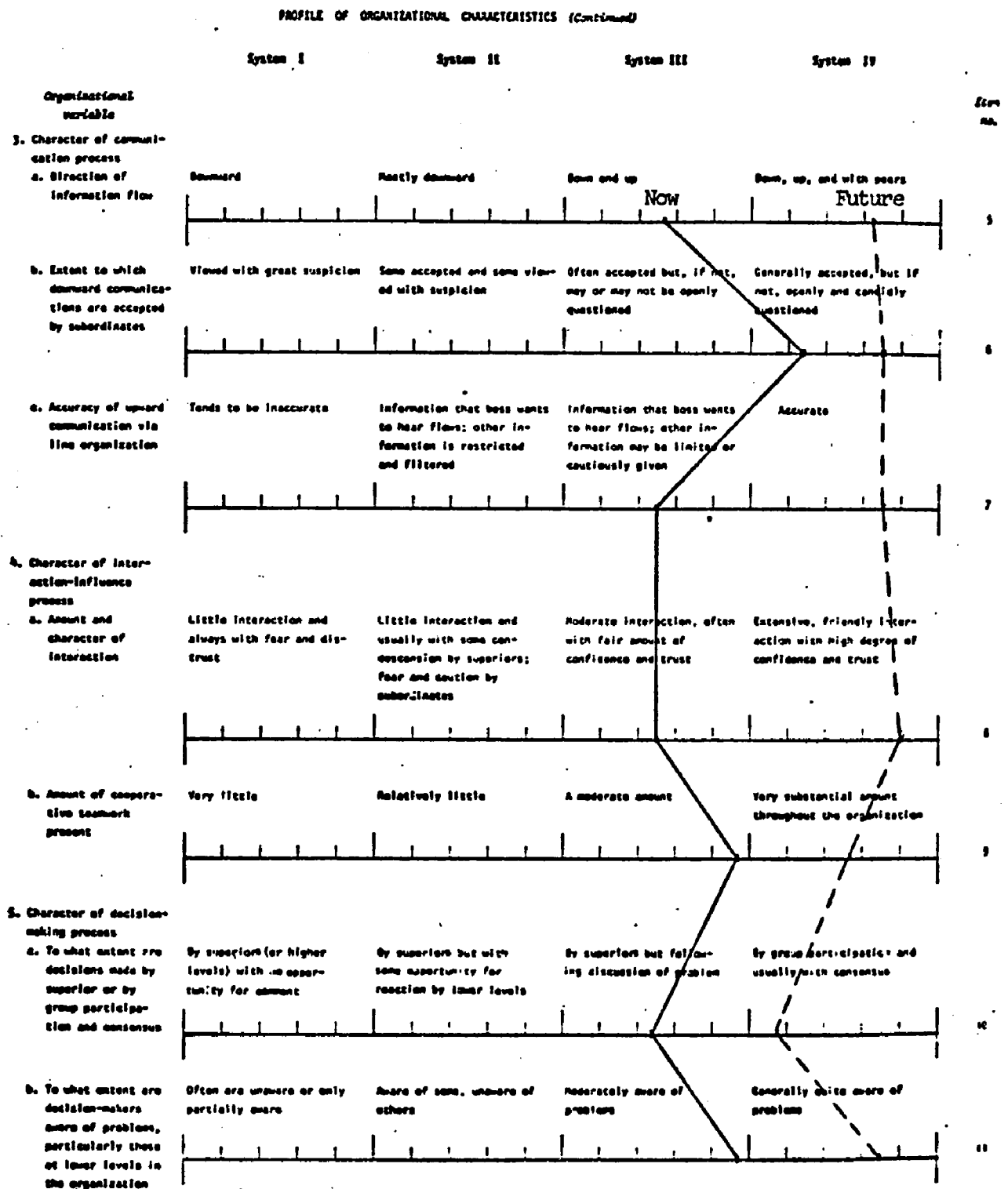


FIGURE 2.2 (continued)

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Continued)					Item no.
Organizational variable	System I	System II	System III	System IV	
c. To what extent are subordinates involved in decisions related to their work?	Not at all	Never involved in decisions; occasionally consults	Usually are consulted but ordinarily not involved in the decision-making	Are involved fully in all decisions related to their work	12
d. Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions	Decision-making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	Decision-making contributes relatively little motivation	Some contribution by decision-making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement	13
6. Character of goal-setting or ordering					
a. Manner in which usually done	Orders issued	Orders issued, opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinates of problems and planned action	Except in emergencies, goals are usually established by means of group participation	14
b. Are there forces to accept, resist, or reject goals?	Goals are overtly accepted but are covertly resisted strongly	Goals are overtly accepted but often covertly resisted to at least a moderate degree	Goals are overtly accepted but at times with some covert resistance	Goals are fully accepted both overtly and covertly	15
7. Character of control procedures					
a. At what hierarchical levels in organization does major or primary concern exist with regard to the performance of the control function?	At the very top only	Primarily or largely at the top	Primarily at the top but some shared feeling of responsibility felt at middle and to a lesser extent at lower levels	Concern for performance of control functions likely to be felt throughout organization	16
b. Extent to which the review and control functions are concentrated	Highly concentrated in top management	Relatively highly concentrated, with some delegated control to middle and lower levels	Moderate downward delegation of review and control processes, lower as well as higher levels perform these tasks	Review and control done at all levels, with lower units at times imposing more rigorous reviews and tighter controls than top management	17
c. Extent to which control data (e.g., accounting, productivity, cost, etc.) are used for self-guidance or group problem-solving by managers and non-supervisory employees; or used by superiors in a punitive, policing manner	Used for policing and in punitive manner	Used for policing coupled with rewards and punishment, sometimes punitively. Used somewhat for guidance but in accord with errors	Used for policing with rewards usually or rewards but with some punishment. Used for guidance in accord with orders. Some use also for self-guidance	Used for self-guidance and for coordinated problem-solving and guidance. Not used punitively	18

FIGURE 2.3

FORM J-2

LIBRARY C

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

To be completed by Chief Administrative Staff

This questionnaire was developed for describing management systems or styles used in various types of organizations.

Please answer each question as thoughtfully and frankly as possible. There are no right or wrong answers.

Instructions:

On the line below each organizational variable (item) please indicate by an N (for Now) how your organization is presently operating and indicate by F (for Future) in what direction you would like to see your organization go. Treat each item as a continuous variable from the extreme at one end to the other.

Organizational variable	System I	System II	System III	System IV	Item no.
1. Leadership processes used					
a. Extent to which superiors have confidence and trust in subordinates	Have very little confidence and trust in subordinates	Have some confidence and trust, such as master has to servant	Quite a bit of confidence and trust. Still wishes to keep control of decisions	A great deal of confidence and trust	1
b. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior; do it guardedly	Subordinates feel rather free to discuss things about the job with their superior but may be somewhat cautious	Subordinates feel completely free to discuss things about the job with their superior and do so candidly	2
c. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them	3
2. Character of motivational forces					
a. Kind of attitudes developed toward organization and its goals	Attitudes are usually hostile and counter to organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are favorable and support behavior implementing organization's goals	Attitudes are strongly favorable and provide powerful stimulation to behavior implementing organization's goals	4

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FIGURE 2.3 (continued)

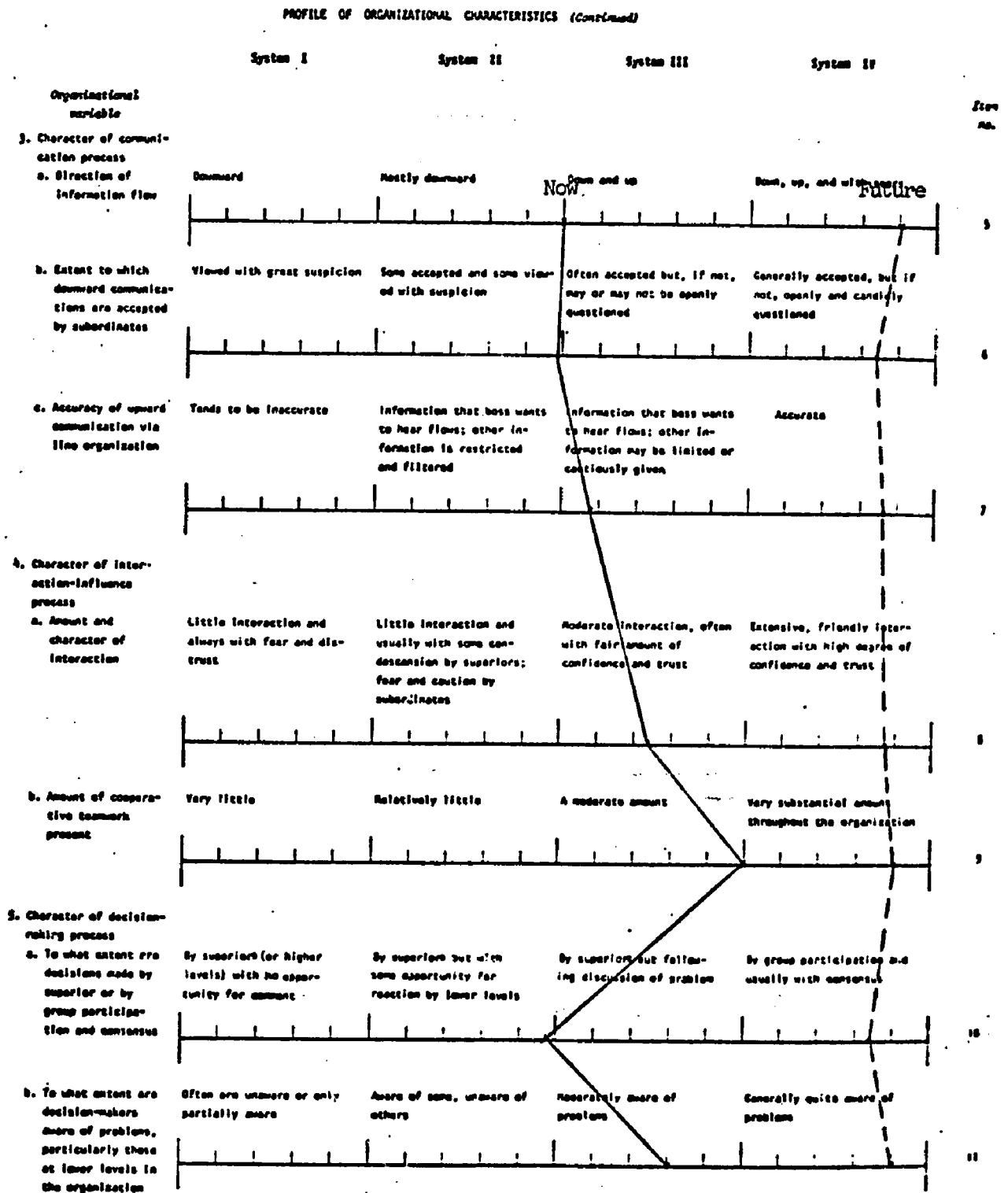


FIGURE 2.3 (continued)

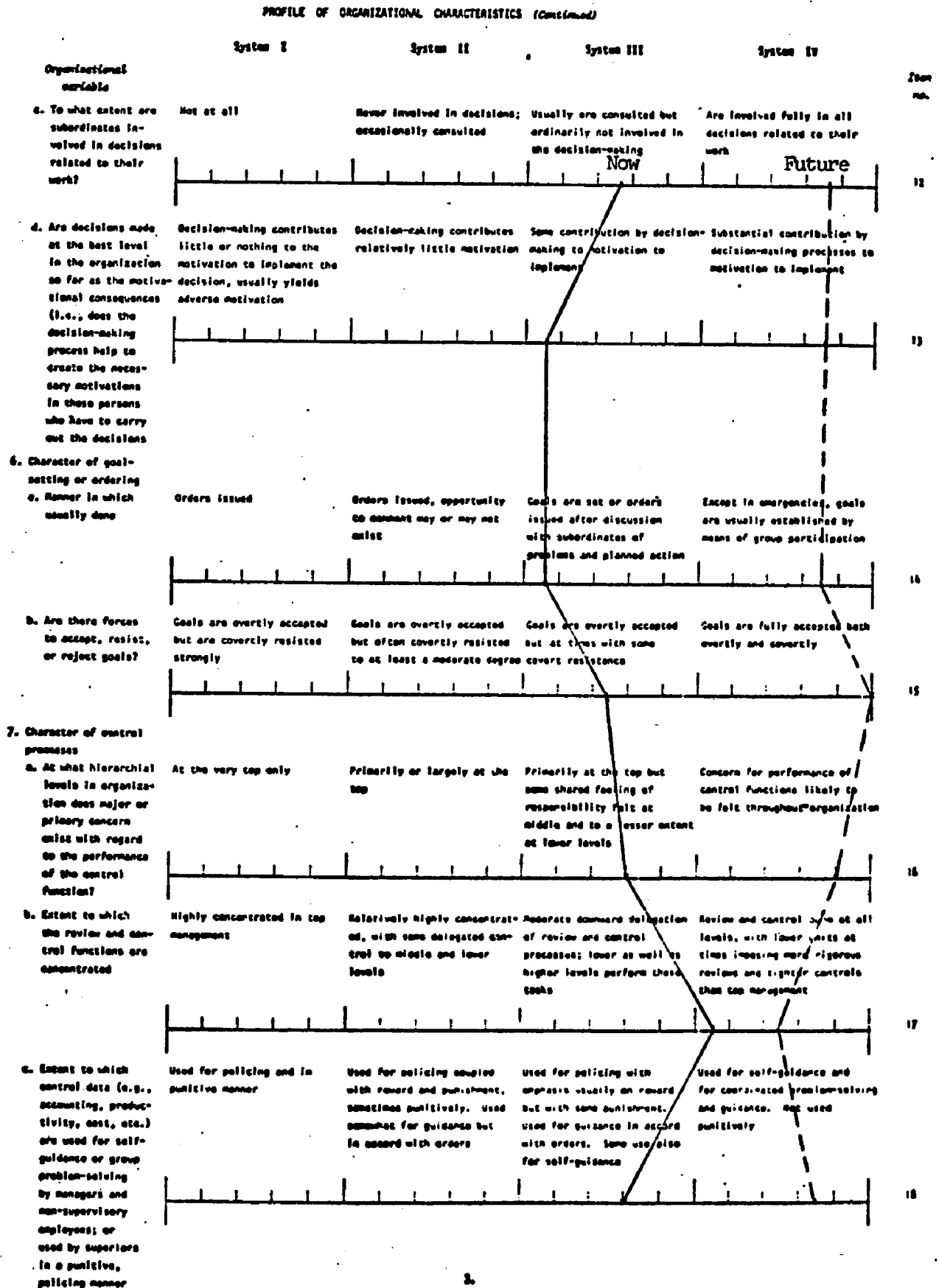


FIGURE 2.4

LIBRARY D

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

FORM J-2

To be completed by Chief Administrative Staff

This questionnaire was developed for describing management systems or styles used in various types of organizations.

Please answer each question as thoughtfully and frankly as possible. There are no right or wrong answers.

Instructions:

On the line below each organizational variable (item) please indicate by an N (for Now) how your organization is presently operating and indicate by F (for Future) in what direction you would like to see your organization go. Treat each item as a continuous variable from the extreme at one end to the other.

Organizational variable	System I	System II	System III	System IV
1. Leadership processes used				
a. Extent to which superiors have confidence and trust in subordinates	Have very little confidence and trust in subordinates	Have some confidence and trust, such as master has to servant	Quite a bit of confidence and trust. Still wishes to keep control of decisions	A great deal of confidence and trust
	Now Future			
b. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior; do so guardedly	Subordinates feel rather free to discuss things about the job with their superior but may be somewhat cautious	Subordinates feel completely free to discuss things about the job with their superior and do so candidly
c. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
2. Character of motivational forces				
a. Kinds of attitudes developed toward organization and its goals	Attitudes are usually hostile and counter to organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are favorable and support behavior implementing organization's goals	Attitudes are strongly favorable and provide powerful stimulation to behavior implementing organization's goals

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FIGURE 2.4 (continued)

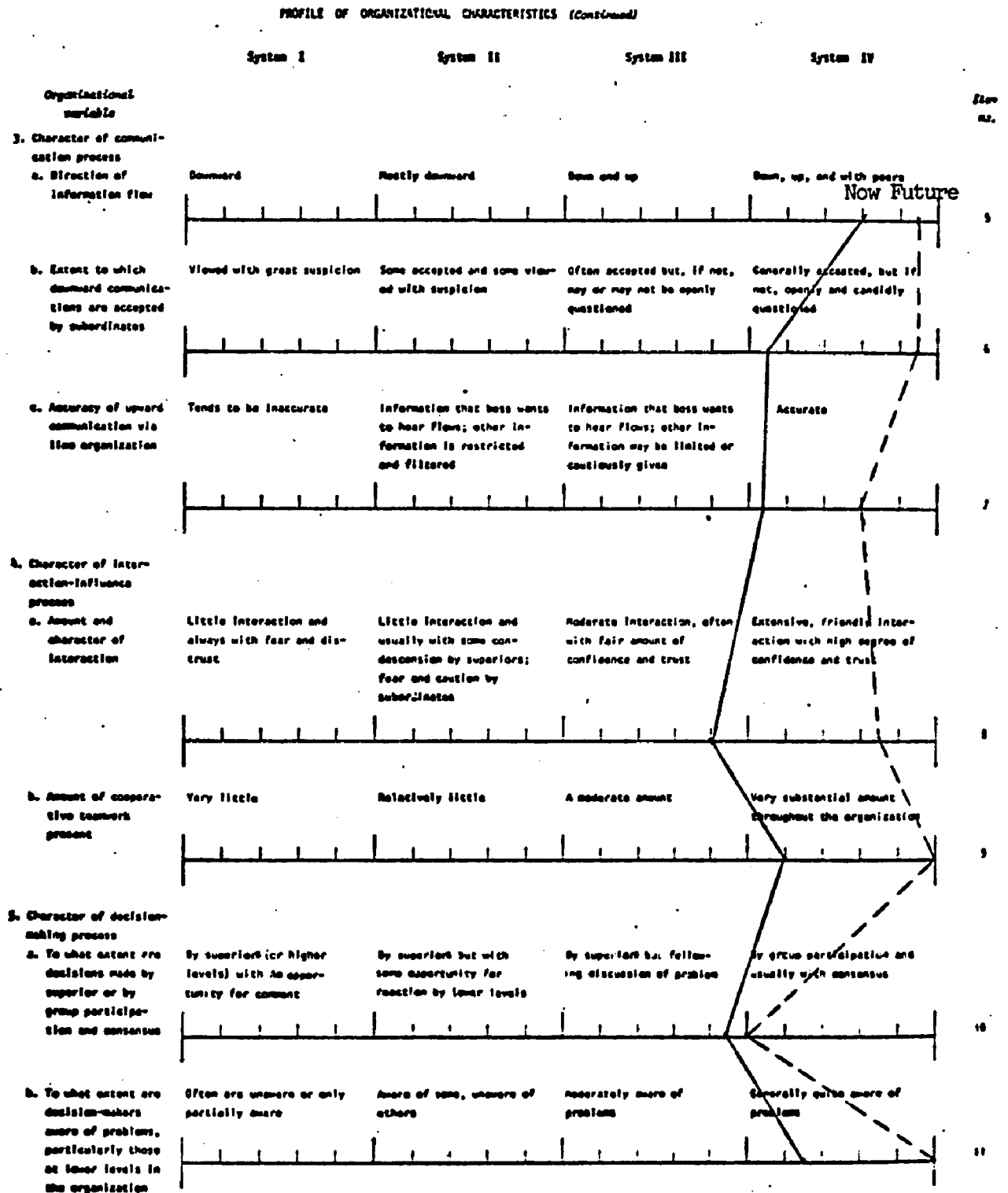


FIGURE 2.4 (continued)

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Continued)					Form No.
Organizational variable	System I	System II	System III	System IV	
c. To what extent are subordinates involved in decisions related to their work?	Not at all	Never involved in decisions; occasionally consulted	Usually are consulted but ordinarily not involved in the decision-making	Are involved fully in all decisions related to their work	12
d. Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions	Decision-making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	Decision-making contributes relatively little motivation	Some contribution by decision-making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement	13
6. Character of goal-setting or ordering					
a. Manner in which usually done	Orders issued	Orders issued, opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinates of problems and planned action	Except in emergencies, goals are usually established by means of group participation	14
b. Are there forces to accept, resist, or reject goals?	Goals are overtly accepted but are covertly resisted strongly	Goals are overtly accepted but often covertly resisted to at least a moderate degree	Goals are overtly accepted but at times with some covert resistance	Goals are fully accepted both overtly and covertly	15
7. Character of control processes					
a. At what hierarchical levels in organization does major or primary concern exist with regard to the performance of the control function?	At the very top only	Primarily or largely at the top	Primarily at the top but some shared feeling of responsibility felt at middle and to a lesser extent at lower levels	Concern for performance of control functions likely to be felt throughout organization	16
b. Extent to which the review and control functions are concentrated	Highly concentrated in top management	Relatively highly concentrated, with some delegated control to middle and lower levels	Moderate downward delegation of review and control processes; lower as well as higher levels perform these tasks	Review and control done at all levels, with lower units at times imposing more rigorous reviews and tighter controls than top management	17
c. Extent to which control data (e.g., accounting, productivity, cost, etc.) are used for self-guidance or group problem-solving by managers and non-supervisory employees; or used by superiors in a punitive, policing manner	Used for policing and in punitive manner	Used for policing coupled with reward and punishment, sometimes punitively. Used sometimes for guidance but in accord with errors	Used for policing with emphasis usually on reward but with some punishment. Used for guidance in accord with orders. Some use also for self-guidance	Used for self-guidance and for coordinated problem-solving and guidance. Not used punitively	18

Overall Results

The five academic libraries presented very similar overall responses (defined as within five tenths (.5) of one point or less on a five point scale) on thirty-seven questions out of fifty-six. These similar responses are underlined in the following table.

Table 2.2

Overall Responses to Staff Questionnaire

	Library				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
8. Library has a real interest in welfare and happiness of employee	2.8	2.7	2.7	3.3	3.2
9. <u>Work group know jobs</u>	4.0	3.9	4.0	4.0	3.9
10. Library has clear-cut, reasonable goals and objectives	3.2	3.0	2.9	3.6	3.4
11. <u>Pressure for better performance beyond what is reasonable</u>	1.8	2.1	1.7	1.8	1.8
12. Feeling of responsibility to make this library successful	3.7	3.7	3.3	4.0	3.7
13. Adequate information about other departments	2.5	2.6	2.1	2.7	2.8
14. <u>Those above receptive to your ideas and suggestions</u>	3.1	3.0	2.8	3.3	3.3
15. Told what you need to know	3.3	3.1	2.8	3.4	3.4
16. Work problems communicated to supervisor	3.3	3.4	2.9	3.5	3.2
17. <u>Feeling of loyalty to library</u>	3.4	3.5	3.2	3.6	3.5
18. Sense of day-to-day accomplishment	3.1	3.5	3.1	2.3	3.3
19. Extent to which special effort is recognized and acknowledged	2.5	2.4	2.4	3.1	2.9

Table 2.2 (continued)

	Library				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
20. <u>Opportunity for personal growth</u>	2.4	2.4	2.5	2.8	2.5
21. <u>How differences and disagreements are handled</u>	2.8	3.0	2.7	3.2	3.1
22. <u>Satisfied with immediate supervisor or superior</u>	4.1	3.8	3.9	4.2	3.9
23. <u>Satisfied with your job</u>	3.6	3.7	3.6	3.7	3.7
24. <u>Satisfied with opportunity to use abilities</u>	3.0	3.1	3.0	3.3	3.0
25. <u>Satisfied with pay</u>	2.9	2.6	2.7	3.3	3.3
26. <u>Enjoy day-to-day job activities</u>	3.3	3.6	3.4	3.8	3.3
27. <u>Look forward to coming to work</u>	3.0	3.2	3.0	3.2	3.0
28. <u>Hard work encouraged</u>	3.1	3.0	2.8	3.0	3.1
29. <u>Pay related to effort</u>	2.7	2.4	2.7	2.5	2.9
30. <u>Influence-Lowest level supervisors</u>	2.6	2.7	2.5	2.6	2.8
31. <u>Influence-Head administrators</u>	3.8	3.9	3.6	4.2	3.8
32. <u>Influence-Employees without subordinates</u>	1.9	1.8	1.7	2.0	2.0
33. <u>Influence-Major department heads</u>	3.6	3.5	3.4	3.4	3.6
34. <u>Influence-You</u>	2.6	2.7	2.2	2.4	2.4
35. <u>How objectives are set</u>	2.4	2.6	2.5	2.6	2.5
36. <u>Opportunity to set own performance goals and evaluate own work</u>	3.4	3.3	3.3	3.2	3.5
37. <u>Decision made at those levels where the most adequate and accurate information is available</u>	2.9	2.8	2.9	3.3	3.1

Table 2.2 (continued)

	Library				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
38. <u>When decisions are made, persons affected asked for their ideas</u>	2.5	2.5	2.4	2.9	2.8
39. Information shared for decision-making	2.3	2.3	2.3	2.9	2.7
40. <u>Decision-maker aware of problems at lower levels</u>	2.5	2.5	2.5	2.9	2.7
41. Different departments plan and coordinate together	2.5	2.4	2.2	3.1	2.6
42. Communications from the library administration reasonable and convincing	2.8	2.9	2.6	3.3	3.2
43. How problems between departments are resolved	3.0	3.0	2.7	3.6	3.4
44. Group meetings used to solve problems	2.9	3.3	2.3	3.3	3.0
45. Friendly supervisor/superior	4.2	4.1	3.5	4.1	4.0
46. Preference in above	4.2	4.6	4.0	4.1	4.2
47. <u>Supervisor/superior pays attention to your remarks</u>	4.1	4.1	3.8	4.2	4.0
48. Preference in above	4.3	4.6	4.1	4.3	4.2
49. <u>Supervisor/superior listens to your problems</u>	4.2	4.1	3.8	4.1	4.0
50. Preference in above	4.3	4.5	4.1	4.2	4.2
51. Supervisor/superior encourages best efforts	3.6	3.6	3.1	3.8	3.4
52. Preference in above	4.0	4.3	4.0	4.1	4.0
53. <u>Supervisor/superior maintains high standards of performance</u>	4.0	3.8	3.8	3.9	3.9
54. Preference in above	4.2	4.4	4.3	4.1	4.0

Table 2.2 (continued)

	Library				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
55. <u>Supervisor/superior sets a hard working example</u>	4.1	4.2	4.1	4.1	4.2
56. Preference in above	4.1	4.5	4.3	4.1	4.2
57. <u>Supervisor/superior encourages independent action</u>	3.2	3.1	3.1	3.1	3.2
58. Preference in above	3.7	4.0	3.8	3.6	3.8
59. <u>Supervisor/superior offers new problem-solving ideas</u>	3.3	3.3	3.0	3.5	3.2
60. Preference in above	3.6	4.1	3.9	3.7	3.7
61. <u>Supervisor/superior encourages team work</u>	3.3	3.2	2.9	3.3	3.2
62. Preference in above	3.7	4.0	3.9	3.6	3.7
63. <u>Supervisor/superior encourages the exchange of opinions and ideas</u>	3.3	3.5	2.9	3.4	3.2
64. Preference in above	3.8	4.3	3.9	4.0	3.8
65. <u>Supervisor/superior, has confidence and trust in you</u>	3.9	3.8	3.6	3.8	3.9
66. <u>You have confidence and trust in your supervisor/superior</u>	4.0	3.9	3.8	4.0	3.9
67. <u>How often supervisor/superior holds group meetings</u>	2.7	3.2	2.0	2.9	2.9
68. Preference in above	3.6	4.1	3.3	3.9	3.8
69. <u>Work group maintains high standards of performance</u>	3.8	3.7	3.6	3.8	3.7
70. Preference in above	4.1	4.3	4.2	4.2	4.1
71. <u>Work group share new ideas for solving job-related problems</u>	3.4	3.3	3.1	3.2	3.2

Table 2.2 (continued)

	Library				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
72. Preference in above	3.8	4.0	3.9	3.9	3.8
73. <u>Work group emphasis a team goal</u>	3.0	2.9	2.6	2.9	2.7
74. Preference in above	3.6	3.8	3.7	3.6	3.6
75. <u>Work group plan together</u>	3.1	3.0	2.7	3.0	2.9
76. <u>Work group work well together</u>	3.5	3.3	3.1	3.4	3.4
77. <u>Effectiveness of your work group</u>	3.9	3.9	3.6	3.8	3.8

A generalized portrait of the five academic library administrations emerges from these results: each library maintains a low pressure work environment in which the staff know their jobs and rate their own effectiveness as almost very good. Staff are moderately satisfied with their work as well as moderately loyal to the library. Trust in supervisors or superiors is good and supervisors are generally friendly, helpful and hard-working. Influence on departmental work activity is hierarchical from the director down to the lowest-level employee without subordinates, while the opportunity for personal growth is rather minimal. Pay is considered to be only somewhat related to effort. Sharing of decision-making, receptivity to staff ideas, and team-work are mediocre.

The vast majority of responses cluster around the 3.0 midpoint, a more or less neutral response. Only twenty-six overall responses to individual questions out of a possible two-hundred eighty (9%) rank at the 4.0 or higher level. The widest variations among the libraries were the extent to which different departments plan together and coordinate

their efforts, the manner in which problems between departments were generally resolved and the use of group meetings by supervisors/superiors to solve work-related problems.

This rather bland portrait begins to develop different configurations when examined in more depth. The detailed data summarized in the following observations may be found in Appendix III, CONSOLIDATED TABULATIONS TO THE STAFF QUESTIONNAIRE.

Clerical versus Professional Staff

"...the job is inherently dull, unchallenging and unstimulating. Library policy allows little else for clerical workers, regardless of acquired skills, talents or knowledge." Staff comment.

Ideally, an organization fully utilizing the principles of participative management would show few significant differences between clerical and professional responses to the questionnaire. Obviously different levels of tasks would still exist but control and decision-making would be more widely dispersed throughout the organization. In actuality, differences are to be expected because of disparities in the treatment and status of various levels of staff. It is useful to note that there was considerable variance among the five libraries in the importance of this category. Only on Question 34., How much say or influence do you have on what goes on in your work group? were there clerical/professional differences in all five libraries.

Table 2.3

Influence in Work Group:
Clerical vs. Professional Responses

<u>Library</u>				
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
<u>Clerical-Prof.</u>	<u>Clerical-Prof.</u>	<u>Clerical-Prof.</u> <u>Sub-Prof.</u>	<u>Clerical-Prof.</u>	<u>Clerical-Prof.</u>
2.4 - 2.8	2.4 - 3.0	1.6 - 2.7 - 2.0	2.1 - 2.8	2.2 - 2.9

Library A displayed clerical/professional differences in sixteen questions out of a possible fifty-six. Seven of these sixteen reversed the expected form--that is professionals scored lower than clericals on:

13. Adequate information about other departments (Clericals 2.7 vs. Professionals 2.2). 14. Those above receptive to your ideas (3.2 vs. 2.9). 15. Told what you need to know (3.5 vs. 3.0). 16. Work problems communicated to supervisor/superior (3.4 vs. 3.0). 30. Influence--Lowest level supervisors (2.9 vs. 2.3). 44. Group meetings used to solve problems (3.1 vs. 2.6), and 59. Supervisors/superiors offer new problem-solving ideas (3.1 vs. 2.6).

Communication stands out as the major problem identified by the professional staff of Library A. In all other cases clerical responses were substantially lower. Library B, for instance, had clerical versus professional differences in twenty-seven out of fifty-six questions. Particularly low responses were concentrated on questions which indicated the value the library placed on the clerical staff:

19. Special effort recognized and acknowledged (Clerical 2.2 vs. Professional 2.7). 20. Opportunity for personal growth and advancement (2.0 vs. 2.9). 25. Considering your skills and effort, how satisfied

are you with your pay (2.3 vs. 3.0). 29. Pay related to helping library to operate successfully (2.2 vs. 2.6). 32. Influence-Employees (1.6 vs. 2.1), and 38. When decisions are made, persons affected are asked for their ideas (2.3 vs. 2.8).

Library C had sharp differences only on five out of fifty-six questions—an indication in this case less of a pervasive participative style than of somewhat lower overall scores in which professional dissatisfactions matched those of clericals and sub-professionals.

Library D showed differences on seven questions and Library E on twenty. It is interesting to list those questions on which three or more library staffs had clerical/professional differences with clerical scores significantly lower (see Table 2.4):

- 12. Feeling of responsibility.
- 19. Special effort recognized and acknowledged.
- 20. Opportunity for personal growth and advancement.
- 24. Opportunity to use abilities.
- 26. Enjoy day-to-day activities.
- 27. Look forward to coming to work each day.
- 34. Personal influence.

Table 2.4Clerical vs. Professional Differences:
Three or More Libraries

	Library				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
	Clerical/ Prof.	Clerical/ Prof.	Clerical/Prof./ Sub-Prof.	Clerical/ Prof.	Clerical/ Prof.
12.	3.5 - 4.0	3.5 - 4.0	2.8 - 3.7 - 3.3		3.5 - 4.2
19.		2.2 - 2.7	2.1 - 2.8 - 2.0		2.7 - 3.3
20.	2.3 - 2.7	2.0 - 2.9	2.1 - 2.9 - 2.3		2.2 - 2.9
24.	2.8 - 3.3	2.7 - 3.5			2.8 - 3.2
26.	3.1 - 3.6	3.3 - 3.9			3.2 - 3.6
27.	2.7 - 3.3	2.9 - 3.6			2.7 - 3.4
34.	2.4 - 2.8	2.4 - 3.0	1.6 - 2.7 - 2.0	2.1 - 2.8	2.2 - 2.9

Future research could investigate the influence of faculty rank or status for professional librarians as an added contributing factor to the polarization between clerical and professional staff. Librarians in Libraries A and C are a classified group separate from the academic faculty, librarians in Libraries B and E have academic status without rank while librarians in Library D have status and rank. The two libraries without faculty status or rank (A and C) either have mixed or fewer clerical/professional differences than the other three libraries.

Male versus Female Responses

Significant differences between male and female responses were very few among all libraries: Library A, nine; Library B, two; Library C, none; Library D, four and Library E, nine.

Male responses were less favorable in all cases for Library A, female responses in all cases for Library B and E, while the four questions tabulated for Library D split two and two.

A strong sexist bias was not evident in the surveyed libraries.

Length of Service

"The University should have a little more faith in their employees, especially long term persons and I mean by that any person working here more than 3 years." Staff comment.

Differentiation in responses because of length of service showed in eleven questions for Library A, eight for Library B, four for Library C, two for Library D, and twenty for Library E.

In almost all cases, there was a more positive response as length of service increased. Library E displayed this in an almost classic pattern. A typical example of the progression is shown in Table 2.5.

Table 2.5

17. Feeling of Loyalty to the Library:
Length of Service

Less than 1 year — 1-5 years — 6-10 years — Over 10 years				
Library				
<u>A</u>	<u>B</u>	<u>C</u>	<u>E</u>	
17. 2.9-3.4-4.0-4.2	3.3-3.4-3.9-4.2	2.8-2.9-3.9-3.7	3.1-3.4-4.0-4.4	

Age

"Why is it so important that I be dressed up and wear stockings when I spend all day in chair storage climbing on shelves and pulling off books?" Staff comment.

Age produced slightly more significant differences than length of service: Library A, eleven; Library B, nineteen; Library C, four; Library D, three and Library E, twenty-four.

Younger staff members were less satisfied and perceived management less favorably than older staff members. Age did not produce as uniform a positive progression as did the factor of length of service, however.

Highest Educational Level--Clericals

"This job is too routine and menial for a college graduate." Staff comment.

Educational level did not produce a great number of significant differences in responses to the questionnaire. Where this was a factor, however, the results were striking.

Table 2.6

Significant Differences:
Highest Educational Level—Clericals

		Library				
		A	B	C	D	E
17. Feeling of loyalty to library	High school	4.0		3.8		3.5
	Some college	3.1		2.6		3.4
	College degree	3.0				2.7
	Grad work	3.2				3.3
18. Sense of day-to-day accomplishment	High school	3.9				
	Some college	3.2				
	College degree	2.9				
	Grad work	2.6				
19. Special effort recognized	High school	3.1				
	Some college	2.2				
	College degree	2.7				
	Grad work	2.3				
20. Opportunity for personal growth	High school	2.7				
	Some college	2.2				
	College degree	2.4				
	Grad work	1.8				
23. Satisfied with job	High school	4.2				
	Some college	3.6				
	College degree	3.1				
	Grad work	3.0				
24. Satisfied with opportunity to use abilities	High school	3.8		3.8		
	Some college	3.0		2.5		
	College degree	2.5				
	Grad work	2.1				
25. Satisfied with pay	High school	3.0				
	Some college	3.0				
	College degree	3.0				
	Grad work	2.3				
26. Enjoy day-to-day job activities	High school	3.8		4.0		
	Some college	2.9		2.8		
	College degree	3.0				
	Grad work	2.8				
27. Look forward to coming to work	High school	3.4				
	Some college	2.7				
	College degree	2.6				
	Grad work	2.4				

Table 2.6 (continued)

		Library				
		A	B	C	D	E
28.	Hard work encouraged	High school	2.4			
		Some college	3.1			
		College degree	2.7			
		Grad work	3.1			
29.	Pay related to effort	High school	3.3			
		Some college	2.5			
		College degree	2.8			
		Grad work	2.2			
30.	Influence—Lowest level supervisors	High school	3.5			
		Some college	2.6			
		College degree	2.0			
		Grad work	3.2			
37.	Decisions made at those levels where the most adequate and accurate information available	High school	2.6			
		Some college	3.3			
		College degree	2.2			
		Grad work	2.9			
42.	Communications from the administration convincing	High school			3.3	3.0
		Some college			2.8	3.4
		College degree			3.8	3.1
		Grad work			5.0	2.6
55.	Supervisors/superiors sets a hard-working example	High school				3.4
		Some college				4.0
		College degree				3.9
		Grad work				4.1
67.	How often supervisor/superior holds group meeting	High school		3.0		
		Some college		1.8		
		College degree				
		Grad work				
69.	Work group maintain high standards of performance	High school				3.5
		Some college				3.4
		College degree				3.9
		Grad work				4.0
75.	Work group plan together	High school	3.2			
		Some college	3.5			
		College degree	2.5			
		Grad work	2.5			

Table 2.6 (continued)

		Library				
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
76. Work group work well together	High school		3.1			
	Some college		3.6			
	College degree		2.9			
	Grad work		2.4			
77. Effectiveness of work group	High school		3.4			
	Some college		4.3			
	College degree		3.8			
	Grad work		3.8			

In Library A, high school graduates consistently expressed more satisfaction in their jobs and towards the library than those in other educational categories on ten key questions, while graduate clerical staff were lowest in ranking. Only on Question 28. To what extent are there things here (people, policies, or conditions) that encourage you to work hard? did graduate staff score higher.

The few effects of educational level on responses from the other four libraries were similar but less consistent.

Departments

"The head cataloger is the only person who has any substantial influence over the department; it is a petite monarchy." Staff comment.

The departmental structure of the five academic libraries resulted in a larger number of significant differences than any other category of clerical/professional differences within departments are also counted. (See Appendix III for the full array.)

Table 2.7

Significant Differences:
Departments

	Department Differences	Lowest Scoring Department	Clerical/Professional Differences within Departments
Library A	33 questions	Cat. Dept. 24 questions	Cat. Dept. 5 All Depts. 16
Library B	17 questions	Dept./Div. 7 questions	Dept./Div. 5 All Depts. 14
Library C	9 questions	Reference 6 questions	Reference 0 All Depts. 25
Library D	16 questions	Cat. Dept. 8 questions	Cat. Dept. 6 All Depts. 10
Library E	27 questions	Cat. Dept. 22 questions	Cat. Dept. 6 All Depts. 21

It is noteworthy that the Catalog Departments of three of the five libraries ranked lowest in favorable responses. The reasons for this, however, varied from library to library: low overall morale, low professional morale or low clerical morale, in various combinations.

Library C offers an interesting study for further analysis. The Reference Department answers represented only one professional and would not normally be reported. On eleven questions, however, professionals in Acquisition and Cataloging scored lower than clericals or sub-professionals, a clear indication of poor professional morale:

18. Sense of day-to-day accomplishment

Cataloging Clericals — 3.3

" Professionals — 2.5

" Sub-professionals — 4.0

23. Satisfied with your job.

Cataloging Clericals — 4.3

" Professionals — 3.0

" Sub-professionals — 4.3

25. Satisfied with pay.

Acquisition Clericals -- 4.3

" Professionals -- 2.8

" Sub-professionals -- 2.4

26. Enjoy day to day job activities.

Cataloging Clericals -- 4.3

" Professionals -- 2.9

" Sub-professionals -- 3.7

27. Look forward to coming to work.

Cataloging Clericals -- 4.3

" Professionals -- 2.5

" Sub-professionals -- 3.3

38. When decisions are made persons affected asked for their ideas.

Cataloging Clericals -- 3.7

" Professionals -- 1.8

" Sub-professionals -- 1.6

39. Information shared for decision-making.

Acquisition Clericals -- 3.7

" Professionals -- 2.2

" Sub-professionals -- 1.6

41. Different departments plan and coordinate together.

Acquisition Clericals -- 3.3

" Professionals -- 2.2

" Sub-professionals -- 1.0

44. Group meetings used to solve problems.

Cataloging Clericals — 4.0

" Professionals — 1.7

" Sub-professionals — 2.4

51. Supervisors/superiors encourage best efforts.

Cataloging Clericals — 4.7

" Professionals — 2.4

" Sub-professionals — 2.7

66. Confidence and trust in supervisors/superiors.

Cataloging Clericals — 5.0

" Professionals — 3.3

" Sub-professionals — 4.3

In all other cases and libraries professional scores were significantly higher than clericals or sub-professionals. The Technical Services Departments would seem, from evidence presented here, to utilize fewer participative practices than other departments and this is reflected in staff attitudes.

CHAPTER III

A COMPARATIVE STUDY OF LIBRARY E IN 1969 AND 1973

Library E was singled out for a follow-up survey in 1973 to demonstrate the longitudinal usefulness of the Staff Questionnaire as well as to measure any changes that might have taken place in management style and staff attitudes in the intervening time.

Overall Responses

Tabulations of the combined responses to the 1973 Staff Questionnaire show a slight but consistent drop in the numerical scores recorded in 1969.

The "Profile of Organizational Characteristics" (Figure 3.1) completed by the Executive Staff parallels these results to a remarkable degree; there is a slight drop in a System 3 management style coupled with a future intention to move to the middle ground of a System 4 style.

Six tabulations dropped four-tenths (.4) of a point on the scale of five:

8. Extent to which the Library has a real interest in the employees' welfare and happiness (3.2 to 2.8)
10. Extent of clear-cut, reasonable objectives (3.4 to 3.0)
19. Extent to which special effort is recognized and acknowledged (2.9 to 2.5)
25. Considering skills and effort involved, your satisfaction with pay (3.3 to 2.9)
29. Pay related to effort (2.9 to 2.5)

FIGURE 3.1
LIBRARY E

FORM J-2

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

To be completed by Chief Administrative Staff

This questionnaire was developed for describing management systems or styles used in various types of organizations.

Please answer each question as thoughtfully and frankly as possible. There are no right or wrong answers.

Instructions:

On the line below each organizational variable (item) please indicate by an N (for Now) how your organization is presently operating and indicate by F (for Future) in what direction you would like to see your organization go. Treat each item as a continuous variable from the extreme at one end to the other.

Organizational variable	System I	System II	System III	System IV
1. Leadership processes used				
a. Extent to which superiors have confidence and trust in subordinates	Have very little confidence and trust in subordinates	Have some confidence and trust, such as master has to servant	Quite a bit of confidence and trust. Still wishes to keep control of decisions	A great deal of confidence and trust
	Now Future			
b. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superiors; do so guardedly	Subordinates feel rather free to discuss things about the job with their superior but may be somewhat cautious	Subordinates feel completely free to discuss things about the job with their superior and do so candidly
c. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes get ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
2. Character of motivational forces				
a. Kinds of attitudes developed toward organization and its goals	Attitudes are usually hostile and counter to organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are favorable and support behavior important to organization's goals	Attitudes are strongly favorable and provide powerful stimulation to behavior important to organization's goals

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FIGURE 3.1 (continued)

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Continued)

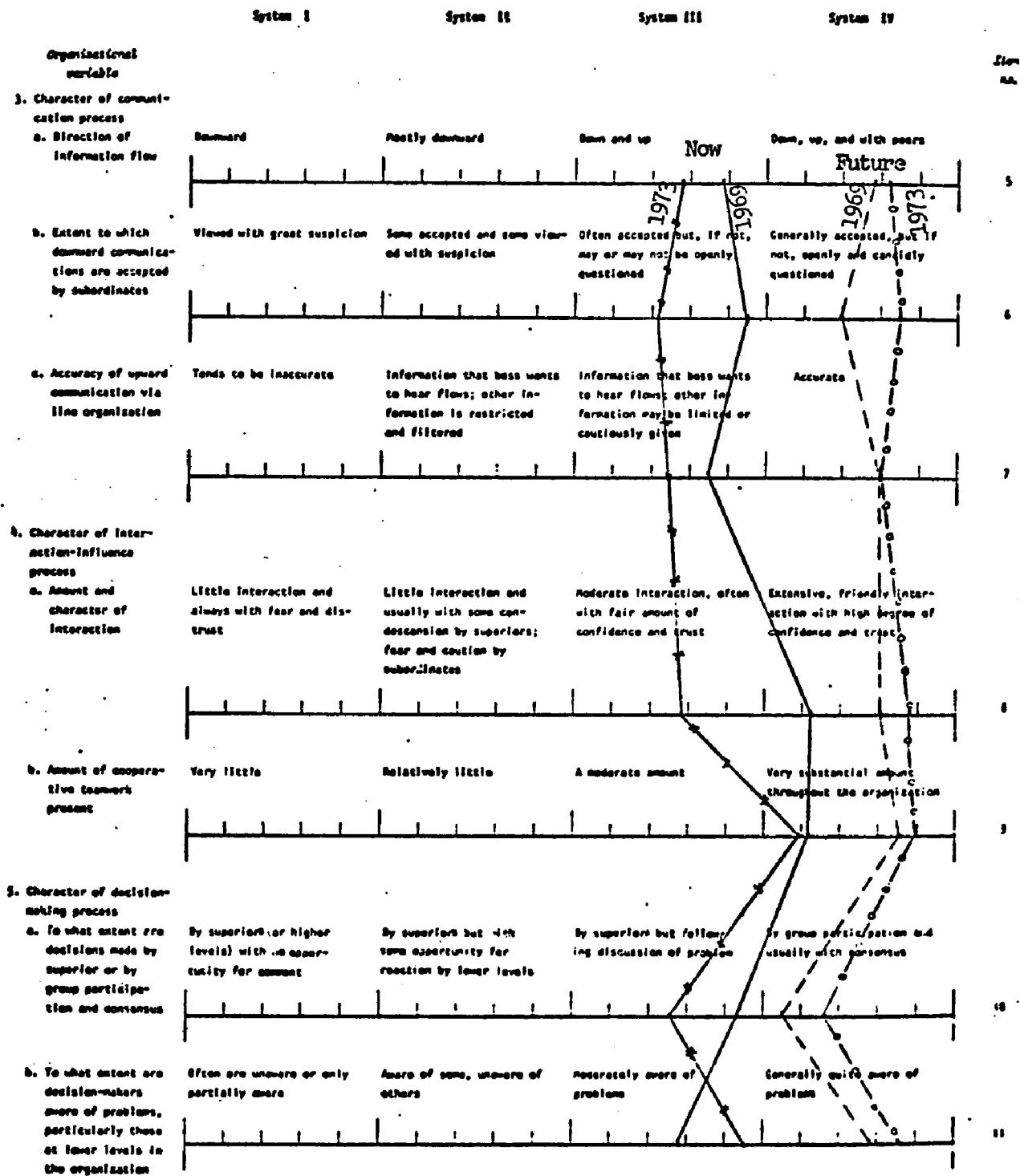
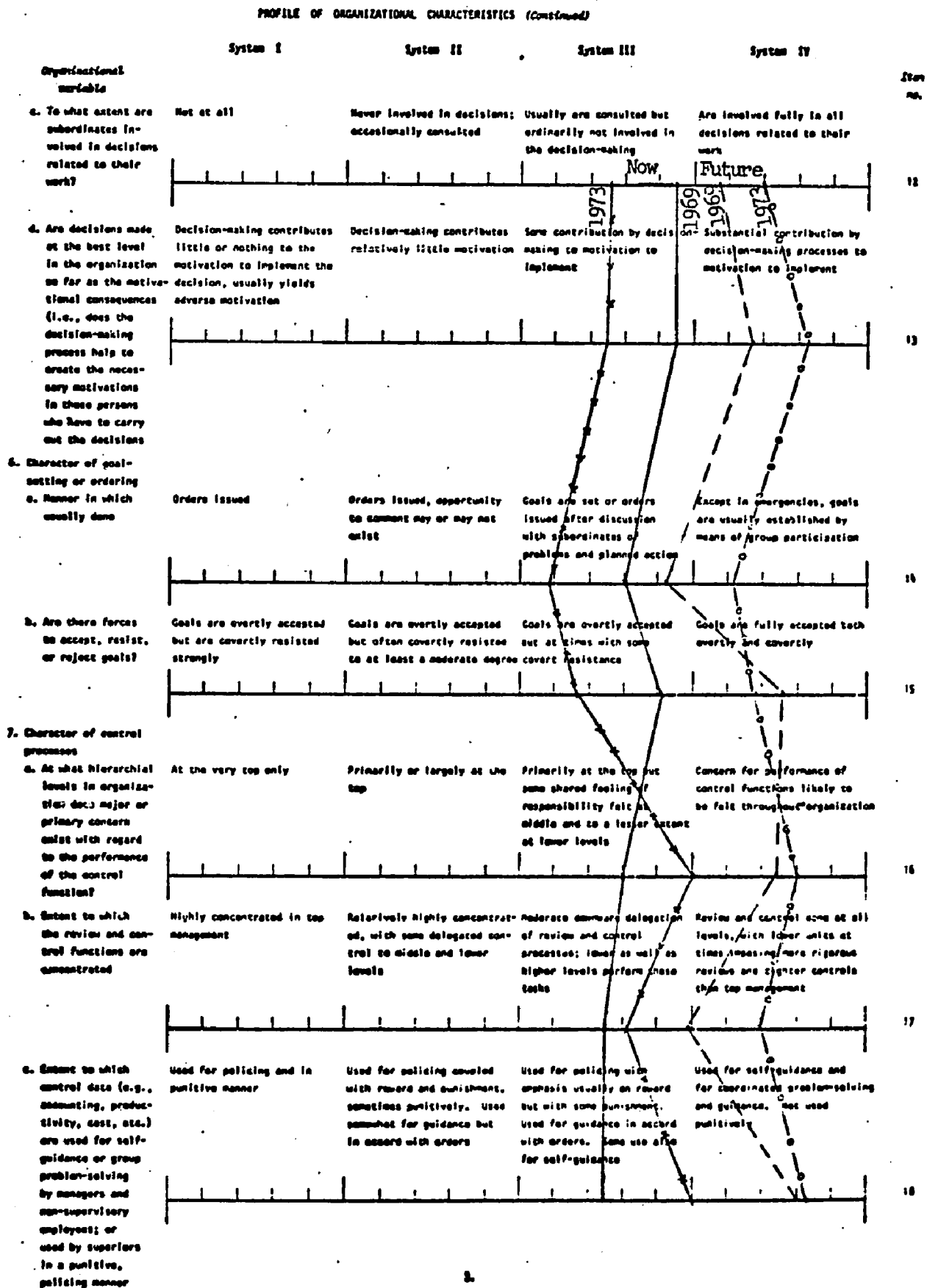


FIGURE 3.1 (continued)



42. Communications from administration are reasonable and convincing (3.2 to 2.7)

Five tabulations dropped three-tenths (.3) of a point on the scale of five:

- 21. How are differences and disagreements handled (3.1 to 2.8)
- 23. Satisfaction with job (3.7 to 3.4)
- 37. Decisions made at levels where the most adequate and accurate information available (3.1 to 2.8)
- 40. Awareness of decision-makers of problems of lower levels (2.7 to 2.4)
- 55. Supervisor/superior sets a hard-working example (4.2 to 3.9)

Seventeen responses dropped one-tenth (.1) to two-tenths (.2) of a point and twelve responses showed no change from 1969.

In only one case did the tabulation show a three-tenth (.3) increase:

- 71. To what extent do persons in your work group offer each other new ideas for problem solving (3.2 to 3.5)

Influence

Evaluation of the influence of lowest level supervisors/superiors on work activity remained almost constant (1969—2.8; 1973—2.7); that of head administrators dropped from 3.8 to 3.5, more or less matching the score of major department heads (3.6) while the influence of lowest level employees stayed at 2.0 (some influence).

Upper Scores

The staff scored twelve questions 3.5 or higher:

9. Work group know jobs	3.9
12. Feeling of responsibility to make this library successful	3.8
22. Satisfaction with supervisor/superior	3.9
45. Friendly supervisor/superior	4.0
47. Supervisors/superiors pay attention to your remarks	3.9
53. Supervisor/superior maintains high standards of performance	3.7
55. Supervisor/superior sets a hard-working example	3.9
65. Supervisor/superior has confidence and trust in you	3.8
66. Employees trust supervisor/superior	3.8
69. Work group maintain high standard of performance	3.7
71. Work group share new ideas for solving job-related problems	3.5
77. Work group effectiveness	3.8

Lower Scores

Eighteen responses scored below the mid-point of 3.0:

8. Library has a real interest in welfare and happiness of employees	2.8
19. Special effort is recognized and acknowledged	2.5
20. Opportunity for personal growth	2.3
21. How differences and disagreements handled	2.8
24. Opportunity to use abilities	2.8
25. Satisfaction with pay in relation to skills and effort	2.9

27. Look forward to coming to work	2.8
28. Encouraged to work hard	2.9
29. Pay related to employee's help to library	2.5
34. Personal influence	2.6
35. Method of setting objectives	2.8
37. Decisions made at those levels where the most adequate and accurate information is available	2.9
38. When decisions are made, persons affected asked for their ideas	2.7
39. Information shared for decision-making	2.6
40. Decision-makers aware of problems at lower levels	2.4
41. Different departments plan and coordinate together	2.8
42. Communications from library administration reasonable and convincing	2.7
73. Work group emphasize a team goal	2.9

Supervision and the work group environment were explored in a series of questions (No's. 45-75) which also gave the staff an opportunity to express preferences in these areas.

All employees were relatively satisfied with the friendliness of their supervisor/superior (3.9; preference 4.0), the attention paid to their comments by the supervisor/superior (3.9; preference 4.1), his willingness to listen to their problems (3.9; preference 4.0) and his example of hard work (3.9; preference 4.0).

The staff wanted group meetings held approximately once per month rather than three to six times per year (Rating 3.1; preference 3.9) and more emphasis on team goals (Rating 2.9; preference 3.6). They would

also stress slightly more the encouragement by supervisors/superiors of best efforts (Rating 3.4; preference 3.8), high supervisory standards of performance (Rating 3.7; preference 4.0), the encouragement of individual action (Rating 3.3; preference 3.7), the exchange of opinion and ideas within the work group (Rating 3.4; preference 3.7), high work group standards of performance (Rating 3.7; preference 4.1) and the exchange of new ideas (Rating 3.5; preference 3.9).

Clerical vs. Professional Staff

There were significant differences between clerical and professional responses to twenty-eight questions. In all of these cases, clerical responses scored much lower. The clerical staff rated Questions 19. Special effort is recognized and acknowledged by the Library Administration, 20. Opportunity for personal growth and advancement, 34. Personal influence on what goes on in work group, and 40. To what extent are persons who make decisions aware of problems at lower levels in the library? at a very low level. Answers clustered around To a little extent (2.0).

Male vs. Female

Significant differences between male and female responses were detectable on only four questions in 1973 versus eleven questions in 1969, a possible triumph for Women's Liberation. In all cases male responses were higher: 19. Special effort recognized and acknowledged by the library administration (3.0 vs. 2.4), 21. How are differences and disagreements handled (3.1 vs. 2.7), 34. Personal influence (3.1 vs. 2.5), and Question 42. Communications from the library administration reasonable and convincing (3.1 vs. 2.6).

Length of Service

In twenty-six questions, length of service was a significant factor in the responses made. Scores increased positively as length of service increased in almost all cases. However, scores of 4.0 or more were rare even for senior staff of over 10 years of service. The high scores were tabulated in response to questions probing staff attitude toward the library rather than those measuring the library's attitude toward the staff.

Table 3.1

Library E:
Staff Attitudes by Length of Service
Selected Questions

	Less than 1 year	1-5 years	6-10 years	Over 10 years
12. Feeling of responsibility to make this library successful	3.3	3.6	4.0	4.0
17. Feeling of loyalty to library	2.8	3.4	3.7	4.2
23. Satisfied with your job	3.0	3.3	3.6	4.0

Senior staff rated the library's attitude toward them as mediocre except in their relationships with immediate supervisory staff which was generally quite good.

Table 3.2

Library E
Library Attitude Toward Staff
by Length of Service
Selected Questions

	Less than 1 year	1-5 years	6-10 years	Over 10 years
8. Library has a real interest in welfare and happiness of employee	2.8	2.5	3.2	3.1
65. Supervisor/Superior has confidence and trust in you	3.1	3.8	4.0	4.5

It is plain that staff at all levels feel that they have more concern for the library than they feel that the library, as an organization, has for them.

Age

Age made a difference on the answers to thirty-two questions. Staff 25 years or younger scored lowest on nineteen questions, tying for lowest on six more with other age groups: On at least ten questions, the two groups 30 and under clustered together in their replies while on almost all questions staff over 36 years of age made similar replies which were generally more favorable than those made by staff 35 or under.

Table 3.3

Library E
Staff Attitude by Age
Selected Questions

	25 years or under	26-30 years	31-35 years	36-40 years	Over 41 years
8. Library has a real interest in welfare and happiness of employee	2.4	2.7	2.6	3.4	3.1
12. Feeling of responsibility to make this library successful	3.3	3.3	4.1	3.9	4.4
17. Feeling of loyalty to library	2.8	3.2	3.7	3.9	4.2
18. Sense of day-to-day accomplishment	2.7	2.9	3.8	3.6	3.4
20. Opportunity for personal growth	1.8	2.2	2.4	2.8	2.7
23. Satisfied with your job	3.0	3.3	3.7	3.8	3.9
24. Satisfied with opportunity to use abilities	2.2	2.6	3.1	3.5	3.5
65. Supervisor/superior has confidence and trust in you	3.4	3.6	3.8	4.1	4.4

Younger staff members in Library E seem to be expressing the same attitudes and experiencing the same frustrations as young workers in other fields where "findings document that young workers place more importance on the value of interesting work and their ability to grow on the job than do their elders...Young workers rate their jobs lower than

do older workers on how well their jobs actually live up to the factors they most sought in work" (Work in America, p. 46).

Although the responses of younger staff are unmistakably lower than those of the older groups, most of the scores of the older staff are also unexceptional.

Departmental Comparisons

There were significant differences in responses given by the different departments of Library E on twenty-three questions, some of which could also be further divided by distinctly different clerical versus professional answers within departments. Twenty additional questions emphasized professional versus clerical differences within but not between departments.

Acquisitions gave the lowest overall scores in fourteen cases and was second lowest on an additional five questions.

Table 3.4

Library E Departments

	Acq.	Cat.	Ref.	Circ.	Dept./Div.	Undergrad.	Other
9. Work group know job	3.2	4.0	3.8	3.8	4.0	3.9	4.2
15. Told what you need to know	2.6	3.5	3.7	3.8	3.2	2.7	3.7
22. Satisfied with supervisor/superior	3.3	3.9	3.6	4.1	3.7	3.5	4.4
30. Influence—Lowest level supervisors	2.2	2.5	3.1	3.3	2.9	2.8	2.6
32. Influence—Employees without subordinates	1.5	1.9	2.4	2.3	2.3	2.2	1.8

Table 3.4 (continued)

	Acq.	Cat.	Ref.	Circ.	Dept./Div.	Undergrad.	Other
45. Friendly supervisor/superior	3.5	3.9	4.1	4.1	3.7	3.8	4.4
49. Supervisor/superior listens to your problems	3.5	3.9	4.0	4.1	3.6	3.9	4.5
51. Supervisor/superior encourages best efforts	2.8	3.4	2.8	3.6	3.2	3.1	4.1
59. Supervisor/superior offers new problem-solving ideas	2.6	3.2	3.6	3.3	3.0	3.1	3.7
61. Supervisor/superior encourages team work	2.5	3.1	3.8	3.4	3.2	3.5	3.7
63. Supervisor/superior encourages exchange of ideas	2.6	3.2	3.6	3.3	3.5	3.9	3.8
69. Work group maintain high standards of group performance	3.0	3.7	4.2	3.8	3.9	3.8	3.7
73. Work group emphasize a team goal	2.0	2.8	3.1	2.7	3.1	3.2	3.0
77. Effectiveness of your work group	3.1	3.9	4.5	3.7	3.9	3.8	3.8

The questions in Table 3.4 all relate to the work group and supervisor/superior relationships to that group. The Acquisitions Department does not present a picture of an effectively functioning, harmonious division. Since Acquisition clerical responses were not essentially different from the generally low clerical responses given in other departments, professional librarians in Acquisitions were pin-pointed as having the lowest morale of the various professional groups within the library: This is further

emphasized by the fact that Acquisitions librarians consistently made the least favorable responses to thirty-four out of fifty-three questions, and tied for lowest with Cataloging librarians on an additional three questions (not shown in the CONSOLIDATED TABULATIONS, Appendix III because the data was not statistically significant at the 5% or higher level).

Overall differences between clerical and professional replies have been commented on before. Within Acquisitions itself, these differences were significant on seven questions: 20. Opportunity for personal growth (Clerical 1.6 vs. Professional 3.0); 28. Hard work encouraged (2.0 vs. 3.0); 41. Different departments plan and coordinate together (2.1 vs. 3.3); 42. Communications from the library administration reasonable and convincing (1.9 vs. 2.8); 55. Supervisor/superior sets a hard working example (2.8 vs. 4.5); 67. Frequency of group meetings by supervisor/superior (2.3 vs. 3.8); and 73. Work group emphasizes a team goal (1.6 vs. 2.8).

Cataloging scored lowest of the departments only on two questions: 44. Use of group meetings by supervisor/superior (2.5 - between To a little extent and To some extent) and 67. Frequency of group meetings by supervisor/superior (2.5 - between Once or twice per year and Three to six times per year). The lack of group meetings to solve work-related problems is often characteristic of cataloging departments yet cataloging staff want such meetings held almost once per month (Question 68: 3.7).

Reference fell consistently in the middle and upper range of comparative responses as did the Departmental or Divisional group. Circulation's two professionals scored consistently high (4.5 - 5.0)

with only four questions defining significant differences between clerical and professionals: 18. Sense of day-to-day accomplishment (2.7 vs. 5.0); 34. Influence--You (2.5 vs. 4.5); 69. Work group maintain high standards of performance (2.7 vs. 5.0); and 73. Work group emphasize a team goal (2.5 vs. 5.0).

Other was a miscellaneous category of nine professionals and twenty-six clericals. It provided the only replies in which clericals were more favorable than professionals, e.g. 38. When decisions are made, persons affected asked for their ideas (Clericals 3.1, Professionals 1.8) and 39. Information shared for decision-making (2.9 vs. 1.6). Evidently professionals in this group felt left out of the decision-making process but the explanation for this rests with the library administration.

The sharpest contrasts in responses were tabulated from the Undergraduate Library. The two professionals scored extremely high on almost all questions (4.0 - 5.0) with pronounced differences between clericals and professionals on fifteen questions, the most recorded in any department. Undergraduate clerical responses were lower than the average of overall clerical scores on eleven crucial questions also:

	<u>Overall Clerical</u>	<u>Undergrad. Clerical</u>	<u>Undergrad. Professional</u>
8. Library has a real interest in welfare and happiness of employees	2.6	2.2	4.0
18. Sense of day-to-day accomplishment	2.9	1.8	5.0
20. Opportunity for personal growth	1.9	1.2	4.0
23. Satisfied with your job	3.2	2.3	5.0
24. Satisfied with opportunity to use abilities	2.5	1.8	5.0
26. Enjoy day-to-day activities	3.0	2.7	4.5
27. Look forward to coming to work	2.5	1.9	4.0

	<u>Overall Clerical</u>	<u>Undergrad. Clerical</u>	<u>Undergrad. Professional</u>
28. Hard work encouraged	2.7	2.3	4.5
29. Pay related to effort	2.4	1.8	4.0
35. How objectives set	—	2.2	4.0
37. Opportunity to set own performance goals and evaluate own work	3.8	2.3	4.5
38. When decisions are made, persons affected asked for their ideas	—	2.6	4.5
39. Information shared for decision-making	2.4	2.1	4.5
40. Decision-makers are aware of problems at lower levels	—	1.7	4.0
43. How problems between departments are resolved	—	2.4	5.0

It is clear that there is a great deal of clerical disaffection in the Undergraduate Library and since its operations are not essentially different from Circulation or Reference, the cause must be an insensitive administration at the departmental level.

Summary

The 1973 portrait of Library E presented by the responses to the latest Staff Questionnaire showed very little change from 1969. The Library was again characterized as a low pressure work environment and had reasonably high standards of performance. Supervisors/superiors rated well. However, many of the elements of participatory management were lacking and a majority of answers clustered around a neutral To some extent score (3.0).

Distinctions were quite marked between clerical and professional replies, although differences between male and female answers had almost disappeared. Age and length of service responses coordinated quite closely as expected.

The departments presented a number of contrasts which illustrated the usefulness of a detailed investigation of their management styles. Professionals in Acquisitions and clericals in the Undergraduate Library both exhibited rather serious morale problems.

Perhaps the most surprising result was the lack of progress in advancing toward a System 4 style of management even though this was clearly the intention of the top administration of Library E. Additional analysis and comment on this phenomenon is included in the next chapter.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Further theoretical considerations, as well as other supporting research, apply to the data presented in this study.

Likert's theory postulates an interdependent network of causal, intervening, and end-result variables as characteristic of organizational behavior. The Staff Questionnaire was designed to measure approximately thirty causal variables* reflected in twenty-five intervening variables. Questions 30-34 rate the influence of levels of employees on the work group and are indicative of the character of the control processes used. If the lowest level employee has very little influence or say on what happens within his department, for example, this may be because he has little to contribute or because participative principles are not applied. Question 77 which measures the effectiveness of the various work groups and their success in achieving their goals can be considered an end-result variable. Classification of the variables cannot be totally precise because some variables may function as part causal and part intervening in actual practice. Each of the causal variables represents a dimension of System 4's principles of supportive relationships (e.g. The library has a real interest in the welfare and happiness of those who work here; Receptivity of those above to your ideas and suggestions), group methods of supervision and decision-making, and other elements of participative management theory.

* Questions 8-11, 13-15, 19-21, 28, 29, 35, 36, 38, 39, 43-45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67

Overall answers to questions dealing with causal variables in all five libraries clustered around the 3.0 mid-point with some answers falling even lower, i.e., Question 13. Adequate information about other departments. Range: 2.1 — 2.8. 19. Extent to which special effort is recognized and acknowledged. Range: 2.4 — 3.1. 20. Opportunity for personal growth. Range: 2.4 — 2.8. 29. Pay related to effort. Range: 2.4 — 2.9. 35. How objectives are set. Range: 2.4 — 2.8. 38. When decisions are made, persons affected are asked for their ideas. Range: 2.4 — 2.9 and 39. Information shared for decision-making. Range: 2.3 — 2.9.

The extent to which work group know jobs and friendly, helpful supervisors/superiors scored highest among all causal variables, ranking around the 4.0 level. As one staff member commented, "satisfaction now felt by the majority of workers is produced by kind, helpful, charming individuals--most informally and most effectively" (Appendix II, p. 85). Supervisors/superiors, however, did not generally use other elements of System 4, such as group meetings to discuss work-related problems, nor did they encourage either independent action or team work to any great extent. It is apparent that these libraries were largely dependent upon traditional supervision and staff training for their effectiveness. There was no emphasis upon other causal variables, nor, possibly, recognition of them as being of real consequence.

The mixed and spare results of male versus female perceptual and attitudinal differences among the five staffs, although not confined to professionals, suggest that an up-date of Schiller's pioneer study of women in academic libraries which used data from 1966-67 would show decided improvements in the last few years (Schiller, 1969).

The comparative dissatisfaction of the younger staff, professional and clerical, was evident. Libraries cannot be immune from the temper of the times: "all authority in our society is being challenged—professional athletes challenge owners, journalists challenge editors, consumers challenge manufacturers, the moral authority of religion, nation, and elders is challenged" (Work in America, p. 49). The same source goes on to say that "From our reading of what youth wants, it appears that under current work policies, employees may not be able to motivate young workers at all. Instead, employers must create conditions in which the worker can motivate himself" (p. 50).

Although sex, age, length of service and educational level were shown to have an effect on staff attitudes and perceptions, these variables, while providing some interesting data, were not as significant as the departmental structure of the five libraries and clerical/professional differences.

The marked variations in staff answers among the departments of the five libraries present a picture of these departments as semi-independent enclaves with somewhat diverse management styles. Technical processing departments ranked lowest in three out of the five examples (four if the lone response from Reference in Library C is discounted). The larger technical departments tend to be modeled on conventional management systems stressing rather precisely defined jobs, normalized standards of performance and hierarchical control, while work in service or divisional departments is often less structured and more varied.

In an attempt to see if departmental patterns of professional job satisfaction existed, one question Number 26. To what extent do you enjoy performing the actual day-to-day activities that make up your job?

was singled out for analysis. The results were mixed, but in no case out of the five examples did librarians in technical processing areas exceed all other departments in their enjoyment of job activities. Again, this may be a reflection of organizational structure and control within technical processing, but the results are not dramatic.

Table 4.1
Professionals:
Enjoyment of Day-To-Day Activities

	Library				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Acquisitions	3.5	3.6	3.0	3.5	3.4
Cataloging	3.6	3.7	2.9	3.8	3.3
Reference	3.4	4.1	3.0	—	3.9
Circulation	3.5	4.0	—	4.0	3.5
Departmental/Divisional	3.9	3.8	3.8	3.4	4.1
Undergraduate	3.5	4.0	—	—	3.2
Other	3.8	3.0	4.7	4.7	4.2

In Library A, professional librarians in the Departmental/Divisional and Other categories enjoyed their jobs most; in Library B, Circulation and Undergraduate; in Library C, Departmental/Divisional and Other; in Library D, Circulation and Other, and in Library E, Departmental/Divisional and Other.

Another aspect of professional participation in decision-making is evolving. Strong efforts have been made in the last few years to treat academic librarians, particularly those holding faculty status or rank,

as a faculty. A sampling of the recent constitutions and by-laws from the Universities of Minnesota, Illinois, State University of New York at Buffalo, and Southern Illinois, Edwardsville show limits on the power of the library director to operate in an arbitrary manner. In some cases, provision is made for at least token representation from the non-professional staff on the Library Faculty, although this is not common. Some interesting problems can arise from this development in the light of System 4 theory and the results of this research study. One major library director has noted that "There is in any university library a large, intelligent, educated and able supporting staff that may well feel that its decision-making participation ought also to be expanded; this may well be a justifiable claim, but if it is, it should be possible to see it accommodated through the pyramidal structure" (Kaser, 1970, p. 229). This observation has been echoed by McAnally and Downs: "A particular problem that has not yet surfaced fully is that the director has two staffs, one academic or professional and one clerical or non-academic. The latter is the larger of the two. Different administrative styles are needed for each. There is some danger that the two groups might end up in opposition to each other, especially if the nonacademic group unionizes and the academic group does not" (McAnally and Downs, 1973, p. 111). A fundamental question is the organizational viability of treating the two staffs in different management styles. This is particularly questionable given the high educational attainments of many of the clerical staff. The results of this study, although limited to five cases, indicated a uniform desire at all levels within the five libraries for consultation, communication, responsibility, variety and participation in decision-making. The staff answers to the optional

comment question, 78. What are the most important changes, if any, that could be made in your own job to make it more meaningful to you? (Appendix II) add weight to this assertion. Over 44% or more of the staff in four libraries (21% in one) answering the questionnaire exercised the opportunity to make comments. Many of these comments were lengthy, thoughtful, concerned for the total library operation, and full of pertinent suggestions. Clericals emphasized, again and again, the monotonous, boring nature of their positions and sought more responsibility and variety. Many expressed a desire for more pay, but this was not an overwhelming complaint. Crowded or unpleasant working conditions were also mentioned in a few comments. Professionals were concerned with a wider range of dissatisfactions and made many suggestions to improve their own effectiveness and that of the library. It is clear that there is a wealth of human potential as yet untapped at all levels in the five academic libraries. Reading through the entire range of comments is sobering.

Libraries traditionally are considered pleasant places to work, but each of the five academic libraries displayed symptoms of extreme employee dissatisfaction as noted. Although dissatisfaction with pay was but one of a number of staff dissatisfactions, it deserves a special comment. A major difficulty in applying a System 4 style in an academic library, rather than a business or industrial setting, is to ensure that staff compensation is perceived as being rewarded for behavior that advances organizational goals in relation to the value of the individual's contribution. Pay classification of non-exempt employees is ordinarily rigidly controlled by the parent institution and opportunities for rewarding superior performance are subject to delay and red-tape.

Continuous review of position-classification plans, combined with promotional opportunities through carefully designed career ladders, provide a possible, if not wholly satisfactory, substitute. Increased job skills, whether acquired on the job, through in-service workshops or outside study and which result in increased production or improved services, need to be acknowledged and rewarded in a systematic fashion.

Academic libraries justify some of their present management practices towards clericals because many of them are short term employees drawn from a labor pool of student, graduate student, and faculty wives. This is an inadequate reason for ignoring the research findings supporting the organizational effectiveness of participatory management. However, even in participatory management practice, staff may wish to participate in joint decision-making in various degrees; a distinction is possible between "higher" and "lower" levels of decision-making. This distinction has been elaborated in a research paper studying the non-supervisory employees of a number of Norwegian firms (Holter, 1965). A partial summary of the results supports the following propositions:

1. Non-supervisory employees have a widespread, but perhaps vague desire for more participation in overall company decisions.
2. Relatively few employees, however, are concerned with top management decisions, but rather wish to increase their own participation in matters concerning their own job and immediate working conditions.
3. Those who desire more participation in decision-making at the higher levels are an especially dedicated and committed group and constitute an unused but potential resource.

4. A system allowing for selected or elected employee representation in management decision-making does not satisfy the desire of most employees for participation in matters concerning their own job and immediate working conditions.

Holter also comments that "New job designs and new mechanisms for decision-making in work groups may be required in order to satisfy needs for influence and to release abilities so far unutilized" (p. 299). This conclusion is strongly supported in a previously cited volume, Work in America, a report of a special task force to the Secretary of Health, Education, and Welfare (1973). The report is the product of a strongly humanistic approach to work and is based upon a close examination of research evidence for a new and more effective work structure including the research supporting the theoretical basis of this study. It identifies two factors as being the major source of job dissatisfaction, "the anachronism of Taylorism and diminishing opportunities to be one's own boss" (p. 17). Recognition is given to the fundamental impact of work on individual self-esteem and individual health, as well as on the social and political consequences of work. Work in America's chief conclusion is that "It is feasible to redesign work up and down the line, from upper-level managers to lower-level workers, with the objective of greatly increasing participation in workplace decisions, increasing variety, and making more effective use of worker potentials" (p. 105). The solutions suggested seem to be precisely what the staffs of the five academic libraries have indicated as highly desirable. Redesign of routine library tasks to provide more meaningful job content, sharing of authority, in-house job mobility, and self-allocation of time are

not only possible but imperative within the context of overall organizational goals and purposes. This is the major challenge to academic library administrators and their staffs.

The questionnaire used in this study is intended to be administered to an individual academic library at regular intervals to measure changes within the organization over time. Chapter III dealt with Library E, surveyed in 1969 and 1973. The results illustrate a number of points. First, the extreme difficulty of moving a large organization to a different style of management, even over a four-year period. The top management of Library E evaluated its management system in 1969, using the "Profile of Organizational Characteristics," (Figure 3.1) as between the mid and end-points of a System 3 style. They also indicated an intention to move more or less to the mid-point of System 4. In 1973, this same group rated their management system slightly lower on almost all variables except the extent to which decision-makers were aware of problems at lower levels and the three-fold character of the control process. They also wished to move slightly higher in System 4 than previously. In the interim, a good deal of thought had been given to increasing professional staff participation in decision-making, major policy planning had been undertaken, and budget cuts suffered. External forces such as major changes in university governance can have more operational effect in the short run on an academic library than internal management practices. However, no attempt was made within Library E to focus primarily upon the causal variables under its control; instead, attention was primarily placed on the normal urgencies of administering a large research library: budgets, personnel, planning, and organizational structure. Likert has noted that "Attempts to bring the desired shift in

the management system by concentrating on the intervening variables directly will usually result in disappointment and failure" (1967, p. 143). Earlier in the same work he had entitled Chapter 5, "Time: a Key Variable in Evaluating Management Systems" and warned that "Changes in the causal variables toward System 4 apparently require an appreciable period of time before the impact of the change is fully manifest in corresponding improvement in the end-result variables" (p. 80-81). It appears that progress to a System 4 style requires a conscious effort over a time-span which is not totally predictable. An experiment in which a deliberate attempt was made to implement System 4 management in a large university library would provide valuable data for the academic community. Before and after in-depth studies of the interrelationships of causal, intervening, and end-result variables could be provided by the two instruments used in this study. The Staff Questionnaire could be modified to reflect more accurately the departmental structure peculiar to the institution surveyed by including such divisions as Rare Books and Special Collections or Extension Services. A number of caveats on administering attitude surveys exist in the literature. One of the shortest and most useful advocates the following procedures:

1. All employees should be surveyed, not just a sample.
2. Complete anonymity of respondents should be assured and maintained.
3. The survey should be made on company or institutional time, and
4. A neutral outsider should administer and evaluate the questionnaire (Kirchner and Lucas, 1967).

Likert also maintains that complex questionnaires of this type require professional administration and evaluation (1967, p. 144).

It is obvious, but easily forgotten, that what questions are asked determine what answers are given and what data is acquired. One of the primary uses of a questionnaire of this type is to provide operational feedback to each administrative unit in a clear and systematic fashion rather than relying on hunch, suspicion or casual observation. If organizations are to be changed in any fundamental way, the emphasis must be on identifying desirable characteristics and monitoring the progress made toward their achievement. Participatory management can exist in a variety of contexts from a vague "what will we do next" style of leadership to one that focuses on well-defined goals with bench-mark objectives providing a schedule and measurement of progress. Specific and measurable objectives, serving a mission and designed with full staff participation, can be a powerful management tool. The other half of the equation requires that each staff member be given adequate information for comparative analysis of his own job and accomplishment and for self-evaluation, not someone else's opinion. Although tasks vary in difficulty, complexity, and responsibility, this informational feedback requirement seems to be equally important at each level no matter what the task.

This study has been concerned with the organization of human rather than printed resources within academic libraries. It has examined in considerable detail the administrative style of five distinct and disparate academic libraries as seen in the light of current, complex, and well-researched management theory. It has demonstrated that the overall similarity of management among these five institutions contains many variations within individual parts. Areas and variables have been identified that could respond to improved management techniques. It has

noted the desire of both library management and staff, non-professional as well as professional, to move in these new directions. Much recent library literature has emphasized the need to extend and develop the use of participatory management practices among the professional staff. This study has attempted to demonstrate the necessity of extending the principles of participatory management to the entire staff if the effectiveness of the academic library as an organization of human resources is to be improved and the human desire for meaningful work met.

Academic libraries, in general, undoubtedly rate well on the scale of traditional, effective and humane management; nevertheless there is still new territory to be claimed within their work environments.

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APPENDIX I

UNIVERSITY LIBRARIES

STAFF QUESTIONNAIRE

This questionnaire is designed to explore patterns of library management in different university library situations. It is not a test -- there are no right answers.

All individual responses will be kept completely Confidential and Anonymous; no individual will be identified with his answers. Institutions will not be identified by name without permission but designated as Library A, Library B, etc. in any published report.

Results will be scored by machine and only generalized statistical data will be tabulated concerning a particular institution.

PLEASE TRY TO ANSWER ALL QUESTIONS. If you do not find the exact answer you would prefer, use the closest answer to it.

The special answer sheet requires the use of an ordinary No. 2 pencil. Please fill in only blanks 1-76. Do not write in your name. There is no time limit.

1. Your Department or Division (Continued in Question 2)

Please indicate 1 choice only between Question 1 and 2

- A. Acquisitions including Serial Acquisitions
- B. Cataloging including Serial Cataloging
- C. Reference
- D. Circulation
- E. Department or Divisional Libraries including Science, Education, Humanities, etc. excluding Undergraduate Library if separate

2. Your Department or Division (Continued)

- A. Undergraduate Library if separate
- B. Other

3. Type of position

- A. Clerical
- B. Professional

4. Sex

- A. Male
- B. Female

5. Length of Service in this library system

- A. Less than 1 year
- B. 1-5 years
- C. 6-10 years
- D. over 10 years

6. Your age bracket

- A. 25 years or under
- B. 26-30 years
- C. 31-35 years
- D. 36-40 years
- E. 41 years or over

7. Your highest educational level

- A. High School
- B. Some college
- C. College degree
- D. Graduate work or degree

Note: Please read the answer categories carefully and blacken appropriate letter on the answer sheet.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

8. To what extent does the library have a real interest in the welfare and happiness of those who work here?
A B C D E
9. To what extent do persons in your work group know what their jobs are and know how to do them well?
A B C D E
10. To what extent does this university library have clear-cut, reasonable goals and objectives?
A B C D E
11. On the job, do you feel any pressure for better performance over and above what you, yourself, think is reasonable?
A B C D E
12. To what extent do you feel a real responsibility to help this library be successful?
A B C D E
13. How adequate for your needs is the amount of information you get about what is going on in other library departments?
A B C D E
14. How receptive are those above you to your ideas and suggestions?
A B C D E
15. To what extent are you told what you need to know to do your job in the best possible way?
A B C D E
16. How hard do people try to see that their supervisor and her (his) supervisors get full and accurate information about work problems?
A B C D E

Note: Please read the answer categories carefully and blacken appropriate letter on the answer sheet.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

17. To what extent do you have a feeling of loyalty toward this library? A B C D E
18. To what extent do you feel a sense of accomplishment and achievement in your day-to-day work activities? A B C D E
19. To what extent do you feel that special effort on your part (work improvement suggestions, an unusually well-done project, etc.) are or would be recognized and acknowledged by the library administration? A B C D E
20. How much opportunity do you feel you have for personal growth and/or advancement in your work? A B C D E
21. How are differences and disagreements between persons or units handled in this library? A B C D E
- A. Disagreements are almost always avoided, denied, or suppressed.
- B. Disagreements are often avoided, denied, or suppressed.
- C. Sometimes disagreements are accepted and worked through; sometimes they are avoided or suppressed.
- D. Disagreements are usually accepted as necessary and desirable and worked through.
- E. Disagreements are almost always accepted as necessary and desirable and worked through.

Note: Please read the answer categories carefully and blacken the appropriate letter on the answer sheet.

Very dissatisfied
Somewhat dissatisfied
Neither satisfied
nor dissatisfied
Fairly satisfied
Very satisfied

22. All in all, how satisfied are you with your immediate supervisor or superior? A B C D E
23. All in all, how satisfied are you with your job? A B C D E
24. All in all, how satisfied are you with opportunities to use your full abilities in this library? A B C D E
25. Considering your skills and the effort you put into the work, how satisfied are you with your pay? A B C D E

Note: Please read the answer categories carefully and blacken the appropriate letter on the answer sheet.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

26. To what extent do you enjoy performing the actual day-to-day activities that make up your job? A B C D E
27. How much do you look forward to coming to work each day? A B C D E
28. To what extent are there things here (people, policies, or conditions) that encourage you to work hard? A B C D E
29. To what extent do you feel that your pay is related to how much you help the library to operate successfully? A B C D E

Note: Please read the answer categories carefully and blacken the appropriate letter on the answer sheet.

Little or no influence
Some
Quite a bit
A great deal
A very great deal of influence

In general, how much say or influence does each of the following groups of people have on what goes on in your department?

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 30. Lowest-level supervisors | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 31. Head administrators (Director, Associate and Assistant Directors) | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 32. Employees (people who have no subordinates) | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 33. Major department heads | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 34. In general, how much say or influence do <u>you</u> have on what goes on in your work group? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 35. How are objectives set in this library? | | | | | |
| A. Objectives are announced with no opportunity to raise questions or give comments. | | | | | |
| B. Objectives are announced and explained and an opportunity is then given to ask questions. | | | | | |
| C. Objectives are drawn up, but are discussed with subordinates and sometimes modified before being issued. | | | | | |
| D. Specific alternative objectives are drawn up by supervisors and subordinates are asked to discuss them and indicate the one they think is best. | | | | | |
| E. Problems are presented to those persons who are involved, and the objectives felt to be best are then set by the subordinates and the supervisor jointly, by group participation and discussion. | | | | | |

Note: Please read the answer categories carefully and blacken the appropriate letter on the answer sheet.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

36. To what extent do you have an opportunity to help set your own performance goals and to evaluate your own work? A B C D E
37. In this library, to what extent are decisions made at those levels where the most adequate and accurate information is available? A B C D E
38. When decisions are being made, to what extent are the persons affected asked for their ideas? A B C D E
39. People at all levels of a library usually have know-how that could be of use to decision-makers. To what extent is information widely shared in this library so that those who make decisions have access to all available know-how? A B C D E
40. To what extent are the persons who make decisions aware of problems at lower levels in the library? A B C D E
41. To what extent do persons in different departments plan together and coordinate their efforts? A B C D E
42. To what extent are communications from the library administration giving reasons for certain policies, rules, procedures, etc. generally reasonable and convincing to you? A B C D E

43. Which of the following best describes the manner in which problems between departments are generally resolved?

- A. Little is done about these problems -- they continue to exist.
- B. Little is done about these problems -- they work themselves out with time.
- C. The problems are appealed to a higher level in the organization -- but often are still not resolved.
- D. The problems are appealed to a higher level in the organization -- and are usually resolved there.
- E. The problems are worked out at the level where they appear through mutual effort and understanding.

NOTE: Please read the answer categories carefully and blacken the appropriate letter on the answer sheet.

PLEASE ANSWER QUESTIONS 40 THRU 68
ABOUT YOUR SUPERVISOR/SUPERIOR, THE
PERSON TO WHOM YOU REPORT DIRECTLY.

- | | To a very little extent | To a little extent | To some extent | To a great extent | To a very great extent |
|---|-------------------------|--------------------|----------------|-------------------|------------------------|
| 44. When your supervisor has problems related to the work, to what extent does he/she use group meetings to talk things over with his/her subordinates and get their ideas? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 45. How friendly and easy to approach is your supervisor now? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 46. This is how I'd <u>like</u> it to be in the future. | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 47. When you talk with your supervisor to what extent does he/she pay attention to what you're saying? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 48. This is how I'd <u>like</u> it to be. | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 49. To what extent is your supervisor willing to listen to your problems? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 50. This is how I'd <u>like</u> it to be. | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 51. How much does your supervisor encourage people to give their best effort? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 52. This is how I'd <u>like</u> it to be. | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |

Note: Please read the answer categories carefully and blacken the appropriate letter on the answer sheet.

- | | To a very little extent | To a little extent | To some extent | To a great extent | To a very great extent |
|--|-------------------------|--------------------|----------------|-------------------|------------------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 53. To what extent does your supervisor maintain high standards of performance? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 54. This is how I'd <u>like</u> it to be | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 55. To what extent does your supervisor set an example by working hard himself/herself? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 56. This is how I'd <u>like</u> it to be | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 57. To what extent does your supervisor encourage subordinates to take action without waiting for detailed review and approval from him/her? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 58. This is how I'd <u>like</u> it to be | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 59. To what extent does your supervisor offer new ideas for solving job-related problems? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 60. This is how I'd <u>like</u> it to be | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 61. To what extent does your supervisor encourage the persons who work for him/her to work as a team? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 62. This is how I'd <u>like</u> it to be | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 63. To what extent does your supervisor encourage people who work for him/her to exchange opinions and ideas? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 64. This is how I'd <u>like</u> it to be | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 65. To what extent do you feel your supervisor has confidence and trust in you? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> |
| 66. To what extent do you have confidence and trust in your supervisor? | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>C</u> |

67. How often does your supervisor hold group meetings where he/she and the people who work with him/her can really discuss things together?

- A. Never
- B. Once or twice per year
- C. Three to six times per year
- D. About once per month
- E. More often than once per month

68. This is how I'd like it to be:

- A. Never
- B. Once or twice per year
- C. Three to six times per year
- D. About once per month
- E. More often than once per month

Note: Please read the answer categories carefully and blacken the appropriate letter on the answer sheet.

IN THE QUESTIONS BELOW, WORK GROUP MEANS ALL THOSE PERSONS WHO REPORT TO THE SAME SUPERVISOR/SUPERIOR.

69. To what extent do persons in your work group maintain high standards of performance?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

A B C D E

70. This is how I'd like it to be

A B C D E

71. To what extent do persons in your work group offer each other new ideas for solving job related problems?

A B C D E

72. This is how I'd like it to be

A B C D E

73. How much do persons in your work group emphasize a team goal?

A B C D E

74. This is how I'd like it to be

A B C D E

75. To what extent do members of your work group plan together and coordinate their efforts?

A B C D E

76. To what extent do you feel that you and other persons in your work group belong to a team that works well together?

A B C D E

77. On the basis of your experience and information, how would you rate your work group on effectiveness?
How well does it do in achieving its goals in comparison with other units in the library system?

- A. The work group does a rather poor job
- B. Fair
- C. Good
- D. Very good
- E. The work group does an excellent job

(Continued on next page)

78. Comment Question. Please Use This Page to Answer.

What are the most important changes, if any, that could be made in your own job to make it more meaningful to you?

APPENDIX II

Question 78. Comment Question

Staff Comments; Slightly Edited

LIBRARY A

Clerical

"I'm afraid this question is meaningless, as the job is inherently dull, unchallenging and unstimulating. Library policy allows little else for clerical workers, regardless of acquired skills, talents or knowledge."

"(1) Higher salary; re-evaluation of position; (2) Better working conditions: a) Physical room to move in, b) Good ventilation, and c) warm in winter; cool in summer.

In reality, nothing but money would make this job more meaningful. This position is not within the realm of what I have received my degree in; the position is merely a means to an end...That being my husband's graduation and my going on toward working on a Masters. Everytime I think about working here on a permanent basis I shudder and pity all the people who are doomed to this horrible fate."

"Some more humor in the bibliographies and the order slips! Just to break the routine of searching."

"(1) Higher pay; (2) Discussions of work group on a regular basis; (3) That conclusions of this regular discussion of the work group, be accepted as constructive criticism by the supervisors—from the immediate supervisor's level to the director's level; (4) That pending work problems be discussed with the work group before their solutions are finalized by superiors."

"We are in the process of preparing a new work room, therefore, hopefully the following poor conditions will be corrected: 1) Poor lighting; 2) Ventilation is terrible; 3) The heating system needs to be improved greatly; 4) Windows when closed still carry a breeze (cold in winter) because the strips along the edge of the windows aren't sodded correctly; and 5) Too crowded!!!!!!"

"Since this job is a purely temporary one for me, I don't think in terms of making changes in it to make it more meaningful. Of course, my expectations concerning my work would be more fully developed if I saw my job as a long-term activity."

"The policy of this Institution is set. I expect no change in the immediate future."

"As I have been here for so short a time, I can not say whether or not there are any changes that could make the job more meaningful."

"Our immediate supervisors should be allowed to supervise us without unsolicited comments and opinions from outsiders, such as other department heads.

Crowded working conditions should be improved.

A larger variety of work to put an end to monotony of the job."

"In my job I think a good change would be to mainly be working on one job instead of two. It's very hard to feel I'm doing my very best when I have to leave one job to work on the other especially when both jobs are actually full time jobs."

"Eliminate the junk mail (particularly from the President's office). Quit recording uncat. materials. Burn the PL 480's."

"This job demands 8 hours exclusive of odd jobs forced upon us when there is a crisis or when a situation arises for which there is no one hired.

We need more part-time help to take care of trivial matters. A college graduate needs more intellectual stimulation."

"Eliminating jobs we have to do that do not pertain to what we were hired for."

"Needs more help with routine tasks to allow time for solving problems.

Less time should be devoted to explaining and re-explaining situations and simple obvious facts to dull-witted 'superiors' who have reached elevated positions thru longevity, without common sense!"

"Better working conditions: 1) temperature control; 2) new desk; 3) less crowded. More efficiency from the vendors."

"At the moment I do not have a specific job. I would be more satisfied if I had specific responsibilities instead of wondering what I should do next."

"I feel that my department is very understanding as to its contributions to the success of this Library. The duties and responsibilities of my dept. are far beyond recognition by the administration.

The most important changes that should occur are: more recognition, higher salaries, additional employees, better working conditions—more room, better equipment."

"Nothing—the people I work with make the job meaningful. The work itself has to be done by someone—it involves little responsibility or intelligence. The kind of person who would be happiest in this job is one who has had little education or someone who doesn't care to use her mind."

"The very nature of my position limits the meaningfulness of my work. Essentially, I am an assistant to the head of the section and to anyone else in the section who needs assistance. The only meaning I derive is that of initiating and completing a project, rather than doing bits of things which bear no relation to a whole. Even in the case of the former, the meaning to me is limited because it does little to improve conditions in society to a great extent, which I consider to have more meaning inherently."

"The job is filled with tedium and pointless routine and repetition. Some possibility or at least hope for advancement might help. The problem lies in the town, actually, so that professional people with interest and skills in their own field are forced to work at menial and unrewarding clerical jobs in the library, etc. The library, in turn, does nothing to make it more palatable. The situation in this library among clerical help is serious. There is a demoralization and an intense desire to escape among most of the ambitious, educated, and qualified group. Take seriously the discontent expressed by answers on this questionnaire. Mine is not an isolated case."

"This job is very monotonous and boring in spite of attempts by the supervisor and work group to make it interesting. I feel everyone, especially our supervisor, does their best possible job but the nature of the work and outside frustrations are such that it is difficult to function happily. I have often noticed that the administrative people tend to hamper and antagonize both our supervisor and subordinate workers.

As suggestions for improvement, I think the supervisor should have more control over things that affect us and the administrative heads should exercise hesitation to interfere in small things that affect us but not them. I feel the monotony of library work is pretty well intrinsic, expected, and perhaps unavoidable."

"This job is too routine and menial for a college graduate. It needs more diversity of duties but this is limited because of the size of our section. I will be glad to get a job again which involves dealing with the public and utilizing more of my capacities. In fact, my two work experiences in technical service have made me reconsider whether I would really like to be a librarian ever in a large library.

This institution has one of the lowest morale and less effective communication than any other I have ever worked for. Persons on the job have very little reinforcement or encouragement from top levels--much needs to be done here! I hope your thesis will promote this result.

Too much concern is shown over systems and pretty things whereas underlying causes and total perspective and objectives are not stressed. This institution is much too depersonalized--no wonder there is such a turnover of personnel. I would be extremely sad if I thought this job I have now would be all I was capable of. I see people working here who have much more talent than their jobs demand. Some supervisors and administrators are not suited for their jobs or clued in at all, but many of the lower level ones are doing a very good job and would be great potential for higher level jobs to replace other less competent people. Miss *** is certainly a fine example of a higher level administrator who is one to emulate in work habits and interest in her job and shows some humanity

and is in touch with the underlings.

Perhaps this library is too classified for its own good and defeats its purpose somewhat because of this artificial structure.

One thing—because I've worked in such a badly run institution as far as personnel, backlog, communication, etc.—I have become very interested in administration and its problems and shall be aware of these things and try to increase my own knowledge so I won't perpetuate some of these faults, hopefully.

My supervisor, incidentally, is a tremendous teacher and person! That's the only reason I've kept my job."

"At first, it was hoped that the comments to be made here could remain quite objective, without the personal bias that tends to overlook the size and responsibility of an institution such as this. However, recent events have forced a more candid attitude which may prove more valuable for your purposes.

This past week has been particularly trying within our small but efficient unit. The pressure of an ever increasing work-load—with little hope of a better future—added to the torment of totally unjust criticism coming from primarily one individual of higher rank, and finally, the unquestioned veto in reply to our own offers to put in some over-time. All this, and still the unit tries to overcome the work load. In spite of all this, the morale has remained very good, and we work as a unit—and we achieve!

The mystery is: how can the administration be so blind, so uncompromising, so lacking in human compassion for a situation that demands some positive changes? My own personal attempts to enlighten our administrators have fallen on deaf ears. Even working 'up the ranks' with suggestions or proposals has not created any impression nor made any impact whatsoever! Perhaps this is more easily understood if you are aware of the fact that in nearly six years service, not one of the administrators has ever made any attempt to spend any time with us—even so as to learn our names—let alone to acquire some concept of the kind of work we do! Nor have they expressed any opinion (positive or negative) concerning work done!!

Finally, our unit has continued to absorb a phenomenal increase in both volume and detail in our work with very little compensatory recognition via pay increases and/or position reclassification. Other units and sections have been granted both salary increases and upward reclassification, plus additional personnel—no questions asked? Why? Why? have our pleas for just and fair consideration for our thus far uncomplaining efforts been so thoroughly ignored?

Hard as I try, I can find no other explanation than a prejudice based on some unknown personal level. For this, in an institution of this one's stature, it is indeed difficult to tolerate or forgive.

And yet, we shall continue to struggle for a just place in this giant wheel. We are a vital unit without which the library system could not function. Therefore, we strive for the best, not for ourselves alone, but for the entire institution. Let this voice be heard! Let some POSITIVE changes be made! Let us together create a balance that produces the best results!"

"Petty rivalries and feuds keep my group from coordinating and working efficiently with the rest of the library. Within our group, work level and quality are exceedingly high, but the higher authorities turn a deaf ear to our needs and suggestions. Because my supervisor is not 'in' with the proper cliques, we are constantly forced to work with outmoded techniques and stupid procedures. If anything, we have been punished in the past for our high level of output; since this makes other groups appear inferior (which, incidentally, they generally are).

We work under miserably cramped conditions with too much work and too little help. However, a decision was just made (without asking our opinions) to move us into a room 1/2 the size of this one.

We are all doing work that is far above our job classifications, but pleas for reclassification are squelched. The Library seems to feel that, since we are already doing an excellent job, they would be silly to pay us more.

In summary, most of my job problems entail petty Bureaucratic administrators, poor working conditions and miserable pay. The only things that are keeping me in this madhouse are my excellent co-workers and the need to eat."

"Give me more responsibility, more individual freedom and more opportunities to demonstrate individual initiative.

Eliminate tense watchdog atmosphere and pettiness of the department.

Change many of the department personnel. Create a more dynamic, stimulating and challenging work situation."

"There should be more clear cut, definite policies. Some rules are bent to suit the whim of supervisors—example: when railroading an employee out.

More cooperation and knowledge of operations as to other departments in system.

Perhaps a training program of two weeks period (or some specific time) in several vital areas during a three month or six month span would foster more interest and encourage employees to stay on their jobs longer.

For clerical employees who intend to stay indefinitely, a program like a work-study scholar type could be implemented—would create pride in work and person."

"While I feel that my job is one of the more interesting and varied jobs of my unit, I must admit that I am frequently bored by the repetitive routine involved. I cannot truthfully say that there is anything very challenging about my work. I understand that the library system is hindered by a lack of long-term employees at the clerical level. It is too bad that a program could not be initiated to train the college graduate clerical workers to become a librarian. By paying a higher salary and by providing tuition perhaps the library could interest more clerical workers in becoming librarians—and give them more of an incentive for staying with the library for the 2-3 years that would be needed to obtain the L.S. degree."

"Diversify it. Relate the jobs to their purpose(s). Allow for more flexibility. Allow for more interaction with co-workers and with public. Increase its scope. Integrate it with other jobs."

"Needs more variety, better working conditions, better equipment to work with, more communication between departments and from administration, more help (that's qualified), more desk space and a place to keep personal belongings."

"Greater rapport between my immediate supervisor and myself. This upon a clerical-professional basis would allow for more expansion and a greater development in my department of my knowledge of cataloging."

"It would make the job more pleasant when there was a possibility to prove that you could handle the amount of work with the help of those appointed to the job. In that way you would feel a sort of responsibility instead of an automaton."

"A 25 hour day."

"More pay. Greater interest on the part of administrators and major department heads concerning work problems. Cut the red tape involved in getting a new project working."

"Opportunity for advancement, better pay, less routine (if possible in a library), small refrigeration in lounge would help convenience—esp. during hot weather."

"Regular avenues of communication between departments, as well as within my department, would provide more sense of a common goal, as well as eliminating needless work and duplication of effort."

Higher pay would help.

Greater efficiency in all areas of library operation would have an effect on my work group—many unnecessary problems seem to be built into the system as it presently operates—many of these problems ultimately come to us and prevent us from having enough time to deal adequately with real problems."

"To change the classification with a substantial increase in pay."

"Unfortunately, I do not feel this kind of job can be made particularly meaningful to anyone."

"If I had more to do, I would be happier. There are busy periods and then I am happy, but since taking this job, I have had nothing to do about 75-80% of the time. All the people who work with me also have nothing to do and I, as their supervisor, I'm constantly farming them out to different sections of the library to do menial jobs. This boredom doesn't lead to feelings of the meaningfulness of one's job."

If I were trusted with more executive decisions I would be happier. In the job I had before this one (a lesser ranking job) I had more authority, and there was more trust in my decisions. In this job, I am expected to check with my professional supervisor, although I am supposed to be in charge. The distinction between the two positions is nebulous, and causes problems."

"I believe that my job would be more meaningful if certain areas of my work were dominated by common sense. Why is it so important that I be dressed up and wearing stockings when I spend all day in chair storage climbing on shelves and pulling off books? Why must I give certain people priority to the neglect of my daily working schedule. Why must I be made to feel ungrateful or selfish if I wish to take my vacation day or days at Christmas or at some period when someone else is taking time. Why is the 40 hr. schedule so rigidly adhered to--people do have a life outside of their job and necessity at times dictates flexibility. I would also like a very clear idea of where my authority lies--it appears to me that I am misled about where my authority extends. I cannot be sure that any decision I think I have the power to make may be cancelled, vetoed or just disregarded."

"More space, more filing space, neater files, more and neater stack space for the books."

"I am very, very happy in my job. Our librarian is superb, as I indicated on the questionnaire, and I believe it is she who makes this job so rewarding, and the atmosphere so warm."

"First of all, a raise. Secondly, talks with Operations Research group on how to become a better supervisor using different techniques and attitudes; thirdly, a little more responsibility and a greater feeling of being important to my library."

"I would like to have more help in the library so that more details could be maintained and not shoved aside due to lack of time."

"Upper level administration creates the petty attitude which set the entire tone of atmosphere in the library. From this old maidish approach to solution of problems rather than trying to accomplish definite goals in an efficient businesslikeway, comes the basic concept which permeates the entire library system--'Why bother'."

In a business there is the opportunity for advancement on performance and ability even to managerial level. In this place the cliqueish division between professional and clerical with no opportunity for transition between creates the fundamental hostility between the two groups. For me, this is relatively unimportant as I plan to remain only until I get my degree and get out of this place, but for those who are working here a long time there is no real incentive for performance. Why should one knock oneself out when one can see others at the same grade level in the library getting by on doing almost nothing?

For a specific example, I would mention the common administrative practice about complaining when work isn't done and simultaneously at the peak periods of overload refusing to resort to over time. The gods on Olympus are more concerned with their temple than with their miracles!"

"More space is needed."

"In my opinion questions not indicated cannot be answered by anyone working in a divisional library. Furthermore, I believe it shows a lack of understanding of the pride, integrity, and needs of the divisional people to have included them without a marginal note showing that they do not apply at all."

"It would be nice if there were more responsibilities to handle and more pay for handling them."

"To get strong leadership from the supervisor. To make up objectives and goals of our library and relate them to my own job. To have clear-cut policies and work procedures."

"Less independence and more interest from my supervisor in what I am doing. I have so much freedom of choice in setting goals it is easy to interpret as indifference."

Support in disciplining subordinates and working out problems with them. Often when requesting backing in taking action on problems the individual is removed from my supervision to another area with no effort to discuss and resolve the problem."

"There are not any important changes that could make my job more meaningful to me. I would like to learn more about the other departments of the library to get a better overall view of the Library system."

"Higher pay and more responsibility."

"Eliminate it. Only with a more humanistic, democratic, overall structure can any individual job be rendered meaningful at all."

"Not much. My supervisor has given me free rein to tackle anything I'd like to try. The only thing that rather disgusts me is that I know the person who has approx. the same job as I have in another divisional and is a C-5 rather than just a C-4!!!

As far as I can tell most of us in this divisional are working effectively. The real hang-up in efficiency is delays in cataloging, ordering, and other tasks. This tends to make us feel hopeless at times about ever catching up with certain kinds of special projects. I know that this is especially true of our librarian at this point. We find ourselves just keeping up with old standards of efficiency rather than forging ahead to provide any new services."

"The most meaningful to me would be a change in salary. I feel that the University Library undervalues my job, and that the salary is not all commensurate with the responsibilities involved in the position."

"I would like to be paid the professional salary to which I am entitled by virtue of both the work I am doing (cataloging) and a master's degree in Library Science!"

"I am completely happy with my job and have no changes to suggest. Of the University Library as a whole (disregarding my individual job), I would have a great deal of changes to suggest, but that's not the question."

"With personnel-budget problems as they are, I do not see how they can be made so. With the formal education level that I have and with high personal motivation my slot is fairly meaningful to me. It was when I was a beginner with lower ranks, however. In my position, where there can be no further advancement possible 'meaningfulness' must be a function of my own personal dynamic. I do not feel that people being human, and

the library system structured as it is, I have much cause for discontent—or for expectation of greater scope. Most of my negative thoughts about the library system as a whole are caused by the nature of people in environments—plus too realistic a view of the world. I more or less enjoy my job, but it is also pretty much a clear-eyed view of the less than perfect world."

"More help from student assistants. There is too much to do to be really effective alone.

More versatility and flexibility in staff responsibilities. It is very good to have one person responsible for a clearly defined area but I think our staff would be more efficient if we understood the other areas of our own library better—and also other departments of the library system. I think someone else should be able to do the routine work of my job if I were gone and I should be able to take over areas of someone else's responsibility."

"There is only one change I can think of that would make my job more meaningful, and it affects the library as a whole, rather than just my job. Although there is quite a bit of cooperation between different departments in the solving of problems relating to the library as a whole, there is little cooperation in the problems of specific departments; I think this results from the fact that each department does not know enough about the other ones. At times there is only one staff member on duty in the library, and problems often arise in connection with another staff member's job. When a patron asks for information, it is frustrating not to be able to help him—because you don't know enough about the other person's job. Therefore, I think each staff member should know enough about the other departments so that he can answer questions relating to those departments when called upon to do so."

"Print the books in paperback form and give them away. The Library system as it stands now seems obsolete to me. There seems to be also a gross confusion by which people are attempting to identify themselves with the amount of material that can be accumulated—either in libraries, homes, or in their heads. We cannot keep up with it, and it is no substitute for true knowledge, understanding, or wisdom. Oh well, sorry about this.

P.S. The questionnaire seemed meaningless to me."

"I would like to be given more 'special projects' to do, and not feel that I am doing other people's work, e.g. typing cards and revisions that the cataloguer researches. I have most enjoyed a project (which is making up a song index, i.e.) where I felt I was contributing something unique to the library.

I would also like the library to be more informal, although it already is more so than most. If I could wear the clothes I am most comfortable in, i.e. pants, I would feel that the job was more 'me'. I would also like to have a work space away from the other full time staff, as I work best by myself, and feel that the dormitory like office situation necessitates amenities which distract me from work."

"I highly recommend to include Question 79. What do you think about this questionnaire? in future questionnaires and if you assume that there are problems in the Library System why don't you try to solve them on the spot instead of running around asking people stupid questions taking away time from their however important work.

Concluding, I might refer to 'Die Zentrale' (Central Administration) by Kurt Tucholsky: '...one is chopping wood and thirty are standing by. They are the Central Administration...'. "

"More room to work in."

"I do not foresee the need for any important changes. I would benefit myself, however, by learning shorthand and by taking a degree in Library Science."

"Since I have not been on this new assignment very long, I do not feel qualified to answer this question."

"My job is great as is. I enjoy working with the public and can think of no way to improve my job."

"In my job I would like to be able to make more decisions at the time of the problem instead of always going through the immediate supervisor first. Also, I think I am capable enough to deal with department heads on minor problems. I do not like to be interrupted if I'm talking to an applicant or if I'm giving instructions to my part time assistants.

I think our office should be more concerned with the staff and students working here instead of always worrying how we 'look' in the eyes of the University. And I don't think that the bureaucracy should conclude that every person handling money matters is out to gyp them. The University should have a little more faith in their employees, especially long term persons and I mean by that any person working here for more than 3 years.

I don't think that most places are bad to work for, but I think the University can re-look at their policies and see if they encourage people to do better and to stay on.

I like my job, my supervisor and my co-workers, but because of policy I may start looking elsewhere."

"The nature of library work, particularly in a system of this size, lends itself to tediousness and monotony. In my job I am fortunate to have a variety of tasks that could rarely be called challenging but keep some amount of freshness in my day. I am also allowed to attack my work as I choose with a minimum of supervision. In general, my complaints are minor and short lived.

This questionnaire is aimed at the staff members of the large departments, i.e., Cataloging, Acquisitions, Circulation. These are the people who have a legitimate right to complain about poor supervisors, cramped working conditions, and paralyzing monotony."

"Devise a method whereby 1-3 level administrators know what is really going on in the areas of responsibility over which they have control. Far too often the upper level administrators are only 'Monthly Report Librarians', 'Paper Shufflers' or 'Statistics Librarians'. Far

too often it is impossible to explain or get them to understand a problem before or as it develops, we must always wait until the problem is a debacle and then we have the futile satisfaction of saying 'I told you so'. Big Bloody Deal! Our Director and Assistant Directors almost never come into a department unless they are looking for space. Even a general reviews his troops once in a while and says 'Well done', but not ours!

There are so many little frustrations that I doubt that anything short of a major change of administration and goals that are meaningful and relayed to lower levels as goals would help."

"Because I am a part-time student and work full-time, I have difficulty in correlating the two schedules. Although the library does have the policy that students may take time off from work to attend classes provided this time is made up and although my supervisor realizes this point, neither she nor the library, I think, realizes what else becomes involved with school i.e. counseling appointments, extra meetings with teachers, appointments concerning financial aid for coming terms, and other counseling i.e. psychological for the student who is having problems and needs them worked out to perform efficiently both in school and on the job. It has become a point of major concern for my supervisor that I must continually take an hour off here and an hour off there. It bothers me more to have to ask for the time off even though I make it up at a later date because I do realize that my job in essence does come before school. It has gotten to the point that I actually lose sleep knowing that the next day I must ask for time off for something.

This is the way I am. I don't know if my supervisor has a legitimate gripe or not, though I can understand her point of view.

I guess what I'm trying to say is that its my sick and vacation time and I make it up otherwise, so I see no reason why there should be a problem.

This is the only sore point I have otherwise the job is great and I enjoy it very much. I see no need for any changes."

"The most important changes that could be made in my own job to make it more meaningful to me are: (1) establish a better classification system, (2) more money, and (3) more workers."

Professional

"More direct knowledge and concern by library administration about my job, my performance, and my individuality."

"(1) I would like what I shall call a 'poor man's sabbatical'. Public service librarians need on occasion to get away from the public for fairly lengthy periods of time, and to retire behind the scenes in order to recharge the batteries, as it were, and to rest the nerves and redefine goals for the future. These things cannot be done if the person is continually (i.e., for 12 months minus whatever vacation he takes) in contact with the public at a public desk. I mean to stress here that a typical vacation is not sufficient for the total 'recharging' process. Every so many terms or years the public service librarian also needs to be 'behind the scenes' at the library.

(2) I think many public service librarians have ideas for projects which could help the library world in general. I am thinking in particular of the librarian who would perhaps like to work on the compiling or editing of a reference book. Perhaps he could do this during that 'poor man's sabbatical' mentioned above. He would not have to spend all his time at this, but much time beyond the carrying out of his normal non-desk duties could be spent on such a project. The carrying out of such a venture would have the concomitant value of providing the accrual of a certain small amount of fame to the institution employing that librarian."

"I would like to have a smoothly functioning library, without personal rivalry between members of different work groups. I would like to see a tighter control on time, jobs, and personality conflicts. I would like to see people coming to work only with the object of work in mind and being able to work together in a congenial atmosphere for the good of the library."

"Better communication with the General Library, preferably in the form of a weekly newsletter that would inform library staff as to policy decisions which effect staff and libraries, committee appointments, announcements of library meetings, changes in personnel in various units, resignations, transfers, etcetera."

"(1) If objectives were more realistic, i.e., tailored to humanly possible production quotas, one's efforts to approach the goals might come closer, and would, therefore, seem more meaningful.

(2) If the Administration could give notice further in advance of their need for information, the answers we provide might be more meaningful and could be prepared at much less wear and tear on the system.

(3) More intimate knowledge of how other departments operate, and prompt information about changes that might affect our work would help save time for more meaningful work on our part."

"a) More definite guidelines regarding book allocation, expenditures, etcetera. Perhaps a monthly statement supplementing the book balance statement which would indicate the total amount of money 'tied up' in outstanding orders.

b) Expanded physical facilities to accommodate patrons, e.g., seating space; also, better ventilation with particular emphasis on air conditioning.

c) Actually, my position affords me considerable opportunity to exercise my own initiative in making this work situation meaningful by effecting any changes which might consider essential to the library's operation."

"Better equipment and library furniture. Closer contact with administration. We aren't even sometimes aware of problems."

"Too much time must be spent on administrative details, reports, and the like which could be very well handled by an administrative assistant. My job is described as that of a subject specialist with administrative responsibilities. In practice, it is often the other way around.

Our whole department is grossly understaffed in relation to the amount of current and also backlogged work that needs to be done. What I regret more than anything else is the lack of time to develop or explore the scholarly aspects of my position."

"I have enough autonomy that I am limited only by myself."

"More professional assistance. Currently, professional pressures exceed my ability to handle my position with any depth or most productively."

"If any such changes are required, it is undoubtedly my own fault if they haven't been made."

"More reference and collection maintenance and less correspondence and supply duties."

"My job would be more meaningful if I felt that I was not functioning as a unit apart from the higher administrative levels and the central library as a whole. The problem seems to be a disinterest at the upper levels and a lack of communication at all levels. There seems to be little cooperation among all the departments as each functions, to a great extent, autonomously. I think some great attempt should be made to have the system function as a unit.

We have central technical processing that is slow, and viewed from the outside, grossly inefficient. This puts anyone dealing with the public in an awkward position. It's difficult trying to explain why an important journal hasn't been received for over a year and why other journals are not coming or why it takes at least two months for a RUSH book order to be received."

"More personnel and equipment to permit proper organization and service. Immediate, usually routine, problems, incoming mail, telephone calls, and personnel supervision leave virtually no time for professional librarianship, planning, or proper supervision of library operations."

"I must confess that I was angered by this survey and felt you who made it up would want to know why.

First of all, whether the library administration will admit to its being present or not, there is a lot of needless frustration and resentment because if a little care and appreciation were shown to its employees, much of this resentment could be gotten rid of. One concrete example is this survey itself. Why didn't this survey come straight from the administration? I resent filling out a form for someone to compile statistics from, when I have NO GUARANTEE that any ADMINISTRATION MEMBER WILL EVEN READ MY ANSWERS. By this, I mean that anyone looking at my individual sheet can see that my own supervisor seems to be taking somewhat of an interest in me, but I can see no interest displayed by the library administration at all.

Secondly, what bothers me is that if the administration would read through various answer sheets and sense this anger, I doubt that any effort would be made to hold meetings, talk with employees, announce a new and more equitable wage structure, or get at the roots of the problems rather than ignoring them. I feel that the director and the assistant directors sit in their ivory towers and issue staff memos, most of which are already in effect when issued, these people do not know any of the staff to whom the memos are directed. I know that a lot of the staff have thoughts on how matters are decided on library policy (if there is a concrete library policy), but they never are asked for their views. If this survey had been written up by the administration and if it had shown a genuine concern

for my thoughts and viewpoints, I would have been more receptive to completing it and especially in filling out the last page; but I must confess that I am so angry that once again the library administration has botched a good chance to improve morale!!"

"More communication with higher level administrators concerning the future plans (near and distant) for my sections in particular."

"As I have only worked here two months, I have only really experienced the way in which my supervisor trains new workers for this department. In general, her training process has been extremely poor. She often responds to (what I feel) are legitimate questions with open hostility and antagonism. Nearly always, she is unable to answer my questions with any semblance of clarity. I then must go to a fellow worker to get the answer I originally sought from her. After the first several weeks, I gave up asking her questions altogether. Her behavior, in general, towards me was characterized primarily by indifference with several occasions of hostility and arrogance designed to humiliate me into working at a faster pace. I could not accept this mode of motivation and resisted it. Lately, however, as I have become increasingly independent of her attention, I have begun working at what I feel is an excellent pace.

She is an excellent worker, but an incompetent supervisor. The most important change that could be made to make my job more meaningful would be to replace my present supervisor with one who employs positive as well as negative re-inforcements to increase my quality and quantity of productiveness."

"A more definite idea of goals, procedures and duties for each position in the department and for the department as a whole. More delegation of responsibility to the junior members of the department.

More feed-back on whether the work is being done satisfactorily or how it could be improved.

A better knowledge of what is being done, how and by whom, in the other departments of the library system.

In brief: better communications, vertically and horizontally."

"I would like more things to do in the field of Data Processing.

I find, that since I've been here, my job is constantly changing. It is a new position, so I would expect this. I will be very glad when I find out exactly what my job is."

"Better channels of communication e.g. meetings, etcetera."

"I enjoy my job, and I feel that in the last few years I have been learning the basics of my 'trade'. While I realize that our library does not have the research budget of the Library of Congress, I regret that we cannot have more encouragement to engage in bibliographic research or some other such research project. In other words, I would like to feel that my job included some wider contribution to my profession than simply doing my day-to-day tasks."

"More authority to go along with the responsibility. Better communication. More decisions made at or close to the level at which they are to be carried out."

"If the supervisors in my section would concentrate on the large problems which affect the flow of books through my section, rather than expend so much energy on small, comparatively insignificant details, I think more progress could be made in making our section receptive to the needs of the library and the eventual users of the books.

If more authority and responsibility could be delegated to capable people, I feel much could be gained in efficiency in this section."

"1) As a descriptive cataloger, I have always felt that description, classification, and assignment of subject headings are best combined, as was the case where I worked before. Advantages to such combination are: larger number of titles per professional cataloger in the Dept., and avoidance of much unnecessary duplication of work (e.g. subject catalogers have to look at many of the things descriptive cataloger has already looked at; descriptive catalogers take time to catalog a title no-card, only to have it sit at the classifiers for months, by which time an LC card may have become available; the fact that books sit at the classifiers for prolonged periods also leads to duplication of effort: we may catalog the same title no-card two or three times, since there is no record of it until it has passed the classifier. Additionally, on my former job I frequently found that no-card cataloging problems might be resolved by watching the LC cards for the books in the same subject area I was cataloging and classifying). When I first came here I was appalled at the low ratio of titles per professional cataloger turned out—I kept statistics in my former position, and comparing those to the figures according to the first annual report I saw here, production per professional was about 3 times as high as here.

2) By nature, I am figure-oriented, e.g. keep statistics at home for my own satisfaction. I find that all too often, we are here required to keep meaningless statistics, or to keep them in a meaningless form. The recent time-study is a case in point. (Much of my time was spent sorting incoming books because the person who normally does this was on loan to another section. The statistics did not provide for this type of time—it had to be squeezed, meaninglessly, into 'Cataloging no-card' or 'Cataloging with LC cards', both for monographic titles, although in actuality about half of the sorting time was spent on problems arising from serials. This push for statistics has a very bad side effect, in that some people, in order to turn in higher statistics, will do a sloppy job, leaving it up to someone else to subsequently straighten out the mess thus pulling the statistics or the latter person down, since correcting other peoples errors rarely results in countable statistics.

To sum up, then, descriptive and subject cataloging should be combined, and there should be a careful scrutiny of whether statistics required are really meaningful or whether the set-up for statistics should be revamped entirely."

"The goals are not specific, and the supervisor is arbitrary, so that what is reasonable to do one day is cause for a reprimand the next.

I do not work in a 'work group', and I have two supervisors. For the purposes of this questionnaire I have answered questions in terms of

the one supervisor with whom I have any contact. The other one I never speak to. I don't even know what my 'department' is, or who has what position in this department. Therefore, it is practically impossible for me to answer any questions in this questionnaire."

"Answering this questionnaire has served to freshen my awareness of how much I enjoy my work and my supervisor and the people in the department in which I work.

Thank you!!"

"I would like to be consulted on policy decisions that involve me and my work.

When a situation arises which requires a policy decision or a change in procedure, I would like to have this done as soon as possible rather than leaving the situation hanging in the fire for months and months.

Better working conditions—more space."

"1) More and better communications between all levels and departments of the library system and especially from the lower to higher levels. I feel that there exists a great deal of significant talent and experience that could be used to much greater advantage at this level, that is, the day-to-day, practical work level where first hand observation of procedures and problems is most significant and real.

2) A greater willingness on the part of administrators and department heads to consider and implement new procedures and practices and to revise and update old ones to cope with what is and has been an essentially 'crisis' situation for years.

3) A better policy of recognition and advancement for experienced staff members who have been on the job for some time and have proven their abilities. There is little or no opportunity for the real 'workers' in the system to gain recognition or advancement in their work and thus the general morale and work quality suffers considerably. We are understaffed and under-paid and year after year we are told that there is no money or space for merit salary increases or staff increases. Working conditions are deplorable. All in all, there has been, I feel, a real significant erosion of both loyalty and incentive in the staff as a whole.

4) A better system of on the job training and grooming, especially for new members of the staff. Also, the need exists for continual updating for older members of the staff. (Some apology has been offered in my department for this lack due to lack of time—too many people and too much work for a given supervisor—and other pressures, etc.). Too much ignorance from section to section and department to department exists for everyone to do his most meaningful work.

5) Elimination of much duplicate effort and procedures, etc.. Better explanations of policies, etc.. Much work, and many procedures, are done simply because they have been done in the past ... some are done because someone is simply told to do them with little regard for their relevancy or meaningfulness or logic. It is difficult to do ones best under such conditions and attitudes."

"I would like to be treated as a person with individual merits, talents, needs for improvement and stimulation on the job not as a job classification number. I feel as an individual I should be treated as such, not as a person who is no more deserving than anyone else with the

same job classification number. My number presently entitles me only to the minimum benefits not to the benefits which I feel my efforts demand.

Likewise, I feel suggestions for improvement of service and routine should be allowed to cut across departmental and sectional lines. I work in a very good section that is completely tied down by the hierarchial organization and the jealousies of other units.

I would like to see clearer goals and objectives--related to public service not to the internal needs of the library which are mostly personal needs of questionable relevance to the purpose of this institution."

"Raise the salary."

"Being as new as I am, I feel it unfair to answer this question. My basic responsibility is to ascertain the possibility of doing away with it as a library function."

"The employees never know what the objectives are unless they can guess by watching what goes on--we should know much more about overall objectives and policies than we do."

"More opportunity to ask questions, to discuss aspects of the job, to understand relationships between what I am doing and how it is affecting other jobs, problems, departments, etcetera.

More training early in the job -- more organized method of job-explanation -- assuming nothing -- explaining everything.

What would be meaningful to me would be some statement of 'objectives' -- there is very little group understanding of 'what we are about' -- collectively.

There should be more group: meetings, consultations with employees, incentive, re-inforcement.

Now -- you sort of 'create' your own understanding of the job you are doing, but it is not a group effort of which you feel a part. Hence there is frustration and inefficiency -- often.

Also, there are people with valuable talents, skills, knowledge, ideas and if there were greater communication these people would have a chance to contribute -- this is especially true at the 'lower levels' -- clerical help, by necessity because of no special training, but people who have excellent observations and ideas about the way things are being done.

Most improvements would be systems-planning sort of stuff with a 'people emphasis'. Most of the satisfaction now felt by the majority of workers is produced by kind, helpful, charming individuals -- most informally and most effectively. This makes the job-time more pleasant, etc. but combined with the above would be facilitating real 'objectives'."

"1) To have less going through channels in making certain judgments and decisions. 2) To have superiors whose expertise in my job is such that I can benefit from it, and who can advise me authoritatively in problems that I encounter in line of duty. 3) To have more time for long range planning; to be able to delegate more duties and responsibility to competent assistants not always available."

"Less paperwork. An appraisal is needed to reduce the amount of redundant, 'mickey-mouse' paperwork and record keeping. A more efficient system would provide the time to handle many more problems to keep, at least, current."

"Nothing in particular. However, a few sections are so losely supervised that their ineffective performance is below any reasonable level of tolerance."

"2/3 of my job could be more effectively done by computer."

"More decision-making power in specific areas. More direct supervision over subordinates i.e. more independence in specific areas."

"I happen to like my present position."

As a gratuitous remark--quite a few of these questions are not really applicable to persons working at certain tasks; hence at least for myself I can say, that while all questions have been marked, a good percentage of the answers don't mean much in truth."

"More responsibility, more briefing on other sections of the Library to get an idea of the whole system so that you would know where to go for specific information in handling problems. Less eagle-watching on the part of the older employees and Dept. Heads. More trust and personal freedom and friendliness in the Dept. as a whole are highly necessary."

"Better physical facilities to provide for more efficient organization of work."

"1) Better physical facilities not only in work group, but throughout the whole library. 2) More money."

"1) Increases in number of staff to cope with increasing work-load. 2) More cooperation between work groups. 3) Group meetings, so that all members are aware of specific current and future problems."

"A subject cataloger is quite isolated from those he serves. A closer working relationship with other processing departments and with divisional libraries might give us a better perspective to work from. Small informal meetings to discuss better cataloging service, or being allowed to visit divisionals and discuss problems with each librarian might help."

"a) Better physical conditions. b) More help. c) Backlog should be stored out of sight because it is very depressing to see every day."

"Fair promotion policies would cause less strife."

"Employ well qualified assistants who are permanent rather than temporary since work details are complicated and require a long time to learn."

Better communication resulting in greater understanding of our work by the rest of our department.

Better equipment."

"Allow individual responsibilities and judgment rather than all being vested in head of department. Supposedly we can think; so let us!"

LIBRARY BClerical

"More individual responsibility. More individual decisions. More opportunity to initiate innovations. Higher salary."

"Given additional clerical help so that more detailed time could be spent on Library problems—too much time is taken up doing clerical jobs instead of work in reference, bibliography, and research. Adequate space to house materials. Adequate space for library use."

"The job should be elevated to a more professional level. After being hired as a professional person, it is disappointing to spend most all of my time as a clerical person. The pay should be increased in relation to the amount of work that is involved, the hours worked, and the weeks per year worked."

"1) To be considered more than a 'clerk' as I have taken library technology courses but do not have a B.A. or M.A. — reclassification of titles. 2) More pay—based on library courses, experience and education. 3) Departmental meetings—some form of discussion about policies, changes, etc. before they occur. 4) Access to manuals describing pay scales, methods of advancement, definitions of jobs and titles. 5) A manual describing the various departments in the Library and their functions.

To be thought of as someone knowing about library procedures, aims, etc.—(especially as I subscribe to and read thoroughly Publisher's Weekly, Library Journal, ALA Bulletin, etc.) rather than a clerk who only 'keeps the records and performs the routine business' of the library and doesn't know what's happening."

"A bit more responsibility in the job itself; also, more reinforcement from supervisor/superior. I often think my efforts are not appreciated as much as they should be. I often am not consulted when a decision has to be made regarding an aspect of my work, nor am I asked for opinions, etc. When the decision has been reached, then I am told how to perform in regards to a work change, when often-times, I could have suggested what I feel to be a simpler solution to the problem at hand. In general, there is a slight lack of communication between boss and subordinate."

"More long-term projects—something beyond the daily routine for a sense of accomplishment. Students could handle much of the typing, searching, etc.—leaving clerks, with a B.A. and supposedly a thinking mind, a chance to do the variety of odd jobs that need to be done. An accomplished project is much more satisfying than another day in a year of routine."

"This job lacks challenge, in my opinion it is too routine and boring for a college graduate, so that although it lacks meaning for me, I do not think that it is possible to add meaning — it is simply a routine clerical job."

"I recommend that the non-professional staff be hired by state civil service and have its pay scale."

"Perhaps not having too much to do all the time so that I could be sure I was always doing the best for all my various tasks. I process in-coming new books, but have little time to look them over very much. I would like time to do this more thoroughly."

This is clerical position, and as such is not challenging, except to my efficiency in discharging my duties.

Higher pay would help a lot!"

"I feel that my job is meaningful. I have as much responsibility as I would want at this time. My only complaint and I'm sure it is common, is that I do not feel I'm being paid in accordance with the responsibility entailed, nor with the rising cost of living. Of the several places I have worked, including another library for two years, this is the most harmonious. The people, at least in this department, work together well, seem happy with their work and their supervisor."

"Change office location to be nearer reference material and catalog."

"A few compliments about my work -- for encouragement to continue working hard."

"More variety in day-to-day routine."

"Coordination of various aspects of total working group such as student assistants aiding various bibliographers when important items must be completed within a given short time period, therefore, releasing the pressure on the individual bibliographer as well as those coming into contact with him and/or her."

Improvement in roles of work group as they are effectively carried out by the participating members.

I, also believe, that more of the decision-making should lie in the hands of those immediately involved in actualizing the job at hand."

"It would be helpful if communications between my department and the processing departments were stabilized. In other words -- fast notification of procedural changes. This would save a lot of unnecessary problems."

"Question 41. This is one of 'feather rufflers'. There is very little communication between departments. This would help my work a great deal."

"Some changes that could benefit the people in my group and myself, would be to have a little more variety in the job and to be treated more as a staff member rather than lower than a student, which is sometimes the feeling of the full time employees within my group. The students, supposedly, are hired to do the dirty work, I feel they should be taught this instead of what is more interesting. If the Library expects to keep full time employees longer than what seems to be the average amount of service given, the administration should treat the full time clerical staff as though they are there for an important purpose and their job has a great meaning to the welfare of the library."

"More responsibility should be placed on a clerk for doing her own work completely by herself. The supervisor should have a more intensive training period so that this stage of responsibility could be reached earlier than it now is (in the past it took one year; now eight months).

I found a pitiful lack of conscious, planned effort on the part of supervisors to really teach (train) a new employee. The training left a great deal up to trial and error for the trainee, on the reasoning that only time could produce the necessary examples from which to learn. I agree that experience is invaluable, but it should not be substituted as an excuse for a poor training program.

Also, I find myself working in a very hectic, crowded area, where it is all but impossible to concentrate on one's work. I would like to feel that a better design could be devised for the room, since I know that other employee's production--besides my own--suffers because of it. Certainly the cost, if any, in reorganizing the room, would be covered by the inevitable increase in productive work."

"1) A system whereby individual people are given praise for a good job. It would increase morale markedly. As it is, one never hears about his work unless there is something wrong with it. 2) Elimination of the extreme differentiation between professional and non-professional staff. 3) It is not the job per se that is so bad, it's the bureaucracy, lack of communication, petty bickering, lack of consistent procedures and guidelines, the lack of definition of some areas of responsibility, and the fact that our work group is absurdly understaffed for the volume of work we have to do that make this job less than meaningful to me (and others)."

"Better use of both professional and clerical personnel. There is a great waste of the talents of educated people. More incentives provided -- advancement, even if remuneration is small."

"It always helps when people know what they are doing, why, and for whom. Informations, like a short history about the Library and the University itself, why not Dewey classification anymore, but L.C. numbers, how these new numbers are formed -- would give more interest for the work and people, especially clerical, would not work automatically, but with pleasure. Work should not be a place where you make your money, only, it has to be a part of your life."

"1) Pay every two weeks. 2) If one has lost time for personal reasons he should be permitted to make up his lost time on his lunch hour. I think time should be able to be made up at any time. 3) If a person changes depts. he should not be jeopardized in regard to getting his six month raise, merely because he has lost tenure moving from one dept. to another."

"Each person should be made more responsible for his own work and work progress at the library. If each employee felt personally responsible, he would take more pride in the work and mannerisms in the library. The present system (the supervisor is responsible for those directly under him) encourages a lack of responsibility from the staff.

Those in supervisory positions should have some training in supervision. Longevity in the library does not mean that a person has the ability to deal with other people as subordinates. One in a supervisory position should not have less education than the subordinates. Again: Long employment in the library system does not necessarily create good supervision."

"1) Clear indication that some measurement of advancement was possible. 2) A feeling that my talents were being put to the best use by the library. 3) A less monotonous routine."

"We could use more encouragement in our work. A little more praise would help. Having our supervisor set an example in the things she wants us to do would help a great deal. If we deserve to be raised in our pay we should have it. Also, our clerk status should be raised if we have the ability."

"In view of the fact that I am not a professional librarian, I think that my present duties as a senior clerk are more or less satisfactory. I am even impressed by the kinds of responsibilities I am being given, considering that my college training was along a completely different line."

"I feel that, although I have a graduate college degree, as well as a perfect knowledge of 4 campuses, I do not have the opportunity to use these skills in this divisional library. Although I am not trying to make this work in the library a lifetime career (I am just working temporarily, until I get my Ph.D.), I really think that I would enjoy working here more if I could use my skills in more extensively, since now, I am doing work that I believe anybody could do."

"Better communication with superior regarding future objectives of department. Better source of supplies."

"A higher pay rate as to experience, seniority, position and job duties.

Less overseeing of daily correspondence and duties. Compensation for work well done. More division of duties and responsibility among dept. jobs."

I would like an opportunity here for upgrading the professional knowledge specific to the individual work since we are like a special library. I would like to have the opportunity to advance to a professional librarian without having to travel. Some form of seminars using our more knowledgeable people, and/or specific time to read and/or review related current information so we can become familiar with new things in our field, (i.e. use of machine searching of bibliographies, new cataloging rules) and why we do some of the things we do differently than other libraries would be valuable.

As changes come about in our library, I feel we should be treated as being adult enough to accept the changes and not 'be kept in the dark' as we were about things like shifting the public catalog, moving the reference tools and bibliographies from room to room, shelf to shelf and floor to floor, etc.; both were instances when moves were made without

consulting the staff users. In more than one instance the physical space allotted was not correct and this resulted in wasted time hunting for misshelved items as well as additional shifting of materials with the resulting added labor expense. The staff members familiar with the shifting were both amused and disgusted as well as frustrated as they saw the obvious misuse of time, knowledge, and energy.

It would be helpful to know what is being done with this survey, and what use is made of the information regarding changes we feel need to be made. I hope someone considers them in light of question 21., the relation of question 27., to this, as well as the relation of number 28. Living wages are needed, but working conditions can not be offset by any amount of money to concerned library personnel."

"1) A tour of the rest of the library explaining the various jobs of different departments--possibly following the course of a book from the time it was ordered, including it being checked out, returned, and searched. (I don't even know what my supervisor's job is) 2) A specific explanation of how my job fits in and is related to the rest of the department. 3) Standardization of training of employees (full time and student)--especially in the use of symbols. 4) An explanation of all the various work resources for search--where they are located, ecetera. 5) An updating and revising of manuals explaining a persons job. Most are poorly written (concerning clarity of expression) and don't adequately explain the jobs to be done by a person in a particular position. 6) An introduction by the personnel manager (whom I personally have never met or been introduced to) to the various heads in the departments, which would facilitate the solution of even minor problems. 7) I feel that when I was hired full time that I should have had an introduction to the personnel director (although the circumstances of my being hired are different than most). 8) I feel that there should be a more adequate explanation of the job 'benefits'--sick leave, personal leave, vacation time, blue cross-blue shield, pension, etcetera. It should not be left entirely up to the new employee to ask questions. It is quite easy to forget important things and also not know the right question and/or people to ask. This phase of my hiring in was most inadequate. Most of my knowledge on this subject came from talking to other employees--who got their information usually in the same manner. This method is extremely poor."

"I would like a greater opportunity to handle books.

I would like to be approached more often to consult on issues and problems that are raised."

"In this Library, clerical job categories are strictly set and work fine for people who stay only two or three years. For a long-term employee it is completely frustrating. You have to change your job to have a better classification. There should be a different arrangement for an employee where length of service plus capabilities makes him/her very valuable to the Library which should entitle him/her to a more responsible position and more money.

All-around lack of communication is the chief enemy in this library--from top to bottom and vice versa and crossways, too."

"The position needs to be subdivided into more manageable jobs so that the work can be kept up-to-date and done as thoroughly as possible."

"I do not enjoy being a supervisor. In spite that we are a good working team, personalities sometimes tend to clash. I am not the type either to give orders."

"Being a clerical job, there isn't, of course, much that can be done to make it truly 'exciting' or challenging, especially to anyone with a higher level of education. One rather glaring fault when I came on the job was a lack of agreement between the manual of procedures I was given to study to learn my job and the way the job is really done; also, there was much not in the manual that my supervisor, who was also new at the time, could or did tell me, and as a result my learning process and incidence of beginning mistakes, I feel, was much higher than necessary. The manual did give some very sound basic information about procedures, but if one is going to be maintained at all, I feel it should be reviewed and revised often, as changes in procedure occur rather often. As far as making the job more 'meaningful', perhaps the only way to make it even remotely enjoyable is to let the person doing it free to do it once he or she has mastered the basics and not sit on their shoulder, watching. An open attitude concerning and indeed welcoming questions when there is a problem or confusion is sufficient 'watching'. And, as is true with any job, never making any employee feel that their job is really 'insignificant' in the total of things, that their function isn't really at all vital, but that anything from Director of the Library to sweeping the floors is important, always helps."

Professional

"1) More contact with professional librarians with similar situations. 2) More contact with the faculty (or an interested committee, a representative committee thereof) whom the library (departmental) is intended primarily to serve. 3) Regular, about monthly, meetings with some authoritative superior(s)--for definite purposes sometimes, sometimes general shop talk relevant to our library system and relevant to what is expected of us."

"I can think of no important changes that could or need to be made in my job to make it more meaningful to me. As a rule, I am very happy and content with my work and the people with whom I am associated. Work is taken seriously, respect for each other is high, and our social times together outside office hours are most enjoyable. As a rule, we think this is a fine place at which to work."

"Although there is much communication and team work within the public service areas and within the technical service areas, there exists a rivalry between these two groups. It would help if this could be alleviated some way since we are all working toward the same end. Cross communication would be good."

"More time to do professional duties. Lack of funds leaves us with a shortage of student and clerical help.

Also, wider participation in the overall library (we are a separate

unit of the university libraries) but this can't be possible with our present shortage of staff."

"The only major change would be to effect more cooperation from the Library administration as well as others in the university with whom I have contact. Presently, I feel that, although I may see possible solutions to problems involved in my job, nothing will be done to improve the situation."

"1) That there should be some in-service training in fundamental library technology for clerical assistants. 2) That there should be promotion available for clerical assistants within their department."

"Detailed job descriptions."

"One of the more important changes would be to have a more realistic pay scale. The raises now barely offset the rising cost of living.

Another consideration would be the alleviation of the crowded conditions in my office. Four people are working in a space that should have no more than two.

A more realistic work load would also be desirable. I am spread too thin on too many different jobs and I feel that I am not doing the quality work that should be performed."

"I am a professional and expect to be treated as such. It is unfortunate that librarians, as educated members of the academic community, should have to concern themselves with convincing others of their worth. Librarians should have the same rights and privileges as instructors on a university staff. My job would be more meaningful if the teaching functions which I perform as a member of the library staff were recognized and proportionally rewarded."

"Supervision and climate in my department are superior, and changes for improvement and enrichment are encouraged. The use of this situation rests with the creativity and involvement and energy of such persons in the department."

"We need to feel that we can make suggestions and we do. Too often, however, we are met with a blank wall, no response, or a response that nothing can be done. And sometimes a decision is made, or not made, that we don't hear about.

Otherwise I'm happy."

"More consultation should be made by my superiors concerning problems and policies in my department (instead of 'declaring from on high').

More authority should be given to me.

More clerical help should be provided, thus allowing me more time for professional endeavors, for which I have little or no time now.

More allowance should be made for me to participate in regional, state, or country-wide discussion of problems related to my field."

"One can see that on the basis of my answer sheet, I am very well satisfied with my position and work conditions, and can think of no way that I would like them changed. My supervisor is excellent in every respect, the administration is doing a magnificent job, and I can think of no changes

that could be made to make my job more meaningful to me. I feel that the challenge lies within the individual, the job can be meaningful if the individual makes it meaningful. Every job, regardless of how small it may be, can hold certain challenges, if the individual makes them.

The only thing I could possibly think of would be a larger budget, but this is usually the case in most library situations and we are not unique in this respect."

"I frankly can think of no way that my job can be made more meaningful for me. Obviously, I think it is a pretty good one, and most satisfying."

"More money to spend. Better coordinated programs. Better salaries for the professional staff."

"That a similar questionnaire be distributed, analyzed and evaluated through discussion with workers and their supervisors as well as with the main administration!"

"Need more help to do clerical work."

"To make it more challenging or varied."

"I feel that the most important change would be to give me more personal responsibility toward my job. I would also like to be included in on some of the monthly departmental meetings so that some of my suggestions could be heard by other than my supervisor. I feel the library would be a better place if everyone was given this opportunity."

"More full-time, competent clerks instead of so many students."

"The opportunity to interview and screen applicants being hired for positions under my supervision, with my judgment being one of, if not, the deciding factor(s)."

"The opportunity of communication beyond my immediate supervisor. A pay schedule defined clearly and commensurate with knowledge, ability, and experience."

"1) Have regular group meetings for discussions of detailed work problems. 2) Section heads should avail their time once or twice a year to each professional for a personal meeting for the purpose to discuss the employee's weak and strong points, give directions for improvements and acknowledgement for work well done."

"None. Minor changes would facilitate some parts of my job, but in general I feel I am wasting ability in a job that is not particularly vital to society. Most of what I do could be done by an intelligent high school graduate, but the profession is so pathetically degree conscious that it will continue to be reserved for those with graduate degrees."

"Regular evaluation of work progress and salary commensurate with work, abilities, responsibilities, and experience."

"Less clerical duties, more time devoted on professional jobs."

"An improved orientation program so one is made more fully aware of his function in relation to other depts. in the library would make my position more meaningful.

More frequent work group meetings are needed to discuss procedures and suggest improvements; to inform the work group of any current or proposed changes in their work process.

Communication methods within the dept. should be improved so everyone is aware of new processes and all sections are consistent."

"More clerical help should be provided for typing and other tasks that don't need a librarian's skills."

"1) The library administration should see that there is better coordination between work units having a similar goal. 2) Salaries be put on a par with the faculty groups with which you work closely. 3) The library administration must realize that if decisions are to be effective, the people involved must be involved before the decision is made. 4) Decisions must be made to fit the situation; not just because the library administration feels that is 'the way'. 5) Library resources be allocated more on a basis of need, not because that is the way it has been done, nor because some special interest groups are closer to the decision makers—especially on a social basis. 6) More should be done to encourage staff unity."

"The job needs clear definitions with a sound philosophical basis. To operate otherwise effectively is difficult. Comparable to putting roots down in the air."

"I enjoy my work, the people, the administration here at the Library very much.

If, here in the Technical Processing, the various Work Areas could be broken down to smaller groups, the whole effectiveness of the Processing would be more efficient, and better and quicker results would be realized."

"I like my job in every respect except the pay. It is demoralizing to be getting a salary similar to just-out-of-school graduates after having had eighteen years of highly successful and responsible experience. My peers with whom I worked for many years in other systems are now earning from 2 to 2 1/2 times more than what I earn. I could not afford to work here if professional advancement or income were prime considerations."

"Provide more staff so a more effective job could be done. Grant more independence to individual supervisors."

"1) A little more supervisory backing when problems arise and a little more supervisory consideration when innovations are suggested. 2) More dedication and less complaining on the part of the clerks. I feel that a lot of the negative aspects of clerical personnel can be attributed to the library's heavy dependence upon students wives. The administration seems to think it advisable to move in the direction of hiring library technicians from a recently established community

college program and perhaps this will alleviate the situation."

"The department needs a capable business manager who is experienced in both business practices and library work with a knowledge of personnel."

LIBRARY CClerical

"The chief should send out more informative memos and communications to his staff regularly, and should 'tell' more 'secrets'. Administrators are learning that they must not detach themselves from their staff. This detachment breeds discomfort, some vague distrust these days, stemming from the new student unrest. When you stop to think about it, after you've worked a long time, there really aren't many secrets. One ought to feel better if one has 'shared' more possible secrets. This is not a criticism, but a solution for student and staff unrest."

"Give me more difficult, complex jobs and more responsibility."

"It is about as meaningful as a temporary job through college years can be. I really don't think many changes could be made except perhaps the attitude of the supervisor. This attitude change would not increase meaningfulness, however, it would improve relations in job situations."

"My job has expanded to a two-man job of meaninglessness, busy-type paper work. A vast improvement to this job and office would be to combine my job (checking catalog and ordering books plus keeping up files) with that of a receptionist. A student assistant could do the running for this. My reasons for this combination stem from working the circulation desk 3 hours a day. I find that answering the telephone, checking out books, and handling special reserve books very hectic. It would be a vast improvement to the other staff members if they didn't have to chase all over the floor looking for another staff member because of a telephone call. It is not only very annoying but time consuming. If the staff members could let the receptionist know where they are, it would save much time and anger."

"The only comment I have to make is that there should be a longer orientation/training program. This, however, may be unique to our department since there was a great turnover in staff around the time I arrived. This is now being corrected by a few group sessions to familiarize us with our part in relation to our department as a whole. It is necessary to know generally what others in our department do in order to do our work efficiently."

Professional

"Inclusion in changes anticipated or being made by the library administration directly or indirectly affecting the department.

Authority, as a department head, to make decisions in personnel matters, for example, and be supported by the library administrative staff.

Provision for coverage such as 'service assistance' in case of departmental absence for emergency, illness, vacation, etc. when coverage

unduly burdens the department."

"Need more clerical help to free us from time-consuming tasks, thereby having more time for professional duties."

"Communications between departments needs to be made easier. A request for information too often is interpreted as a criticism and resented."

"Draw larger departments closer together. Recognition of performance higher up."

"Less fragmentation of my time because of weekend and night scheduling. Loss of faculty status and the apparent down-grading of the library in the eyes of the university community has had an effect on my morale--perhaps I'll get over the resentment."

"Improved communication on all levels. Responsibilities and authority more clearly defined. Additional clerical personnel. More private working areas."

"I would like for there to be more lines of communication between the administration of the University Libraries as well as the initiation of staff meetings within my own division."

"The University administration rather than the library's own administration has destroyed the professional librarian's healthy concept of himself and his role in the university's. Corrective steps are needed."

"The most important change is in morale, which could be brought about by: 1) More humane coverage of nights, weekends, and emergencies. The current practice of encouraging or at least sanctioning a seven or eight day work stretch with no days off is unrealistic in terms of health and effective service. To expect library personnel to come to work when the university as a whole has been closed by university officials is totally unreasonable (i.e., our several severe snow storms and the riots of 1967). 2) Better communication between library administrators and department heads. The key to this is a well-informed and respected department head. As things now stand, he is the last person to hear what's happening. Communication channels are all wrong when a select 'other' few have a 'pipeline' into the front office and department heads are not consulted or even advised as to policy decisions which may directly effect their departments. My job as an assistant supervisor is constantly made difficult because of an ineffective department head made so by a thoughtless and short-sighted library administration. 3) Faculty status. The recent loss of faculty status makes me feel a second-class citizen. I feel that efforts at further education are probably worthless. But, most importantly, I feel sold out by the library administration because they did so little to prevent our loss of status. At a time when the library staff needed strong leadership, the administration proved to be completely ineffective--indeed, helpless. It seems that something constructive could have been done under proper guidance, rather than just giving up. 4) Fairness in salaries. To know that new people are hired at higher salaries than older employees with more experience and education is most uninspiring."

"Adequate facilities and adequate staff would give me the necessary time to plan improved service; and to do research and bibliographic work."

"More responsibility. Being allowed to exercise my own judgment more often. Greater standardization among the catalogers on how we catalog."

"Since I have been working here for only two months, I am still in the process of learning procedure, and consequently, do some rather boring and perhaps menial tasks. I am sure that this problem will cease to exist as I gain more experience. Time, right now, will help make the job more meaningful, and beyond that I am not prepared to give an answer at this time."

"Questions 30-34: The head cataloger is the only person who has any substantial influence over the dept.; it is a petite monarchy. One corollary of this is that there is almost no communication and none is encouraged to develop. Policies vary from cataloger to cataloger and from reviser to reviser. Meetings of the catalog dept. are almost never held. Personnel management on the part of the head cataloger is generally tactless, inflexible, and 'fair' to a fault. None of the above is meant to disparage the head cataloger's intellectual mastery of her field; it is only to point out her difficulties and, possibly, uncomfortableness as an administrator."

"Since I have made up my mind to leave my job chiefly because of utterly meaningless character of my job, I could have left this question altogether unanswered. It seems to me, however, that certain things may be typical and found in other libraries. My chief complaint is that for more than a decade I worked mostly for the sake of getting the symbols of this library into the National Union Catalog. My primary duty consisted in cataloging Polish and Soviet (mostly Russian) imprints regardless of the fact that LC cards were made for these imprints in more than ninety percent. A truly grotesque situation: we receive a current Russian imprint, I (or two other staff members, one of whom is a professional) catalog it, and after a few weeks LC cards are available. My conservative estimate is that anywhere between \$25,000 to \$30,000 have been wasted in this way year in and year out (salaries of two professionals, one library assistant plus additional operations in the technical processes which could have been eliminated if LC cards were used).

There is no machinery for discussing legitimate and/or pertinent criticism: the director of university libraries follows without questioning the decisions of his division heads. Staff meetings on departmental and all-library level are, for the most part, meaningless, and consist mostly in announcing items already known by way of grapevine.

It seems to me that the root of the general poor performance of my department is essentially due to the fact that the process of cataloging is regarded as something important per se but not in conjunction with the basic task of a cataloger--to make a book, a microfilm, a record or any other item of recorded knowledge, efficiently and promptly available to a library user."

"I would enjoy my work more if I had greater variety in it: were assigned more jobs. I had this, as well as more responsibility, in the

two positions I held before coming here, and I miss it. I realize that in a large library, it is probably necessary to specialize according to abilities and skills and sometimes for the needs of the library, but I feel that what might be lost in efficiency, would be made up for in increased morale if more variety in jobs could be provided for the individual."

"More clearly defined responsibility. Policies and procedures decided upon, recorded and communicated. Less fragmented work situation. Easier and more frequent discussion and communication within and without the department."

"Most of the comments related to my own job would be applicable to most of the jobs in the Department, if not in the library as a whole:

This is on Departmental Level: 1) To have some opportunity to express my ideas and opinions and to offer suggestions and comments with the feeling that they would be listened to. As it is we have no voice whatsoever; one has the feeling also that if a directive came from above directing the supervisor to set up a meeting or meetings for the exchange of ideas, that no notice or consideration would be paid to our comments—that it is strictly a one-man operation. 2) To have some idea of what problems, procedures, innovations, etc. are under consideration ... we hear only when decisions are made and being implemented or an 'error' occurs due to ignorance. 3) We desperately need better communication and definite decisions made and policies defined ... preferably in writing; as it is there is considerable variation in understanding and practice due to the fact we have nothing to refer to. I think part of the problem is due to a feeling on the part of the supervisor that a 'decision' cannot be changed, which is not so; as it is, we need some basis on which to work and this uncertainty and vagueness is very frustrating and disturbing. 4) Morale is bad because little opportunity is allowed for individual exercise of judgement or decision-making. Every action is reviewed, or 'revised'; this is desirable with new and inexperienced professionals but when one has 5, 10, 15 or even more years of experience, their judgment should be accepted at least some of the time; this is stifling to professional growth and interest in the job. 5) There should be encouragement of and provision for library-related activities and studies that add to the professional growth and value of the librarian. In fact, any time spent outside of the limit of ones specific departmental duties is resented, even though one is expected to keep up with and be prepared for innovations and new developments in library operation. This is considered as above and beyond 'professional' duty; still one is treated like a time-punching minion in most other respects. Further, if one develops additional skills there is little opportunity to utilize them; one is not encouraged to expand outside the limits of his slot. This results in a very narrow attitude and a stunting of professional growth. Not only does the individual librarian suffer, but the library as a whole and worst of all the patron, the forgotten man. Some recognition should be made of effort and desire to grow. 6) There is little attempt made to inform individuals of how other departments operate ... in fact, we are often ignorant of how different parts of our own department function. 7) There should be more recognition of the individual as an individual, that he also has interests, needs, and rights in the overall set up. We feel our interests are always secondary to those of the department. This 19th century

attitude of the administration makes us feel like 'tools' not people; no wonder that feelings of loyalty and pride in performance do not flourish. 8) Better defined standards of performance should be made. There is a pressure to 'produce' at the same time as an unrealistic emphasis on 'excellence' of production, which at times deteriorates to nit-picking concern over minor detail. The emphasis on quality seems in many cases more appropriate to a Library School than an operating library, which requires some compromise. In any case, the individual always has a feeling of guilt, he is either sacrificing quality for quantity or vice versa. 9) Periodically, perhaps informally, the individual should have some evaluation by both his department head and the top administration. Most of us have no idea where we stand, what are our weaknesses and what strengths we might develop. About all we know is that we must meet some minimum standard since we have not been released; if we get a promotion or raise we don't know if this is recognition of our efforts or to keep our salary competitive so we won't take better paying jobs elsewhere. Job satisfaction includes more than just salary. Along this line, an objection is raised against evaluation by immediate supervisor, on two points: difference in criteria for evaluation or value emphasis by individual immediate supervisors and the variable factor of the personality and judgment of these supervisors. This is felt to account for some 'inequalities' in promotion. If the Department head and top administration don't know their staff well enough to make these evaluations, something is wrong with their performance of their jobs.

On Top Administrative Level: 1) More, more personal contact with individuals. This is difficult with other obligations we realize, but they are now pleasant, impersonal, remote, sort of demigods and most staff members have reservations about them, not quite trusting them, not on the basis of any specific 'wrong' but since there is such a wide gap in contact. There would be hesitation to speak frankly in most cases, since you feel they would not be frank with you; a feeling that you will be cordially listened to but be given no indication of position, either of support or disapproval. A sort of polite glossing over; a desire to keep from any reserve their stand. A common complaint is that the person involved is the last to know. This feeling of not quite trusting probably has little basis in fact, since I think they do try to be fair and honest, but their lack of action or reluctance to reveal their position leads to a feeling that they are manipulators.

As it is, about the only contact many people have is the infrequent meetings of the whole staff, by which time everyone is so worked up and problems frequently so distorted out of proportion that the administration hasn't a chance of presenting their side and being believed."

"1) Would like to see some sort of organization chart of functions and duties of individual positions within the department. 2) Would like to have the manual of procedures revised to include the changes, etc. since the last revision, 15 yrs. ago, so all members of the dept. could feel confident that what they do is somewhat uniform. 3) Instead of all new decisions of policy and procedures being handed down from 'on high', would like to have members of the dept. at least asked for opinions or suggestions, or help in formulating the decision. 4) Would like to have a supervisor who would be willing to discuss problems that arise in the individual member's work. 5) Would like to have the tone of cooperation

with other depts. permeate the dept. so that we don't lose sight of why we exist as a dept., and that we have a duty to the carrying on of the library as a whole. 6) Would like better communication and free discussions with other depts. 7) Would like some small amount of time free from house-keeping chores, to study and experiment a bit in the field of librarianship."

"Developing sufficient and competent staff to allow delegation of many routine and petty (though urgent) tasks, thus allowing time and opportunity for professional performance and growth."

"More money for library materials, particularly out-of-print books and periodicals.

More pay."

Sub-Professional

"1) Be given more responsibility. 2) Have a more overall view of the departments objectives, plans, problems, etc."

"I think it would be more challenging if I felt that my work merited a promotion of some sort and if once in a while, perhaps annually someone would have a brief session with me and give me a little motivation and discuss my progress taking into account my weak points as well. I feel that there is a very small chance of advancement except outside of work and that is doing graduate work on your own. I feel stagnant — getting nowhere at work itself."

"More communication between my supervisor and me would help to make my job more meaningful. A friendlier atmosphere as far as the whole staff is concerned."

"Recognition of performance, either verbally, financially, or promotionally would be a motivating feature. As we are now told we are quite expendable and unimportant in our job roles there seems no incentive to perform better work or more effective work.

Another feature which might be considered would be to promote a feeling of team work rather than an attempt at fostering competition and rivalry, and of putting the interests of one group against that of another."

"Less talk and more action of co-workers. More posted instructions for students in use of the library and library materials.

With more student assistants there could be more frequent pickups and shelving (our objective is to have material where it is supposed to be when a patron seeks it)."

"1) Rules such as no renewals on overdue books should be kept uniform throughout the library. 2) There should be more ways of advancing at the university where clerical staff are to benefit."

"To me a job has meaning so long as it provides the means to learn about people, myself, better work procedures, etc. At present my job still has meaning in this context. I can see the time, however, when much of the

much of the learning potential will have been exhausted. I believe this happens on most jobs and when it does, the person needs a change. Consequently, I believe periodic transfers within the library should be available and encouraged. Not only would the person benefit from new stimuli and learning experiences, but the library would benefit in the long run from the fresh approach which a newcomer on a job can provide and from better job performance by staff who are facing new challenges."

"More meetings on changes in library policy. Sometimes we hear about changes through the grapevine first. New staff paper may solve this problem."

"Since I am not interested in Library Science as a profession, it seems that any job is currently at its greatest possible level of meaningfulness."

"Being on a sub-professional level, I believe that my job has probably reached the highest level possible. Only in the areas of supervision of other full-time personnel should the criteria, objectives, etc. be spelled out more clearly."

"This job could be made much more meaningful if the salary were adequate and if administration would stand behind its people. Interest and support for employees by employer always makes for a better all-around unit. Indifference can only breed indifference."

My particular job calls for a greater amount of coordination with acquisitions and cataloguing. At some points during the year my desk is flooded with books, at others it is empty. A certain proportionate flow should be maintained."

LIBRARY DClerical

"The only change I can think of is that I wish I could feel more responsible and have more responsibilities given to me—I feel that this will come as I gain experience in the library system."

"I believe one very important change in my job that I'd like to see is that everyone be enforced to abide by the same rules. There are a few that seem to think they are not required to work the same amount of hours as others and they come and go as they please. Just because some are honest (and I feel I have to be to have a clear conscience) it seems they spend more hours doing actual work.

One more improvement would be that the Supervisor take the time to meet once a month and discuss the difficulties the employees face. I believe a lot of 'hard feelings' and misunderstandings would be avoided if this were practiced.

I also believe that if you are evaluated highly and your supervisors are convinced that you are doing your best work -- you should be considered for a pay raise after your first year of employment."

"I would appreciate supervisors with a little less criticism on personal taste and styles. They should concentrate a bit more on statistical PROOF of job accomplishments. Those annual evaluations are general, vague, inadequate and rather rinky-dink in comparison with objective, studied criticism ... Multiple choice is TOO BROAD. I feel an annual evaluation on supervisors is fair.

I'm especially disturbed with two 'higher-ups' in my department and I'm sick and tired of personal insults as to my way of dress and my personal taste.

I want to be judged on work progress, ability to get along with others (swallowing pride), willingness to accept as much responsibility as is entrusted to me. Ability to carry out instructions even though vague, outside of my training and in spite of attempts to simplify steps.

My co-workers are pleasant, hard-working and likeable people—I enjoy them—but I shouldn't be compared to them personality-wise, dress-wise, or taste-wise.

THEIR TASTES ARE THEIRS AND MINE ARE MINE."

"I would like better maintenance of equipment and closer contact with supervisors."

"Delegate to me more responsibility. If this is not possible, eliminate my position completely. Student help could do my work and save the Library about \$60.00 per week. I'm forever helping in other Depts. because I don't have enough to do."

"It is important to know the limits of your job as well as its horizons. It is important to have a great understanding of what the job entails before trying the 'trial and error' method of learning a new job. It is important to be encouraged if you are doing any part of the job well.

It is important to be told where you are and how you can improve. It is important that the individual be respected for what he is doing and how well."

"By giving me more responsibility and a more variety of jobs and increase my pay."

"I believe my job would be more meaningful if we had more students available to take care of routine jobs such as sorting and card-pulling. My time, and the time of my assistant, could be put to better use in the more complicated aspects of our jobs."

"Give the job a little more variety."

Professional

"I need an experienced, responsible and well-trained assistant to assume responsibility for everyday routines, thus freeing me for the more important and unique aspects of my job."

"Most important would be an increase in equipment. In the field of Audio Visual Aids, the quality of work is influenced greatly by the use of convenient, modern equipment. Much time could be saved if a proper copy stand were obtained for photography for instance.

Second, would be the hiring of one professional assistant rather than several student helpers who must be trained and retrained every step of the way. This can be very time consuming.

Third, a more simple and speedy method of obtaining supplies and materials. Requisitions can sometimes hold up the work of many people."

"My job is spread in too many areas of responsibilities. For example, one area of it requires a full time person. Needless to say, I can't give it full time with other responsibilities. There is not time for personal growth."

"The administration frequently make decisions with no consideration of the staff and/or patrons. Then when problems and/or complaints arise, they appear amazed and tend to let the staff work them out. Through regular staff meetings the administration gives staff members an opportunity to express themselves and offer opinions which, however, are ignored if they don't coincide with administration ideas. This problem does not exist in my division where opinions and ideas are solicited and considered and frequently implemented.

As for making my job more meaningful: Due in part to the problem stated above, I feel at times repressed and frustrated. New ideas and suggestions are usually rejected by the administration as being unproved. Rarely is experimentation permitted officially. About the only way to implement a new idea is just to do it and hope for the best.

Another item of contention is that, while credit and praise is given liberally within the library staff for a special project or report, no recognition is given outside the library to the individual(s) responsible—the director is given all the credit and he accepts it.

When a vacancy occurs in a division head position, it has (so far) been filled by someone from outside the library even when someone within the division has applied for the job and is (to our - professional staff's - eyes) just as qualified. Consequently, the professional staff feels that their positions are dead ended and plan on staying here just long enough to get as much as possible out of the experience and then moving on and up.

In summary, my main dissatisfaction with my present position is lack of freedom to innovate, the dictatorial tendencies of the administration, the administration's seeming lack of faith in the staff and failure to give credit where it is due (this is even worse where the clerical staff is concerned). Within my own division conditions are as close to perfect as they could be considering the administration. Within the limits set by the administration we are free to do as we please and communication is excellent. Incidentally, I do not include my supervisor-division head in the administration."

"A little more descretion in decision-making without checking with supervisors on every score seems called for at times. The major policy decisions must continue to be arrived at upon consultation with the supervisors but, the day-to-day routine activities and minor procedural decisions should be left to the immediate supervisors to make.

Greater freedom for direct communications between departments is deemed necessary for resolution of minor procedural problems and understanding. The current practice of going up and down hierarchical channels not only means delay but, blowing a minor inquiry into a major crisis. Direct contact between concerned supervisors would facilitate rapid resolution of minor problems due to their familiarity with the problem with reporting of only major procedural changes made to their superiors."

"Improved communication between teaching faculty and librarians (advance notice of library research assignments, verification of titles assigned, etc.) would improve reference service to students and thereby make my work more gratifying."

"Although I am quite dissatisfied with my position as a professional librarian, it is not because of the administration or people of the library. The problem in our division results from lack of enough work for four professionals. Our division is new and is not heavily used by students yet; we have very few reference questions while we're on the reference desk. It seems a case of the division being overstaffed with librarians, thereby creating a situation of looking for jobs to occupy our time. To add meaning and a feeling of purpose to my job, I would need more projects and more responsibility for definite areas.

I feel quite confident that if our division was busy and I had a number of responsible duties that I would be quite happy with my job. I have been impressed with the open lines to the administration and the co-operation among the divisions."

"1) The physical facilities are good and the building very pleasant to be in. 2) The work group is exceptionally congenial—the entire group a little less so. However, overall the atmosphere is pleasant. 3) The amount of work to be done is not sufficient to support the number of people employed (in my immediate circumstance)."

"Because of the basic philosophy of the library every division has four professional librarians and one or two clericals, plus two or more part-time students. Our division, Science and Technology, is fairly new, the collection is comparatively smaller and the number of students in the field is small. Therefore, our primary job, that of reference librarian, is not at all challenging or interesting. We are obliged to keep the reference desk staffed from 8 a.m. until 10 p.m., with the 5-7 p.m. hours closed. This is in keeping with our policy of being an instructional library. Only we haven't enough people to instruct! Our division is the only one on whom heavy demands are not made.

This situation scarcely leads to a feeling of challenge and fulfillment. And I really don't see how a change could be made under the circumstances."

"It would be a more interesting and valuable job if I could participate more in the decision-making process of the administration. Also it would be more challenging to have more authority in your own job and not have to go through 2 or 3 channels or persons to get anything done. It would also be more satisfying to be treated as a competent librarian by the supervisor rather than a bumbling individual as is often the case—though this is simply a matter of the supervisor's personality. More privacy would be a great help, like having separate offices for the staff.

In closing I would like to state that my job on the whole is interesting and satisfying and quite varied. I am doing the type of work I have always enjoyed doing."

"Supervision at the top level is close and sometimes very oppressive. One loses the sense of initiative and one's self-confidence. Since a full-dress discussion is expected for most decisions, the making of quick decisions is hampered, especially when the decision is a minor one and may not seem as important to the person making it as it does to the supervisor. A report seems to be required for every event within the department, no matter how minor, and the discrepancy between what one may consider minor and what the supervisor considers of importance makes for misunderstandings."

"If more help was available, Professional and Non-Professional, to do the number of tasks required to be done. At present the demands made upon the people in my division is beyond the breaking point for efficient service."

"To eliminate the routine mechanical chores that are done by me for lack of adequate responsible assistants to do them; thus freeing me to concentrate more on creative professional activity, such as drawing up bibliographies, studies of periodicals, etc."

"The basic problem with my job is my immediate supervisor, who though she means well, is uncommunicative and undiplomatic.

Otherwise the library administration is extremely concerned about its employees and forward-thinking in all aspects of running the library. I have never been in an institution where the atmosphere has been as good as this one.

The only other things I could wish for would be: 1) More money in the library so that our acquisitions could be more extensive and

other library projects could be better financed; 2) more time for communication and special projects for the faculty, who I believe need to be "coddled" to a certain extent for an optimum relationship with the library."

"If my attitude toward my job and its performance could be changed, I feel my job would become more significant to me. I realize that a great deal of the effort must come from me but many times the discouragement seems to make this impossible. However, the surroundings and many of the workers make up for it all."

"Weakness of this library system is in the area of administrative and management techniques. Objective cost evaluation does not seem to play a part in higher level decision making. Decisions do not seem to be made on the basis of long run objectives and the trends in library service; for example, there is no long range planning to take part in such library automation projects as the MARC project; or to work toward interlibrary cooperation."

"Define channel of command in the immediate work group -- supervisory responsibilities should be defined by authority which trusts subordinates to carry out goals; superiors do not need to use detailed supervision every minute."

"A return to a feeling of loyalty and trust; opportunity to present ideas and know that they will be heard and given consideration before a decision is made; more individual freedom; a balance between public and technical services."

"Unfortunately in this library there exists a great cleavage between Public and Technical Services. Technical Services is completely subordinate. Procedures are set up involving Technical Services without their being consulted. The needs and goals of this area are overlooked.

Not much individual freedom is allowed."

LIBRARY EClerical

"I have no respect for my immediate supervisor which causes me to have a bad attitude toward my job. Every aspect of my job would become more meaningful if I didn't have to report to him."

"To be quite honest with you, the problem with my job and many other jobs in the library is that most of the staff is much too intelligent and educated to do the type of work which is designated to them. A possible solution to this problem would be to involve some of the college-educated and even non-college personnel in some professional activities such as judging the bibliography contest and compiling bibliographies, making decisions on book orders, and making displays involving the mind. (There are probably other professional responsibilities which could be shared with other staff.) I have often felt my self to be more of a machine than a person just doing the same thing over and over each day without ever using my mind in a creative fashion. I do not blame this on my supervisor or anyone else. They are working under the same system, where even their talents are wasted on menial tasks.

As far as my job goes, I would say that some administrative assistance could be rendered to my supervisor, perhaps discussion with him about certain policies. I would appreciate working on more creative tasks such as mentioned above because I believe a college education grants me more ability than to just type, count money, and file.

Incidentally, I am leaving this job after a short time of service due to my desire to advance professionally and really contribute something to the organization or institution for which I will be a part of in the future."

"If supervisor or department head would express appreciation or give praise occasionally it would mean a great deal to workers. No one likes to feel taken for granted."

"At present, my job is meaningful to me. However, an increase in salary for those in my work group could help achieve a more determined attitude and effort and result in greater work turn-out. I feel that for the amount of work we do and the knowledge of the library systems that we are required to retain; the pay we receive is not sufficient enough."

"(1) A raise in pay would encourage more effective work and a greater desire to produce better and more work. (2) More trust on the part of our superiors and also more responsibility. We are treated like children and have to report everything. (3) The return of Dr. appointment leave with pay instead of having to make up the time. When taking away privileges you create an attitude of dislike and distrust toward the employer. Therefore, the employee feels he should not work hard for his employer because the employer won't do anything for him."

"Would the results of this survey be published or available in any way for general information? Several have expressed interest in seeing results."

"As the wealth of sources from which to purchase spoken word materials continues to grow, it seems ironical that the Listening Room's budget was cut from \$1,500 to \$1,000 and now to the point that we are being forced to purchase our own blank tape out of it. ... Obviously, continued interest in the Listening Room demands continued up-keep of the recording and listening equipment as well as purchases."

"I feel no sense of real accomplishment or challenge about my job. While I am aware that all the tasks which I do help toward the functioning of the library, and are necessary, I am also aware that better than half the tasks I do barely require a high school intellect. I would much prefer a job where I could really get involved in 'meaty' tasks.

I also feel that as an administrator my supervisor is a distinct failure. A good librarian, yes. A good administrator, no. This survey sat on our supervisor's desk for a week before we received it. This was passed off with a shrug and off-hand comment. This type of thing is not uncommon but let one of us do something similar, and there is a great disappointment with us for not performing properly.

I am presently trying grimly to transfer completely out of the University Library System."

"Having more responsibility. Not being treated like I'm the dumbest person in our section."

"More pay! I made this much as an unskilled factory worker, and its hard to feel that your job is important if you get paid like an unskilled laborer! This also creates bitterness when some get promotions and raises and some don't. I expect if/when I move to a more demanding position, I'll be more satisfied about my work. It isn't less meaningful than I expected it to be."

"Job classification--raised."

"(1) More responsibility. (2) More important diverse tasks. (3) Pay commensurate with my ability and work. (4) Stop using label of 'non-professional' for those without a M.L.S. degree! I am a professional working in the library because of the job shortage."

"The changes in my job that could be made to make it more meaningful to me are: (1) more pay as the work is very confining. Clerical work where you use your eyes constantly while you are working, (2) I do not like to be asked to grade someone elses work for the amount of pay I am getting. I should think this should be up to your supervisor to grade the work."

"Shelver-Man--more variety by working desk part-time, or work hourly and leave when shelving is done not sit around till 5 p.m."

"None really. The job requires being here between certain hours. I am unable to deviate from this schedule, regardless of whether I'm

needed or not. A job for me cannot be meaningful unless I can make my own decision as to whether I can be spared. Contrary to popular opinion a schedule is often the ruination of a good worker.

In addition, the strict categorization of jobs according to educational status allows one little expansion within his position. I am a victim of this system."

"These are definitely true answers to the best of my knowledge. In general the job is satisfactory. There is never enough work to keep me busy. My supervisor doesn't help solve the problem.

A new job has relieved me from worrying and thinking about this job."

"I'd like to do something that utilizes my talents, hidden or otherwise. Also, doing the same thing 8 hours a day is very boring. In circulation, it would probably be better P.R. to rotate people so they aren't dealing with patrons 8 hrs. a day."

"A. More Responsibility in General.

B. We Must Have a Voice in the Creation of the Policy Which We Are Required to Explain:

- 1) We were not heard when we told you the Olivetti machines were junk...and they have proven to be such.
- 2) We were never consulted in the establishment of the new periodicals policy which we must administer everyday.
- 3) Our ideas about privilege card policy have consistently fallen on deaf ears.

C. This Institution is Controlled by Special Interest Groups as a Matter of Tradition. The Whim of the Faculty and Certain Entrenched Administrators Dominates Important Policy Matters. In order for the Library System to efficiently serve the needs of the community it will be most necessary to provide for widespread participation in policy matters beyond the window-dressing concessions of surveys? etc. Now is the time for this change, before the Library becomes hopelessly wedged between warring factions...

D. We Need More Part-Time and Full-Time Help, Not Less. Those who have kow-towed to the university administration on the matter of budget cuts have done the Library as well as the university as a whole a disservice.

E. The University should train the three full-timers at the Circulation Desk in such matters as Psychology, Supervision, Languages, etc. free of charge. They have the capacity to provide much improved service, if only the Library System were to recognize public contact as the important function it is.

Do Librarians in this system seriously consider Library Science as the only career that may be realized within these walls (outside of, and apart from Administration)?

I want printed evidence that my comments have been read and considered."

"The major problem with my present job is the lack of responsibility attached to or, at least, expected or anticipated from the individual holding the job. If the present tasks were somewhat expanded in the sense of expecting the individual to carry through a particular job, after, of

course, adequate training, rather than an incessant referring of parts of a job to immediate supervisors for further work or approval, the tasks would be more enjoyable, more rewarding and considerably more efficiently performed. At present, the implied lack of confidence and continuous over-supervision are both irritating and demoralizing. Under these conditions, there is little opportunity either to learn or to use present abilities."

"Not all answers are really applicable because work group is very small."

"My job needs to be more clear-cut. Some of the detailed parts of my job are very unclear as far as how to do certain things—who does what, etc. Also, work to fall back on so that you don't have to feel as if you have to make your job last or stretch it out during slow periods."

"Though a clerical position, I would prefer to have it more closely tied to library work. I would also enjoy and benefit from learning how the other library jobs, in the library, at my job level, work, so that each person isn't so indispensable."

"Greater cooperation at all levels to discuss and coordinate work. Mutual respect for all levels of employees. Less putting off of 'dirty work' onto less well-paid workers. Creation of more half-time positions in order to employ a greater number and variety of people in less boring, exhausting jobs."

"Take my supervisor out and shoot her. No, all kidding aside, my supervisor creates a stifling, mindless, bureaucratic atmosphere in which only robots would be happy.

Each underlying is compartmentalized and isolated. No one is allowed to make any decisions or to venture outside of his own little area.

Regular staff meetings are held but they are simply sessions where the boss gathers all the decisions that should have been made at a lower level and acts upon them. It is really incredible to me, having worked elsewhere in the libraries, to see such an operation where one person keeps control of all operations with no regard for employees or other departments.

My job is only tolerable because of my relative isolation and my strong will."

"It could be more challenging and meaningful by directly involving more people in the policy-making decisions.

Also, I realize the financial situation is impossible at this time, but I feel library administrators are unaware of the high pressure workload and unreasonable expectations placed on a small staff due to insufficient numbers."

"1) Fire the department head, 2) get a union, 3) equalize pay rates, 4) how can you make filing an interesting job?, and 5) I resent the attitude of nearly all the 'professional' staff that anyone in the library who does not have a degree in Library Science is stupid."

"I feel that I am underpaid and overqualified for the type of work I do. The replacement or removal of the immediate supervisor would improve my job and those of my work group. He/she is ineffective, incompetent, and unnecessary."

"I would appreciate it if my superior would let me know exactly what is expected of me. What I am trying to say is that there is no system around here. She changes her mind from day-to-day and I am supposed to have ESP. Each day means another IMPORTANT item which has to be done but the day before it was just a trivial matter. And you were told not to worry about it.

I wish somehow she would try to help us keep up on our work instead of constantly putting us behind more and more with so many changes which should have been done right from the beginning.

I would actually like to see my JOB DESCRIPTION."

"The library system should re-examine its employees and realize that many of the 'supporting' staff have college degrees and far greater skills than what they are being paid for. The skeletal outline of their jobs may not demand any training beyond high school, but the majority of these employees are making improvements and assuming responsibilities far beyond the basic job description. This fact helps make the Library System one of the best in the country and this is grossly overlooked by the library administration.

The lack of women in the library administration is appalling. The field of Library Science is inundated with qualified women and it seems that the University should cease this discriminatory policy.

Policy decisions have been made by the Administration concerning 'minor' departmental problems of which they were not informed and, it appeared, did not care to be."

Professional

"I would like more authority to make decisions especially regarding material that goes through our department. I have no 'say' in regard to its disposition."

"My job could not be changed much because of its nature, i.e., dependent on a team performance. Solution is for me to get another job."

"To know that someone cared what I was doing."

"Much more time than heretofore is taken up with routine clerical tasks. This is principally the result of cutbacks in supporting staff and student assistants. Because of these cutbacks the professional staff is now forced to do much non-professional work, simply to keep things going. My work would be more meaningful to me and more beneficial to the patrons if we hired more clerical help to do the clerical work and shelvees to do the shelving."

"The questionnaire answer sheet is very misleading because my job is split under two departments. Reactions in one are almost directly opposite to reactions in the other. Most attitudes in one dept. are

very strongly positive, and in the other quite negative. The balance comes out to the middle of the road—which is seldom the real answer.

In one department we have one person training to take more responsibility. The rest are not given opportunity to get the whole picture—being so stymied, leaves one to regress because standing still is regression. Rotation of responsibilities would develop whole staff.

The two departments are handled very differently and the rapport between head of department and subordinates is on very different level."

"1) a promotion, 2) better supervision of routine aspects of work of non-academic staff, 3) more clear lines of responsibilities—people in my work group have 2 supervisors and the division of responsibility is not very clear between them sometimes, and 4) more agreement among top administration on priorities and purpose affecting our work group."

"It would be nice to know when decisions are impending, instead of being informed after-the-fact. After all if one is in a semi-supervisory position they may also have something to contribute to the decision-making process.

I'm fed up hearing the answer, 'because that's the way it has always been done' when I query the rationality of a procedure. I would like a little more rethinking of traditional methods and procedures."

"1) Remove department head and put me in charge, 2) Rotate me to different positions or units of the system, and 3) Put a leader in charge who will stimulate us, who will work toward better library service more efficiently, rather than toward preservation of status quo."

"It distresses me to have to answer a questionnaire like this one because, after I have spent much time on it, whoever reads the answers will not know what I have replied. The questionnaire is so poorly worded that it would be impossible to convey one's opinions on the answer sheet. For this reason a few questions remain unanswered; many are answered with C for which, however, C is not the answer, but is merely half way between two extremes. To have left that many blank would have appeared to be simply a lack of cooperation. My dissatisfaction with many of the rest of the answers is such that I should like to drop the whole thing into file 13. It is being returned to you only because this was requested. I should appreciate your dropping it into file 13 and calling that a good day's work."

APPENDIX III

CONSOLIDATED TABULATIONS TO THE STAFF QUESTIONNAIRE

8. To what extent does the library have a
real interest in the welfare and happi-
ness of those who work here?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.8</u>	<u>2.7</u>	<u>2.7</u>	<u>3.3</u>	<u>3.2</u>	<u>2.8</u>
Departments							
Acquisitions	All	<u>2.6</u>	<u>2.3</u>	—	—	—	—
	Clerical	—	—	—	—	<u>2.8</u>	—
	Professional	—	—	—	—	<u>3.4</u>	—
Cataloging	All	<u>2.3</u>	<u>2.6</u>	—	—	—	—
	Clerical	—	<u>2.2</u>	—	—	—	<u>2.4</u>
	Professional	—	<u>3.0</u>	—	—	—	<u>3.2</u>
Reference	All	<u>2.8</u>	<u>3.2</u>	—	—	—	—
Circulation	All	<u>2.9</u>	<u>3.5</u>	—	—	—	—
Dept. or Divisional							
Libraries	All	<u>3.1</u>	<u>3.0</u>	—	—	—	—
Undergrad Library							
if separate	All	<u>3.1</u>	<u>2.4</u>	—	—	—	—
	Clerical	—	—	—	—	—	<u>2.2</u>
	Professional	—	—	—	—	—	<u>4.0</u>
Other	All	<u>2.9</u>	<u>2.0</u>	—	—	—	—

Question 8. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	<u>2.5</u>	—	—	—	<u>3.0</u>	<u>2.6</u>
Professional Staff	<u>2.9</u>	—	—	—	<u>3.5</u>	<u>3.0</u>
Male	—	—	—	—	<u>3.4</u>	—
Female	—	—	—	—	<u>3.1</u>	—
Length of Service						
Less than 1 year	—	—	—	—	—	<u>2.8</u>
1-5 years	—	—	—	—	—	<u>2.5</u>
6-10 years	—	—	—	—	—	<u>3.2</u>
Over 10 years	—	—	—	—	—	<u>3.1</u>
Age						
25 years or under	<u>2.7</u>	—	—	—	<u>2.9</u>	<u>2.4</u>
26-30 years	<u>2.6</u>	—	—	—	<u>3.3</u>	<u>2.7</u>
31-35 years	<u>2.9</u>	—	—	—	<u>3.5</u>	<u>2.6</u>
36-40 years	<u>2.3</u>	—	—	—	<u>3.4</u>	<u>3.4</u>
Over 41 years	<u>3.1</u>	—	—	—	<u>3.4</u>	—

9. To what extent do persons in your work group know what their jobs are and how to do them well?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>4.0</u>	<u>3.9</u>	<u>4.0</u>	<u>4.0</u>	<u>3.9</u>	<u>3.9</u>
Departments							
Acquisitions	All	—	—	—	<u>4.2</u>	<u>3.8</u>	<u>3.2</u>
	Clerical	—	<u>4.1</u>	—	—	—	—
	Professional	—	<u>3.0</u>	—	—	—	—
Cataloging	All	—	—	—	<u>3.9</u>	<u>3.7</u>	<u>4.0</u>
Reference	All	—	—	—	—	<u>4.2</u>	<u>3.8</u>
Circulation	All	—	—	—	<u>3.3</u>	<u>4.1</u>	<u>3.8</u>
Dept. or Divisional							
Libraries	All	—	—	—	<u>4.1</u>	—	—
Undergrad Library							
if separate	All	—	—	—	—	<u>3.7</u>	<u>3.9</u>
Other	All	—	—	—	<u>4.6</u>	<u>4.0</u>	<u>4.2</u>
Clerical Staff		—	—	—	—	—	<u>3.8</u>
Professional Staff		—	—	—	—	—	<u>4.1</u>
Age							
25 years or under		—	—	—	—	<u>4.0</u>	—
26-30 years		—	—	—	—	<u>3.9</u>	—

Question 9. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
31-35 years	—	—	—	—	<u>3.5</u>	—
36-40 years	—	—	—	—	<u>3.6</u>	—
Over 41 years	—	—	—	—	<u>3.9</u>	—
Highest Educational level---Clericals						
High school	—	—	—	—	—	<u>3.8</u>
Some college	—	—	—	—	—	<u>3.4</u>
College degree	—	—	—	—	—	<u>4.0</u>
Graduate work or degrees	—	—	—	—	—	<u>3.9</u>

10. To what extent does this university library have clear-cut, reasonable goals and objectives?

To a very little extent
1
To a little extent
2
To some extent
3
To a great extent
4
To a very great extent
5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.2</u>	<u>3.0</u>	<u>2.9</u>	<u>3.6</u>	<u>3.4</u>	<u>3.0</u>
Departments							
Acquisitions	All	<u>3.0</u>	—	—	<u>3.1</u>	—	—
	Clerical	—	—	—	—	<u>3.2</u>	—
	Professional	—	—	—	—	<u>4.0</u>	—
Cataloging	All	<u>2.8</u>	—	—	<u>3.1</u>	—	—
Reference	All	<u>3.5</u>	—	—	—	—	—
Circulation	All	<u>3.3</u>	—	—	<u>3.7</u>	—	—
Dept. or Divisional							
Libraries	All	<u>3.4</u>	—	—	<u>3.8</u>	—	—
Undergrad Library							
if separate	All	<u>3.6</u>	—	—	—	—	—
Other	All	<u>3.2</u>	—	—	<u>4.3</u>	—	—
Clerical Staff		—	—	—	—	<u>3.3</u>	—
Professional Staff		—	—	—	—	<u>3.6</u>	—

Question 10. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	—	—	—	—	<u>3.3</u>	—
1-5 years	—	—	—	—	<u>3.4</u>	—
6-10 years	—	—	—	—	<u>3.5</u>	—
Over 10 years	—	—	—	—	<u>3.9</u>	—
Age						
25 years or under	<u>3.1</u>	—	—	—	<u>3.1</u>	<u>2.9</u>
26-30 years	<u>2.7</u>	—	—	—	<u>3.4</u>	<u>2.8</u>
31-35 years	<u>3.3</u>	—	—	—	<u>3.7</u>	<u>2.8</u>
36-40 years	<u>2.9</u>	—	—	—	<u>3.5</u>	<u>3.4</u>
Over 41 years	<u>3.4</u>	—	—	—	<u>3.8</u>	<u>3.3</u>

11. On the job, do you feel any pressure
for better performance over and above
what you, yourself, think is reasonable?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>1.8</u>	<u>2.1</u>	<u>1.7</u>	<u>1.8</u>	<u>1.8</u>	<u>1.8</u>
Departments							
Acquisitions	All	—	—	—	—	<u>1.6</u>	—
Cataloging	All	—	—	—	—	<u>2.4</u>	—
Reference	All	—	—	—	—	<u>1.5</u>	—
Circulation	All	—	—	—	—	<u>1.6</u>	—
Dept. or Divisional							
Libraries	All	—	—	—	—	<u>1.5</u>	—
	Clerical	<u>1.6</u>	—	—	—	—	—
	Professional	<u>2.4</u>	—	—	—	—	—
Undergrad Library							
if separate	All	—	—	—	—	<u>1.4</u>	—
Other	All	—	—	—	—	<u>1.8</u>	—

12. To what extent do you feel a real
responsibility to help this library
be successful?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.7</u>	<u>3.7</u>	<u>3.3</u>	<u>4.0</u>	<u>3.7</u>	<u>3.8</u>
Departments							
Acquisitions	All	<u>3.3</u>	—	—	<u>3.2</u>	—	—
	Clerical	<u>3.0</u>	—	<u>3.3</u>	—	—	—
	Professional	<u>4.0</u>	—	<u>4.0</u>	—	—	—
	Sub Prof.	—	—	<u>1.8</u>	—	—	—
Cataloging	All	<u>3.4</u>	—	—	<u>4.4</u>	—	—
Reference	All	<u>4.2</u>	—	—	—	—	—
	Clerical	—	—	—	—	—	<u>3.1</u>
	Professional	—	—	—	—	—	<u>4.7</u>
Circulation	All	<u>3.6</u>	—	—	<u>4.7</u>	—	—
Dept. or Divisional							
Libraries	All	<u>4.2</u>	—	—	<u>4.1</u>	—	—
	Clerical	—	—	—	<u>3.6</u>	<u>3.4</u>	—
	Professional	—	—	—	<u>4.4</u>	<u>4.7</u>	—
Undergrad Library							
if separate	All	<u>4.1</u>	—	—	—	—	—
Other	All	<u>3.7</u>	—	—	<u>3.7</u>	—	—
	Clerical	—	—	—	—	—	<u>3.7</u>
	Professional	—	—	—	—	—	<u>4.7</u>

Question 12. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	<u>3.5</u>	<u>3.5</u>	<u>2.8</u>	—	<u>3.5</u>	<u>3.5</u>
Professional Staff	<u>4.0</u>	<u>4.0</u>	<u>3.7</u>	—	<u>4.2</u>	<u>4.2</u>
Sub Professional Staff	—	—	<u>3.3</u>	—	—	—
Male	—	—	—	—	<u>4.0</u>	—
Female	—	—	—	—	<u>3.6</u>	—
Length of Service						
Less than 1 year	<u>3.3</u>	—	<u>3.0</u>	—	<u>3.3</u>	<u>3.3</u>
1-5 years	<u>3.7</u>	—	<u>3.0</u>	—	<u>3.7</u>	<u>3.6</u>
6-10 years	<u>4.4</u>	—	<u>3.7</u>	—	<u>4.1</u>	<u>4.0</u>
Over 10 years	<u>4.4</u>	—	<u>3.9</u>	—	<u>4.4</u>	<u>4.5</u>
Age						
25 years or under	<u>3.1</u>	<u>3.4</u>	<u>2.8</u>	—	<u>3.1</u>	<u>3.3</u>
26-30 years	<u>3.7</u>	<u>3.6</u>	<u>3.2</u>	—	<u>3.7</u>	<u>3.3</u>
31-35 years	<u>3.9</u>	<u>3.6</u>	<u>4.0</u>	—	<u>4.3</u>	<u>4.1</u>
36-40 years	<u>4.3</u>	<u>4.5</u>	<u>3.8</u>	—	<u>4.1</u>	<u>3.9</u>
Over 41 years	<u>4.5</u>	<u>4.2</u>	<u>3.7</u>	—	<u>4.1</u>	<u>4.4</u>

13. How adequate for your needs is the amount of information you get about what is going on in other library departments?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.5</u>	<u>2.6</u>	<u>2.1</u>	<u>2.8</u>	<u>2.8</u>	<u>2.8</u>
Departments							
Acquisitions	All	<u>2.5</u>	—	—	—	—	—
Cataloging	All	<u>2.3</u>	—	—	—	—	—
Reference	All	<u>2.3</u>	—	—	—	—	—
Circulation	All	<u>2.2</u>	—	—	—	—	—
Dept. or Divisional							
Libraries	All	<u>2.7</u>	—	—	—	—	—
Undergrad Library							
if separate	All	<u>3.1</u>	—	—	—	—	—
	Clerical	<u>3.5</u>	—	—	—	—	—
	Professional	<u>2.5</u>	—	—	—	—	—
Other	All	<u>2.4</u>	—	—	—	—	—
Clerical Staff		<u>2.7</u>	—	—	—	—	—
Professional Staff		<u>2.2</u>	—	—	—	—	—

14. How receptive are those above you to
your ideas and suggestions?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.1</u>	<u>3.0</u>	<u>2.8</u>	<u>3.3</u>	<u>3.3</u>	<u>3.1</u>
Departments							
Acquisitions	All	<u>3.0</u>	<u>2.4</u>	<u>2.4</u>	—	<u>3.4</u>	—
	Clerical	—	—	<u>3.0</u>	—	—	—
	Professional	—	—	<u>3.0</u>	—	—	—
	Sub Prof.	—	—	<u>1.4</u>	—	—	—
Cataloging	All	<u>2.6</u>	<u>2.9</u>	<u>2.2</u>	—	<u>2.8</u>	—
	Clerical	—	—	—	—	<u>2.4</u>	—
	Professional	—	—	—	—	<u>3.3</u>	—
Reference	All	<u>2.8</u>	<u>3.5</u>	<u>2.0</u>	—	<u>3.8</u>	—
Circulation	All	<u>3.4</u>	<u>4.5</u>	<u>2.4</u>	—	<u>3.1</u>	—
Dept. or Divisional							
Libraries	All	<u>3.5</u>	<u>3.2</u>	<u>2.9</u>	—	<u>3.7</u>	—
	Clerical	—	—	<u>2.1</u>	—	<u>3.2</u>	—
	Professional	—	—	<u>3.2</u>	—	<u>4.2</u>	—
	Sub Prof.	—	—	<u>3.1</u>	—	—	—
Undergrad Library							
if separate	All	<u>3.6</u>	<u>3.2</u>	—	—	<u>3.3</u>	—
Other	All	<u>2.8</u>	<u>2.3</u>	<u>3.6</u>	—	<u>3.4</u>	—

Question 14. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	<u>3.2</u>	<u>2.7</u>	—	—	<u>3.1</u>	<u>3.0</u>
Professional Staff	<u>2.9</u>	<u>3.3</u>	—	—	<u>3.5</u>	<u>3.3</u>
Age						
25 years or under	—	<u>2.6</u>	—	—	—	—
26-30 years	—	<u>2.8</u>	—	—	—	—
31-35 years	—	<u>3.6</u>	—	—	—	—
36-40 years	—	<u>3.5</u>	—	—	—	—
Over 41 years	—	<u>3.3</u>	—	—	—	—

15. To what extent are you told what
you need to know to do your job
in the best possible way?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.3</u>	<u>3.1</u>	<u>2.8</u>	<u>3.4</u>	<u>3.4</u>	<u>3.4</u>
Departments							
Acquisitions	All	—	—	—	—	—	<u>2.6</u>
Cataloging	All	—	—	—	—	—	<u>3.5</u>
Reference	All	—	—	—	—	—	<u>3.7</u>
Circulation	All	—	—	—	—	—	<u>3.8</u>
Dept. or Divisional							
Libraries	All	—	—	—	—	—	<u>3.2</u>
	Clerical	<u>3.4</u>	—	—	—	—	—
	Professional	<u>2.5</u>	—	—	—	—	—
Undergrad Library							
if separate	All	—	—	—	—	—	<u>2.7</u>
Other	All	—	—	—	—	—	<u>3.7</u>
Clerical Staff		<u>3.5</u>	—	—	—	—	—
Professional Staff		<u>3.0</u>	—	—	—	—	—
Male		<u>2.9</u>	—	—	—	—	—
Female		<u>3.4</u>	—	—	—	—	—

Question 15. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	<u>3.5</u>	___	<u>3.5</u>	___	___	___
1-5 years	<u>3.3</u>	___	<u>2.4</u>	___	___	___
6-10 years	<u>3.4</u>	___	<u>2.7</u>	___	___	___
Over 10 years	<u>2.8</u>	___	<u>2.5</u>	___	___	___

16. How hard do people try to see that their supervisor and her (his) supervisors get full and accurate information about work problems?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.3</u>	<u>3.4</u>	<u>2.9</u>	<u>3.5</u>	<u>3.2</u>	<u>3.2</u>
Departments							
Acquisitions	All	<u>3.4</u>	—	—	—	—	<u>2.6</u>
Cataloging	All	<u>3.0</u>	—	—	—	—	<u>3.2</u>
Reference	All	<u>2.9</u>	—	—	—	—	<u>3.4</u>
Circulation	All	<u>3.2</u>	—	—	—	—	<u>3.6</u>
Dept. or Divisional							
Libraries	All	<u>3.5</u>	—	—	—	—	<u>3.2</u>
Undergrad Library							
if separate	All	<u>3.5</u>	—	—	—	—	<u>3.0</u>
Other	All	<u>3.1</u>	—	—	—	—	—
Clerical Staff		<u>3.4</u>	—	—	—	<u>3.1</u>	—
Professional Staff		<u>3.0</u>	—	—	—	<u>3.5</u>	—
Male		<u>3.0</u>	—	—	—	—	—
Female		<u>3.3</u>	—	—	—	—	—

17. To what extent do you have a feeling of
loyalty toward this library?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.4</u>	<u>3.5</u>	<u>3.2</u>	<u>3.6</u>	<u>3.5</u>	<u>3.4</u>
Departments							
Acquisitions	All	<u>3.0</u>	—	—	—	—	—
Cataloging	All	<u>3.1</u>	—	—	—	—	—
	Clerical	<u>2.6</u>	<u>2.9</u>	—	—	—	—
	Professional	<u>3.5</u>	<u>3.8</u>	—	—	—	—
Reference	All	<u>3.8</u>	—	—	—	—	—
Circulation	All	<u>3.5</u>	—	—	—	—	—
Dept. or Divisional							
Libraries	All	<u>3.7</u>	—	—	—	—	—
Undergrad Library							
if separate	All	<u>3.7</u>	—	—	—	—	—
Other	All	<u>3.6</u>	—	—	—	—	—
	Clerical	—	—	—	—	—	<u>3.3</u>
	Professional	—	—	—	—	—	<u>4.4</u>
Clerical Staff		<u>3.2</u>	—	—	—	<u>3.3</u>	<u>3.1</u>
Professional Staff		<u>3.7</u>	—	—	—	<u>4.0</u>	<u>4.0</u>
Male		—	—	—	—	<u>3.8</u>	—

Question 17. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Female	—	—	—	—	<u>3.4</u>	—
Length of Service						
Less than 1 year	<u>2.9</u>	<u>3.3</u>	<u>2.8</u>	—	<u>3.1</u>	<u>2.8</u>
1-5 years	<u>3.4</u>	<u>3.4</u>	<u>2.9</u>	—	<u>3.4</u>	<u>3.4</u>
6-10 years	<u>4.0</u>	<u>3.9</u>	<u>3.9</u>	—	<u>4.0</u>	<u>3.7</u>
Over 10 years	<u>4.2</u>	<u>4.2</u>	<u>3.7</u>	—	<u>4.4</u>	<u>4.2</u>
Age						
25 years or under	<u>2.8</u>	<u>3.0</u>	<u>2.8</u>	<u>2.7</u>	<u>2.8</u>	<u>2.8</u>
26-30 years	<u>3.3</u>	<u>3.6</u>	<u>2.9</u>	<u>3.7</u>	<u>3.5</u>	<u>3.2</u>
31-35 years	<u>3.7</u>	<u>3.1</u>	<u>3.3</u>	<u>3.5</u>	<u>4.1</u>	<u>3.7</u>
36-40 years	<u>3.8</u>	<u>3.0</u>	<u>3.4</u>	<u>3.9</u>	<u>3.9</u>	<u>3.9</u>
Over 41 years	<u>4.2</u>	<u>4.3</u>	<u>3.7</u>	<u>4.1</u>	<u>4.1</u>	<u>4.2</u>
Highest Educational level—Clericals						
High school	<u>4.0</u>	—	<u>3.8</u>	—	<u>3.5</u>	—
Some college	<u>3.1</u>	—	<u>2.6</u>	—	<u>3.4</u>	—
College degree	<u>3.0</u>	—	—	—	<u>2.7</u>	—
Graduate work or degrees	<u>3.2</u>	—	—	—	<u>3.3</u>	—

18. To what extent do you feel a sense of accomplishment and achievement in your day-to-day work activities?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.1</u>	<u>3.5</u>	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>	<u>3.1</u>
Departments							
Acquisitions	All	—	—	—	—	—	<u>2.9</u>
Cataloging	All	—	—	—	—	—	<u>3.1</u>
	Clerical	—	—	<u>3.3</u>	—	—	—
	Professional	—	—	<u>2.5</u>	—	—	—
	Sub Prof.	—	—	<u>4.0</u>	—	—	—
Reference	All	—	—	—	—	—	<u>3.1</u>
Circulation	All	—	—	—	—	—	<u>2.9</u>
	Clerical	—	—	—	—	—	<u>2.7</u>
	Professional	—	—	—	—	—	<u>5.0</u>
Dept. or Divisional							
Libraries	All	—	—	—	—	—	<u>3.5</u>
	Clerical	—	—	—	—	<u>3.2</u>	—
	Professional	—	—	—	—	<u>4.2</u>	—
Undergrad Library							
if separate	All	—	—	—	—	—	<u>2.3</u>
	Clerical	—	—	—	—	—	<u>1.8</u>
	Professional	—	—	—	—	—	<u>5.0</u>

Question 18. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Other	All	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>3.4</u>
Clerical Staff		<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>3.1</u>	<u>2.9</u>
Professional Staff		<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>3.6</u>	<u>3.5</u>
Length of Service							
Less than 1 year		<u>2.8</u>	<u> </u>	<u> </u>	<u> </u>	<u>2.9</u>	<u>2.8</u>
1-5 years		<u>3.2</u>	<u> </u>	<u> </u>	<u> </u>	<u>3.4</u>	<u>3.0</u>
6-10 years		<u>2.7</u>	<u> </u>	<u> </u>	<u> </u>	<u>3.8</u>	<u>3.5</u>
Over 10 years		<u>2.4</u>	<u> </u>	<u> </u>	<u> </u>	<u>3.4</u>	<u>3.4</u>
Age							
25 years or under		<u>2.8</u>	<u> </u>	<u> </u>	<u> </u>	<u>2.9</u>	<u>2.7</u>
26-30 years		<u>2.9</u>	<u> </u>	<u> </u>	<u> </u>	<u>3.2</u>	<u>2.9</u>
31-35 years		<u>3.3</u>	<u> </u>	<u> </u>	<u> </u>	<u>3.6</u>	<u>3.8</u>
36-40 years		<u>3.5</u>	<u> </u>	<u> </u>	<u> </u>	<u>3.5</u>	<u>3.6</u>
Over 41 years		<u>3.7</u>	<u> </u>	<u> </u>	<u> </u>	<u>3.6</u>	<u>3.4</u>
Highest Educational Level—Clericals							
High school		<u>3.9</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Some college		<u>3.2</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
College degree		<u>2.9</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Graduate work or degrees		<u>2.6</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

19. To what extent do you feel that special effort on your part (work improvement suggestions, an unusually well-done project, etc.) are or would be recognized by the library administration?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.5</u>	<u>2.4</u>	<u>2.4</u>	<u>3.1</u>	<u>2.9</u>	<u>2.5</u>
Departments							
Acquisitions	All	<u>2.3</u>	—	—	<u>2.5</u>	—	—
Cataloging	All	<u>2.1</u>	—	—	<u>2.4</u>	—	—
	Clerical	—	—	—	—	<u>2.4</u>	<u>2.2</u>
	Professional	—	—	—	—	<u>3.0</u>	<u>3.1</u>
Reference	All	<u>2.6</u>	—	—	—	—	—
Circulation	All	<u>2.7</u>	—	—	<u>3.8</u>	—	—
	Clerical	—	—	—	—	—	<u>2.3</u>
	Professional	—	—	—	—	—	<u>4.0</u>
Dept. or Divisional							
Libraries	All	<u>2.9</u>	—	—	<u>3.5</u>	—	—
	Clerical	—	—	<u>1.5</u>	<u>2.8</u>	—	—
	Professional	—	—	<u>3.2</u>	<u>3.8</u>	—	—
	Sub Prof.	—	—	<u>2.2</u>	—	—	—
Undergrad Library							
if separate	All	<u>3.0</u>	—	—	—	—	—

Question 19. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Other	All	<u>2.8</u>	—	—	<u>3.3</u>	—	—
Clerical Staff		—	<u>2.2</u>	<u>2.1</u>	—	<u>2.7</u>	<u>2.2</u>
Professional Staff		—	<u>2.7</u>	<u>2.8</u>	—	<u>3.3</u>	<u>3.0</u>
Sub Professional Staff		—	—	<u>2.0</u>	—	—	—
Male		—	—	—	—	—	<u>3.0</u>
Female		—	—	—	—	—	<u>2.4</u>
Age							
25 years or under		<u>2.3</u>	—	—	—	<u>2.6</u>	<u>2.0</u>
26-30 years		<u>2.4</u>	—	—	—	<u>2.8</u>	<u>2.7</u>
31-35 years		<u>2.5</u>	—	—	—	<u>3.3</u>	<u>2.7</u>
36-40 years		<u>2.7</u>	—	—	—	<u>3.3</u>	<u>3.0</u>
Over 41 years		<u>2.9</u>	—	—	—	<u>3.1</u>	<u>2.9</u>
Highest Educational level—Clericals							
High school		<u>3.1</u>	—	—	—	—	—
Some college		<u>2.2</u>	—	—	—	—	—
College degree		<u>2.7</u>	—	—	—	—	—
Graduate work or degrees		<u>2.3</u>	—	—	—	—	—

20. How much opportunity do you feel
you have for personal growth and/or
advancement in your work?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.4</u>	<u>2.4</u>	<u>2.5</u>	<u>2.8</u>	<u>2.5</u>	<u>2.3</u>
Departments							
Acquisitions	All	—	—	—	—	—	<u>2.0</u>
	Clerical	—	<u>2.0</u>	—	—	—	<u>1.6</u>
	Professional	—	<u>3.1</u>	—	—	—	<u>3.0</u>
Cataloging	All	—	—	—	—	—	<u>2.3</u>
	Clerical	—	—	—	—	—	<u>1.9</u>
	Professional	—	—	—	—	—	<u>2.8</u>
Reference	All	—	—	—	—	—	<u>2.5</u>
	Clerical	—	—	—	—	—	<u>1.7</u>
	Professional	—	—	—	—	—	<u>3.3</u>
Circulation	All	—	—	—	—	—	<u>1.9</u>
Dept. or Divisional							
Libraries	All	—	—	—	—	—	<u>2.6</u>
	Clerical	—	<u>2.0</u>	<u>2.0</u>	—	<u>1.9</u>	<u>2.0</u>
	Professional	—	<u>3.3</u>	<u>3.4</u>	—	<u>3.5</u>	<u>3.2</u>
	Sub Prof.	—	—	<u>2.1</u>	—	—	—

Question 20. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Undergrad Library							
if separate	All	—	—	—	—	—	<u>1.6</u>
	Clerical	<u>1.9</u>	—	—	—	—	<u>1.2</u>
	Professional	<u>3.0</u>	—	—	—	—	<u>4.0</u>
Other	All	—	—	—	—	—	<u>2.5</u>
	Clerical Staff	<u>2.3</u>	<u>2.0</u>	<u>2.1</u>	—	<u>2.2</u>	<u>1.9</u>
	Professional Staff	<u>2.7</u>	<u>2.9</u>	<u>2.9</u>	—	<u>2.9</u>	<u>3.0</u>
	Sub Professional Staff	—	—	<u>2.3</u>	—	—	—
Male		—	—	—	—	<u>2.8</u>	—
Female		—	—	—	—	<u>2.4</u>	—
Length of Service							
	Less than 1 year	—	—	—	—	<u>2.1</u>	<u>2.2</u>
	1-5 years	—	—	—	—	<u>2.5</u>	<u>2.0</u>
	6-10 years	—	—	—	—	<u>2.5</u>	<u>2.5</u>
	Over 10 years	—	—	—	—	<u>3.2</u>	<u>2.8</u>
Age							
	25 years or under	—	<u>2.1</u>	—	—	<u>2.0</u>	<u>1.8</u>
	26-30 years	—	<u>2.1</u>	—	—	<u>2.3</u>	<u>2.2</u>
	31-35 years	—	<u>2.8</u>	—	—	<u>3.0</u>	<u>2.4</u>
	36-40 years	—	<u>2.8</u>	—	—	<u>2.5</u>	<u>2.8</u>
	Over 41 years	—	<u>2.9</u>	—	—	<u>2.9</u>	<u>2.7</u>
Highest Educational level—Clericals							
	High school	<u>2.7</u>	—	—	—	—	—
	Some college	<u>2.2</u>	—	—	—	—	—

Question 20. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
College degree	<u>2.4</u>	___	___	___	___	___
Graduate work or degrees	<u>1.8</u>	___	___	___	___	___

21. How are differences and disagreements between persons or units handled in this library?

1. Disagreements are almost always avoided, denied, or suppressed.
2. Disagreements are often avoided, denied, or suppressed.
3. Sometimes disagreements are accepted and worked through; sometimes they are avoided or suppressed.
4. Disagreements are usually accepted as necessary and desirable and worked through.
5. Disagreements are almost always accepted as necessary and desirable and worked through.

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.8</u>	<u>3.0</u>	<u>2.7</u>	<u>3.2</u>	<u>3.1</u>	<u>2.8</u>
Departments							
Acquisitions	All	<u>2.7</u>	<u>2.7</u>	—	—	<u>3.0</u>	—
Cataloging	All	<u>2.6</u>	<u>3.1</u>	—	—	<u>2.8</u>	—
	Clerical	—	<u>2.6</u>	—	—	<u>2.6</u>	—
	Professional	—	<u>3.7</u>	—	—	<u>3.2</u>	—
Reference	All	<u>3.2</u>	<u>3.3</u>	—	—	<u>3.5</u>	—
Circulation	All	<u>2.9</u>	<u>4.5</u>	—	—	<u>2.9</u>	—
Dept. or Divisional							
Libraries	All	<u>3.3</u>	<u>3.2</u>	—	—	<u>3.4</u>	—
	Clerical	—	—	—	—	<u>2.9</u>	—
	Professional	—	—	—	—	<u>3.8</u>	—
Undergrad Library							
if separate	All	<u>2.9</u>	<u>2.8</u>	—	—	—	—

Question 21. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Other	All	<u>2.5</u>	<u>2.0</u>	—	—	<u>3.3</u>	—
	Clerical	—	—	—	—	—	<u>3.0</u>
	Professional	—	—	—	—	—	<u>2.2</u>
Clerical Staff		—	<u>2.8</u>	—	—	<u>2.9</u>	—
Professional Staff		—	<u>3.3</u>	—	—	<u>3.4</u>	—
Male		—	—	—	—	<u>3.3</u>	<u>3.1</u>
Female		—	—	—	—	<u>3.0</u>	<u>2.7</u>
Length of Service							
	Less than 1 year	—	—	—	—	<u>2.8</u>	<u>2.6</u>
	1-5 years	—	—	—	—	<u>3.1</u>	<u>2.6</u>
	6-10 years	—	—	—	—	<u>2.9</u>	<u>2.9</u>
	Over 10 years	—	—	—	—	<u>3.5</u>	<u>3.2</u>
Age							
	25 years or under	—	—	—	<u>2.6</u>	<u>2.7</u>	<u>2.5</u>
	26-40 years	—	—	—	<u>3.4</u>	<u>3.2</u>	<u>2.6</u>
	31-35 years	—	—	—	<u>3.0</u>	<u>3.3</u>	<u>2.5</u>
	36-40 years	—	—	—	<u>3.5</u>	<u>3.1</u>	<u>3.4</u>
	Over 41 years	—	—	—	<u>3.5</u>	<u>3.4</u>	<u>3.1</u>

22. All in all, how satisfied are you with
your immediate supervisor or superior?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>4.1</u>	<u>3.8</u>	<u>3.9</u>	<u>4.2</u>	<u>3.9</u>	<u>3.9</u>
Departments							
Acquisitions	All	—	—	—	—	—	<u>3.3</u>
Cataloging	All	—	—	—	—	—	<u>3.9</u>
	Clerical	—	<u>3.3</u>	—	—	—	—
	Professional	—	<u>4.4</u>	—	—	—	—
Reference	All	—	—	—	—	—	<u>3.6</u>
Circulation	All	—	—	—	—	—	<u>4.1</u>
Dept. or Divisional							
Libraries	All	—	—	—	—	—	<u>3.7</u>
Undergrad Library							
if separate	All	—	—	—	—	—	<u>3.5</u>
Other	All	—	—	—	—	—	<u>4.4</u>
Clerical Staff		—	<u>3.5</u>	—	—	—	—
Professional Staff		—	<u>4.1</u>	—	—	—	—

Question 22. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	<u>3.3</u>	—	—	—	—
26-30 years	—	<u>4.0</u>	—	—	—	—
31-35 years	—	<u>4.4</u>	—	—	—	—
36-40 years	—	<u>4.0</u>	—	—	—	—
Over 41 years	—	<u>4.1</u>	—	—	—	—

23. All in all, how satisfied are you
with your job?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.6</u>	<u>3.7</u>	<u>3.6</u>	<u>3.7</u>	<u>3.7</u>	<u>3.4</u>
Departments							
Acquisitions	All	—	—	—	—	<u>3.7</u>	<u>3.0</u>
Cataloging	All	—	—	—	—	<u>3.3</u>	<u>3.3</u>
	Clerical	—	—	<u>4.3</u>	—	—	—
	Professional	—	—	<u>3.0</u>	—	—	—
	Sub Prof.	—	—	<u>4.3</u>	—	—	—
Reference	All	—	—	—	—	<u>4.3</u>	<u>3.3</u>
Circulation	All	—	—	—	—	<u>3.5</u>	<u>3.0</u>
Dept. or Divisional							
Libraries	All	—	—	—	—	<u>4.0</u>	<u>3.9</u>
Undergrad Library							
if separate	All	—	—	—	—	<u>3.6</u>	<u>2.7</u>
	Clerical	—	—	—	—	—	<u>2.3</u>
	Professional	—	—	—	—	—	<u>5.0</u>
Other	All	—	—	—	—	<u>4.0</u>	<u>3.9</u>

Question 23. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	<u>3.4</u>	<u>3.5</u>	—	—	—	<u>3.2</u>
Professional Staff	<u>3.8</u>	<u>3.9</u>	—	—	—	<u>3.8</u>
Length of Service						
Less than 1 year	<u>3.4</u>	—	—	—	<u>3.2</u>	<u>3.0</u>
1-5 years	<u>3.6</u>	—	—	—	<u>3.7</u>	<u>3.3</u>
6-10 years	<u>3.9</u>	—	—	—	<u>4.0</u>	<u>3.6</u>
Over 10 years	<u>4.0</u>	—	—	—	<u>4.3</u>	<u>4.0</u>
Age						
25 years or under	<u>3.3</u>	—	—	—	<u>3.4</u>	<u>3.0</u>
26-30 years	<u>3.4</u>	—	—	—	<u>3.4</u>	<u>3.3</u>
31-35 years	<u>3.8</u>	—	—	—	<u>3.8</u>	<u>3.7</u>
36-40 years	<u>3.9</u>	—	—	—	<u>4.0</u>	<u>3.8</u>
Over 41 years	<u>4.1</u>	—	—	—	<u>4.1</u>	<u>3.9</u>
Highest Educational level—Clericals						
High school	<u>4.2</u>	—	—	—	—	<u>3.8</u>
Some college	<u>3.6</u>	—	—	—	—	<u>3.3</u>
College degree	<u>3.1</u>	—	—	—	—	<u>2.8</u>
Graduate work or degrees	<u>3.0</u>	—	—	—	—	<u>2.9</u>

24. All in all, how satisfied are you with opportunities to use your full abilities in this library?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response 3.0 3.1 3.0 3.3 3.0 2.8

Departments

Acquisitions All 2.5 — — — 2.9 2.6

Cataloging All 2.9 — — — 2.8 2.8

Clerical 2.6 — — — — 2.3

Professional 3.3 — — — — 3.3

Reference All 3.6 — — — — 2.9

Clerical — — — — — 1.9

Professional — — — — — 3.9

Circulation All 3.2 — — — 2.7 2.7

Dept. or Divisional

Libraries All 3.3 — — — 3.5 3.1

Clerical — — 2.1 — — —

Professional — — 3.6 — — —

Sub Prof. — — 2.6 — — —

Question 24. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Undergrad Library							
if separate	All	<u>3.0</u>	—	—	—	<u>2.3</u>	<u>2.2</u>
	Clerical	—	—	—	—	—	<u>1.8</u>
	Professional	—	—	—	—	—	<u>5.0</u>
Other	All	<u>3.3</u>	—	—	—	<u>3.2</u>	<u>3.1</u>
Clerical Staff		<u>2.8</u>	<u>2.7</u>	—	—	<u>2.8</u>	<u>2.5</u>
Professional Staff		<u>3.3</u>	<u>3.5</u>	—	—	<u>3.2</u>	<u>3.5</u>
Length of Service							
Less than 1 year		<u>2.7</u>	<u>2.7</u>	—	—	<u>2.5</u>	<u>2.2</u>
1-5 years		<u>3.0</u>	<u>3.0</u>	—	—	<u>2.9</u>	<u>2.6</u>
6-10 years		<u>3.4</u>	<u>3.3</u>	—	—	<u>3.4</u>	<u>3.6</u>
Over 10 years		<u>3.8</u>	<u>3.9</u>	—	—	<u>3.8</u>	<u>3.7</u>
Age							
25 years or under		<u>2.7</u>	<u>2.5</u>	—	—	<u>2.4</u>	<u>2.2</u>
26-30 years		<u>2.8</u>	<u>3.0</u>	—	—	<u>2.8</u>	<u>2.6</u>
31-35 years		<u>3.3</u>	<u>3.6</u>	—	—	<u>3.3</u>	<u>3.1</u>
36-40 years		<u>3.6</u>	<u>3.5</u>	—	—	<u>3.3</u>	<u>3.5</u>
Over 41 years		<u>3.5</u>	<u>3.7</u>	—	—	<u>3.6</u>	<u>3.5</u>
Highest Educational level—Clericals							
High school		<u>3.8</u>	—	<u>3.8</u>	—	—	<u>3.3</u>
Some college		<u>3.0</u>	—	<u>2.5</u>	—	—	<u>2.8</u>
College degree		<u>2.5</u>	—	—	—	—	<u>1.9</u>
Graduate work or degrees		<u>2.1</u>	—	—	—	—	<u>2.0</u>

25. Considering your skills and the effort you put into the work, how satisfied are you with your pay?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

A B C D E E'

Overall response 2.9 2.6 2.7 3.3 3.3 2.9

Departments

Acquisitions Clerical 4.3

Professional 2.8

Sub Prof. 2.4

Cataloging Clerical 2.2 2.3

Professional 3.1 3.3

Dept. or Divisional

Libraries Clerical 2.1 2.7

Professional 3.3 3.5

Clerical Staff 2.3 3.1 2.6

Professional Staff 3.0 3.7 3.2

Length of Service

Less than 1 year 2.8 2.9 2.3

1-5 years 2.9 3.2 2.6

6-10 years 3.0 3.6 3.4

Over 10 years 3.5 4.2 3.7

Question 25. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	—	—	—	<u>2.9</u>	<u>2.3</u>
26-30 years	—	—	—	—	<u>3.1</u>	<u>2.7</u>
31-35 years	—	—	—	—	<u>3.3</u>	<u>2.6</u>
36-40 years	—	—	—	—	<u>3.6</u>	<u>3.6</u>
Over 41 years	—	—	—	—	<u>3.9</u>	<u>3.4</u>
Highest Educational level--Clericals						
High school	<u>3.0</u>	—	—	—	—	<u>3.2</u>
Some college	<u>3.0</u>	—	—	—	—	<u>3.3</u>
College degree	<u>3.0</u>	—	—	—	—	<u>3.1</u>
Graduate work or degrees	<u>2.3</u>	—	—	—	—	<u>1.8</u>

26. To what extent do you enjoy performing the actual day-to-day activities that make up your job?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

A B C D E E'

Overall response 3.3 3.6 3.4 3.6 3.3 3.2

Departments

Cataloging

All

— — — — —

Clerical

2.5 — 4.3 — — 2.8

Professional

3.6 — 2.9 — — 3.5

Sub Prof.

— — 3.7 — — —

Reference

Clerical

— — — — — 2.6

Professional

— — — — — 4.1

Dept. or Divisional

Libraries

Clerical

— — 2.5 — 2.5 —

Professional

— — 3.8 — 3.9 —

Sub Prof.

— — 3.0 — — —

Undergrad Library

if separate

Clerical

— — — — — 2.7

Professional

— — — — — 4.5

Clerical Staff

3.1 3.3 — — 3.2 3.0

Professional Staff

3.6 3.9 — — 3.6 3.7

Question 26. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	<u>3.0</u>	<u>3.3</u>	—	—	<u>2.7</u>	<u>2.7</u>
1-5 years	<u>3.2</u>	<u>3.6</u>	—	—	<u>3.4</u>	<u>3.2</u>
6-10 years	<u>3.8</u>	<u>4.2</u>	—	—	<u>3.7</u>	<u>3.6</u>
Over 10 years	<u>3.9</u>	<u>3.8</u>	—	—	<u>3.9</u>	<u>3.7</u>
Age						
25 years or under	<u>2.8</u>	<u>3.1</u>	—	—	<u>2.9</u>	<u>2.8</u>
26-30 years	<u>3.2</u>	<u>3.7</u>	—	—	<u>3.1</u>	<u>3.1</u>
31-35 years	<u>3.5</u>	<u>3.8</u>	—	—	<u>3.6</u>	<u>3.6</u>
36-40 years	<u>3.9</u>	<u>4.3</u>	—	—	<u>3.7</u>	<u>3.5</u>
Over 41 years	<u>3.9</u>	<u>4.0</u>	—	—	<u>3.8</u>	<u>3.7</u>
Highest Educational level—Clericals						
High school	<u>3.8</u>	—	<u>4.0</u>	—	—	<u>3.6</u>
Some college	<u>2.9</u>	—	<u>2.8</u>	—	—	<u>3.3</u>
College degree	<u>3.0</u>	—	—	—	—	<u>2.6</u>
Graduate work or degrees	<u>2.8</u>	—	—	—	—	<u>2.6</u>

27. How much do you look forward to
coming to work each day?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response 3.0 3.2 3.0 3.2 3.0 2.8

Departments

Acquisitions Clerical 2.8

Professional 3.7

Cataloging Clerical 2.3 4.3

Professional 3.3 2.5

Sub Prof. 3.3

Dept. or Divisional

Libraries Clerical 2.7 2.4 2.5 2.7

Professional 3.6 3.4 3.9 3.2

Sub Prof. 2.4

Undergrad Library

if separate Clerical 1.9

Professional 4.0

Other Clerical 2.8

Professional 3.7

Question 27. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	<u>2.7</u>	<u>2.9</u>	—	—	<u>2.7</u>	<u>2.5</u>
Professional Staff	<u>3.3</u>	<u>3.6</u>	—	—	<u>3.4</u>	<u>3.3</u>
Male	—	—	—	<u>2.0</u>	<u>3.5</u>	—
Female	—	—	—	<u>3.3</u>	<u>2.8</u>	—
Length of Service						
Less than 1 year	<u>2.7</u>	—	—	—	<u>2.6</u>	<u>2.6</u>
1-5 years	<u>2.9</u>	—	—	—	<u>3.0</u>	<u>2.6</u>
6-10 years	<u>3.7</u>	—	—	—	<u>3.4</u>	<u>3.0</u>
Over 10 years	<u>3.5</u>	—	—	—	<u>3.5</u>	<u>3.2</u>
Age						
25 years or under	<u>2.5</u>	<u>2.8</u>	—	—	<u>2.4</u>	<u>2.3</u>
26-30 years	<u>3.0</u>	<u>3.0</u>	—	—	<u>2.8</u>	<u>2.5</u>
31-35 years	<u>3.0</u>	<u>3.4</u>	—	—	<u>3.6</u>	<u>3.3</u>
36-40 years	<u>3.6</u>	<u>4.3</u>	—	—	<u>3.4</u>	<u>3.3</u>
Over 41 years	<u>3.7</u>	<u>3.6</u>	—	—	<u>3.4</u>	<u>3.3</u>
Highest Educational level--Clericals						
High school	<u>3.4</u>	—	—	—	—	—
Some college	<u>2.7</u>	—	—	—	—	—
College degree	<u>2.6</u>	—	—	—	—	—
Graduate work or degrees	<u>2.4</u>	—	—	—	—	—

28. To what extent are there things here
(people, policies, or conditions)
that encourage you to work hard?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.1</u>	<u>3.0</u>	<u>2.8</u>	<u>3.0</u>	<u>3.1</u>	<u>2.9</u>
Departments							
Acquisitions	All	<u>3.0</u>	—	—	—	<u>2.8</u>	—
	Clerical	—	<u>2.4</u>	—	—	—	<u>2.0</u>
	Professional	—	<u>3.6</u>	—	—	—	<u>3.3</u>
Cataloging	All	<u>2.7</u>	—	—	—	<u>2.8</u>	—
	Clerical	—	—	—	—	<u>2.4</u>	—
	Professional	—	—	—	—	<u>3.2</u>	—
Reference	All	<u>3.5</u>	—	—	—	<u>3.6</u>	—
	Clerical	—	—	—	—	—	<u>2.4</u>
	Professional	—	—	—	—	—	<u>4.0</u>
Circulation	All	<u>2.8</u>	—	—	—	<u>3.5</u>	—
Dept. or Divisional							
Libraries	All	<u>3.5</u>	—	—	—	<u>3.5</u>	—
	Clerical	—	—	—	—	<u>3.0</u>	—
	Professional	—	—	—	—	<u>4.0</u>	—

Question 28. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Undergrad Library							
if separate	All	<u>3.1</u>	—	—	—	<u>3.4</u>	—
	Clerical	—	—	—	—	—	<u>2.3</u>
	Professional	—	—	—	—	—	<u>4.5</u>
Other	All	<u>3.1</u>	—	—	—	<u>3.1</u>	—
Clerical Staff		—	<u>2.7</u>	—	—	<u>2.8</u>	<u>2.7</u>
Professional Staff		—	<u>3.3</u>	—	—	<u>3.5</u>	<u>3.3</u>
Male		—	—	—	—	<u>3.4</u>	—
Female		—	—	—	—	<u>3.0</u>	—
Length of Service							
Less than 1 year		—	—	—	—	<u>3.0</u>	—
1-5 years		—	—	—	—	<u>2.9</u>	—
6-10 years		—	—	—	—	<u>3.3</u>	—
Over 10 years		—	—	—	—	<u>3.5</u>	—
Age							
25 years or under		—	<u>2.7</u>	—	—	<u>2.6</u>	<u>2.6</u>
26-30 years		—	<u>2.6</u>	—	—	<u>3.3</u>	<u>2.7</u>
31-35 years		—	<u>3.1</u>	—	—	<u>3.3</u>	<u>2.8</u>
36-40 years		—	<u>3.8</u>	—	—	<u>3.4</u>	<u>3.6</u>
Over 41 years		—	<u>3.5</u>	—	—	<u>3.2</u>	<u>3.2</u>
Highest Educational level—Clericals							
High School		—	—	—	—	<u>2.4</u>	—
Some college		—	—	—	—	<u>3.1</u>	—
College degree		—	—	—	—	<u>2.7</u>	—
Graduate work or degrees		—	—	—	—	<u>3.1</u>	—

29. To what extent do you feel that your pay is related to how much you help the library to operate successfully?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.7</u>	<u>2.4</u>	<u>2.7</u>	<u>2.5</u>	<u>2.9</u>	<u>2.5</u>
Departments							
Acquisitions	All	<u>2.6</u>	—	—	—	—	—
Cataloging	All	<u>2.3</u>	—	—	—	—	—
Reference	All	<u>3.1</u>	—	—	—	—	—
Circulation	All	<u>3.3</u>	—	—	—	—	—
Dept. or Divisional							
Libraries	All	<u>2.8</u>	—	—	—	—	—
	Clerical	—	<u>1.8</u>	<u>2.0</u>	—	<u>2.6</u>	<u>2.2</u>
	Professional	—	<u>3.6</u>	<u>3.4</u>	—	<u>3.7</u>	<u>3.1</u>
	Sub Prof.	—	—	<u>2.3</u>	—	—	—
Undergrad Library							
if separate	All	<u>2.9</u>	—	—	—	—	—
	Clerical	—	—	—	—	—	<u>1.8</u>
	Professional	—	—	—	—	—	<u>4.0</u>
Other	All	<u>3.1</u>	—	—	—	—	—

Question 29. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	—	<u>2.2</u>	—	—	<u>2.7</u>	<u>2.4</u>
Professional Staff	—	<u>2.6</u>	—	—	<u>3.2</u>	<u>2.9</u>
Male	<u>2.3</u>	—	—	—	—	—
Female	<u>2.7</u>	—	—	—	—	—
Length of Service						
Less than 1 year	<u>2.5</u>	—	—	—	<u>2.6</u>	<u>2.2</u>
1-5 years	<u>2.6</u>	—	—	—	<u>2.7</u>	<u>2.3</u>
6-10 years	<u>2.9</u>	—	—	—	<u>3.4</u>	<u>3.1</u>
Over 10 years	<u>3.3</u>	—	—	—	<u>3.6</u>	<u>3.1</u>
Age						
25 years or under	—	—	—	—	<u>2.6</u>	<u>2.1</u>
26-30 years	—	—	—	—	<u>2.5</u>	<u>2.8</u>
31-35 years	—	—	—	—	<u>3.4</u>	<u>2.1</u>
36-40 years	—	—	—	—	<u>3.1</u>	<u>2.8</u>
Over 41 years	—	—	—	—	<u>3.3</u>	<u>3.0</u>
Highest Educational level--Clericals						
High school	<u>3.3</u>	—	—	—	—	—
Some college	<u>2.5</u>	—	—	—	—	—
College degree	<u>2.8</u>	—	—	—	—	—
Graduate work or degrees	<u>2.2</u>	—	—	—	—	—

In general, how much say or influence does each of the following groups of people have on what goes on in your department?

30. Lowest-level supervisors

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.6</u>	<u>2.7</u>	<u>2.5</u>	<u>2.6</u>	<u>2.8</u>	<u>2.7</u>
Departments							
Acquisitions	All	<u>2.7</u>	—	—	—	<u>2.9</u>	<u>2.2</u>
Cataloging	All	<u>2.2</u>	—	—	—	<u>2.3</u>	<u>2.5</u>
Reference	All	<u>2.5</u>	—	—	—	<u>3.1</u>	<u>3.1</u>
Circulation	All	<u>3.0</u>	—	—	—	<u>3.8</u>	<u>3.3</u>
Dept. or Divisional							
Libraries	All	<u>3.1</u>	—	—	—	<u>2.6</u>	<u>2.9</u>
Undergrad Library							
if separate	All	<u>2.6</u>	—	—	—	<u>2.8</u>	<u>2.8</u>
Other	All	<u>2.6</u>	—	—	—	<u>2.7</u>	<u>2.6</u>
	Clerical	—	—	—	—	—	<u>2.7</u>
	Professional	—	—	—	—	—	<u>1.9</u>
Clerical Staff		<u>2.9</u>	—	—	—	—	—
Professional Staff		<u>2.3</u>	—	—	—	—	—

Question 30. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	—	—	<u>2.7</u>	—	—
26-30 years	—	—	—	<u>3.7</u>	—	—
31-35 years	—	—	—	<u>2.5</u>	—	—
36-40 years	—	—	—	<u>2.3</u>	—	—
Over 41 years	—	—	—	<u>2.1</u>	—	—
Highest Educational level—Clericals						
High school	—	<u>3.5</u>	—	—	—	—
Some college	—	<u>2.6</u>	—	—	—	—
College degree	—	<u>2.0</u>	—	—	—	—
Graduate work or degrees	—	<u>3.2</u>	—	—	—	—

31. Head administrators (Director,
Associate and Assistant Directors)

To a very little extent
1
To a little extent
2
To some extent
3
To a great extent
4
To a very great extent
5

Libraries

A B C D E E'

Overall response

3.8 3.9 3.6 4.2 3.8 3.5

Departments

Acquisitions

All

— — — — 3.7 —

Cataloging

All

— — — — 4.0 —

Reference

All

— — — — 3.5 —

Circulation

All

— — — — 4.1 —

Dept. or Divisional

Libraries

All

— — — — 3.0 —

Undergrad Library

if separate

All

— — — — 4.0 —

Other

All

— — — — 4.1 —

Clerical Staff

— — — — — 3.7

Professional Staff

— — — — — 3.2

Male

3.3 — — — — —

Female

3.9 — — — — —

Question 31. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	—	—	—	<u>4.0</u>	—	—
1-5 years	—	—	—	<u>4.3</u>	—	—
6-10 years	—	—	—	<u>3.3</u>	—	—
Over 10 years	—	—	—	<u>4.9</u>	—	—

32. Employees (people who have no subordinates)

		To a very little extent To a little extent To some extent To a great extent To a very great extent 1 2 3 4 5					
		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>1.9</u>	<u>1.8</u>	<u>1.7</u>	<u>2.0</u>	<u>2.0</u>	<u>2.0</u>
Departments							
Acquisitions	All	<u>1.8</u>	<u>1.5</u>	—	—	—	<u>1.5</u>
Cataloging	All	<u>1.4</u>	<u>1.6</u>	—	—	—	<u>1.9</u>
	Clerical	<u>1.6</u>	—	—	—	—	<u>1.6</u>
	Professional	<u>1.3</u>	—	—	—	—	<u>2.1</u>
Reference	All	<u>1.7</u>	<u>2.4</u>	—	—	—	<u>2.4</u>
Circulation	All	<u>1.9</u>	<u>1.5</u>	—	—	—	<u>2.3</u>
Dept. or Divisional							
Libraries	All	<u>2.3</u>	<u>2.0</u>	—	—	—	<u>2.3</u>
Undergrad Library							
if separate	All	<u>2.0</u>	<u>1.2</u>	—	—	—	<u>2.2</u>
Other	All	<u>2.0</u>	<u>2.0</u>	—	—	—	<u>1.8</u>
Clerical Staff		—	<u>1.6</u>	—	—	—	<u>1.9</u>
Professional Staff		—	<u>2.1</u>	—	—	—	<u>2.2</u>

Question 32. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	—	<u>1.6</u>	—	—	—	<u>1.9</u>
1-5 years	—	<u>1.7</u>	—	—	—	<u>2.0</u>
6-10 years	—	<u>1.9</u>	—	—	—	<u>2.1</u>
Over 10 years	—	<u>2.4</u>	—	—	—	<u>2.4</u>
Age						
25 years or under	—	<u>1.6</u>	—	—	—	—
26-30 years	—	<u>1.5</u>	—	—	—	—
31-35 years	—	<u>1.9</u>	—	—	—	—
36-40 years	—	<u>2.3</u>	—	—	—	—
Over 41 years	—	<u>2.1</u>	—	—	—	—

33. Major department heads

		1 To a very little extent 2 To a little extent 3 To some extent 4 To a great extent 5 To a very great extent					
		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.6</u>	<u>3.5</u>	<u>3.4</u>	<u>3.4</u>	<u>3.6</u>	<u>3.6</u>
Departments							
Acquisitions	All	<u>3.3</u>	—	—	—	—	—
Cataloging	All	<u>3.9</u>	—	—	—	—	—
	Clerical	—	—	—	<u>3.8</u>	—	—
	Professional	—	—	—	<u>2.2</u>	—	—
Reference	All	<u>4.2</u>	—	—	—	—	—
Circulation	All	<u>3.7</u>	—	—	—	—	—
Dept. or Divisional							
Libraries	All	<u>3.4</u>	—	—	—	—	—
Undergrad Library							
if separate	All	<u>3.9</u>	—	—	—	—	—
Other	All	<u>3.2</u>	—	—	—	—	—
Male		—	<u>2.8</u>	—	—	—	—
Female		—	<u>3.6</u>	—	—	—	—

34. In general, how much say or influence
do you have on what goes on in your
work group?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.6</u>	<u>2.7</u>	<u>2.2</u>	<u>2.4</u>	<u>2.4</u>	<u>2.6</u>
Departments							
Acquisitions	All	<u>2.2</u>	—	—	—	<u>2.3</u>	—
	Clerical	—	—	<u>2.0</u>	—	<u>2.1</u>	—
	Professional	—	—	<u>3.6</u>	—	<u>2.8</u>	—
	Sub Prof.	—	—	<u>1.8</u>	—	—	—
Cataloging	All	<u>2.0</u>	—	—	—	<u>2.0</u>	—
	Clerical	—	—	—	—	<u>1.8</u>	<u>1.8</u>
	Professional	—	—	—	—	<u>2.3</u>	<u>2.8</u>
Reference	All	<u>2.4</u>	—	—	—	<u>2.8</u>	—
	Clerical	—	—	—	—	—	<u>2.1</u>
	Professional	—	—	—	—	—	<u>3.6</u>
Circulation	All	<u>3.2</u>	—	—	—	<u>2.9</u>	—
	Clerical	—	—	—	—	—	<u>2.5</u>
	Professional	—	—	—	—	—	<u>4.5</u>

Question 34. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Dept. or Divisional							
Libraries	All	<u>3.4</u>	—	—	—	<u>3.0</u>	—
	Clerical	<u>3.0</u>	—	<u>1.3</u>	—	<u>2.3</u>	<u>2.4</u>
	Professional	<u>4.1</u>	—	<u>2.8</u>	—	<u>3.6</u>	<u>3.4</u>
	Sub Prof.	—	—	<u>2.2</u>	—	—	—
Undergrad Library							
if separate	All	<u>2.8</u>	—	—	—	<u>2.6</u>	—
Other	All	<u>2.4</u>	—	—	—	<u>2.6</u>	—
	Clerical	—	—	—	—	—	<u>2.4</u>
	Professional	—	—	—	—	—	<u>3.8</u>
Clerical Staff		<u>2.4</u>	<u>2.4</u>	<u>1.6</u>	<u>2.1</u>	<u>2.2</u>	<u>2.2</u>
Professional Staff		<u>2.8</u>	<u>3.0</u>	<u>2.7</u>	<u>2.8</u>	<u>2.9</u>	<u>3.2</u>
Sub Professional Staff		—	—	<u>2.0</u>	—	—	—
Male		—	—	—	<u>3.7</u>	<u>2.8</u>	<u>3.1</u>
Female		—	—	—	<u>2.4</u>	<u>2.3</u>	<u>2.5</u>
Length of Service							
Less than 1 year		<u>2.0</u>	<u>2.4</u>	<u>1.8</u>	—	<u>2.0</u>	<u>2.1</u>
1-5 years		<u>2.8</u>	<u>2.4</u>	<u>2.0</u>	—	<u>2.4</u>	<u>2.4</u>
6-10 years		<u>2.9</u>	<u>3.1</u>	<u>2.7</u>	—	<u>2.5</u>	<u>3.0</u>
Over 10 years		<u>3.1</u>	<u>3.7</u>	<u>2.6</u>	—	<u>3.3</u>	<u>3.1</u>
Age							
25 years or under		<u>2.3</u>	<u>2.2</u>	<u>1.6</u>	—	<u>2.0</u>	<u>2.2</u>
26-30 years		<u>2.6</u>	<u>2.3</u>	<u>2.1</u>	—	<u>2.4</u>	<u>2.6</u>
31-35 years		<u>2.6</u>	<u>2.9</u>	<u>3.0</u>	—	<u>2.9</u>	<u>2.4</u>
36-40 years		<u>3.0</u>	<u>3.5</u>	<u>2.9</u>	—	<u>2.6</u>	<u>3.0</u>
Over 41 years		<u>2.9</u>	<u>3.3</u>	<u>2.6</u>	—	<u>2.8</u>	<u>2.9</u>

35. How are objectives set in this library?

1. Objectives are announced with no opportunity to raise questions or give comments.
2. Objectives are announced and explained and an opportunity is then given to ask questions.
3. Objectives are drawn up, but are discussed with subordinates and sometimes modified before being issued.
4. Specific alternative objectives are drawn up by supervisors and subordinates are asked to discuss them and indicate the one they think is best.
5. Problems are presented to those persons who are involved, and the objectives felt to be best are then set by the subordinates and the supervisor jointly, by group participation and discussion.

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.4</u>	<u>2.6</u>	<u>2.5</u>	<u>2.6</u>	<u>2.5</u>	<u>2.8</u>
Departments							
Acquisitions	All	<u>2.4</u>	___	<u>2.2</u>	___	<u>2.5</u>	___
Cataloging	All	<u>1.8</u>	___	<u>2.2</u>	___	<u>2.2</u>	___
	Clerical	___	___	___	<u>1.3</u>	___	___
	Professional	___	___	___	<u>2.8</u>	___	___
Reference	All	<u>2.3</u>	___	<u>3.0</u>	___	<u>3.8</u>	___
Circulation	All	<u>2.5</u>	___	<u>2.5</u>	___	<u>2.7</u>	___
Dept. or Divisional							
Libraries	All	<u>2.9</u>	___	<u>2.6</u>	___	<u>2.8</u>	___

Question 35. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Undergrad Library							
if separate	All	<u>2.9</u>	—	—	—	<u>2.7</u>	—
	Clerical	—	—	—	—	—	<u>2.2</u>
	Professional	—	—	—	—	—	<u>4.0</u>
Other	All	<u>2.4</u>	—	<u>4.2</u>	—	<u>2.4</u>	—

36. To what extent do you have an opportunity
to help set your own performance goals and
to evaluate your own work?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.4</u>	<u>3.3</u>	<u>3.3</u>	<u>3.2</u>	<u>3.5</u>	<u>3.3</u>
Departments							
Acquisitions	All	<u>3.2</u>	—	—	<u>3.4</u>	—	—
Cataloging	All	<u>3.1</u>	—	—	<u>2.5</u>	—	—
	Clerical	—	—	—	<u>1.9</u>	—	—
	Professional	—	—	—	<u>3.3</u>	—	—
Reference	All	<u>3.8</u>	—	—	—	—	—
	Clerical	—	—	—	—	—	<u>2.5</u>
	Professional	—	—	—	—	—	<u>4.3</u>
Circulation	All	<u>3.4</u>	—	—	<u>2.3</u>	—	—
Dept. or Divisional							
Libraries	All	<u>3.8</u>	—	—	<u>3.8</u>	—	—
	Clerical	—	—	—	—	—	<u>3.0</u>
	Professional	—	—	—	—	—	<u>3.8</u>
Undergrad Library							
if separate	All	<u>3.4</u>	—	—	—	—	—
Other	All	<u>3.3</u>	—	—	<u>3.1</u>	—	—

Question 36. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	—	—	—	<u>2.8</u>	—	<u>3.0</u>
Professional Staff	—	—	—	<u>3.7</u>	—	<u>3.7</u>
Length of Service						
Less than 1 year	—	—	—	—	—	<u>2.8</u>
1-5 years	—	—	—	—	—	<u>3.3</u>
6-10 years	—	—	—	—	—	<u>3.4</u>
Over 10 years	—	—	—	—	—	<u>3.7</u>
Age						
25 years or under	—	—	<u>2.9</u>	—	<u>3.4</u>	<u>2.9</u>
26-30 years	—	—	<u>4.1</u>	—	<u>3.3</u>	<u>3.3</u>
31-35 years	—	—	<u>2.7</u>	—	<u>3.1</u>	<u>3.1</u>
36-40 years	—	—	<u>3.3</u>	—	<u>3.2</u>	<u>3.7</u>
Over 41 years	—	—	<u>3.4</u>	—	<u>3.9</u>	<u>3.6</u>

37. In this library, to what extent are decisions made at those levels where the most adequate and accurate information is available?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response 2.9 2.8 2.9 3.3 3.1 2.8

Departments

Acquisitions All 2.6 2.2 — 3.1 — —

Cataloging All 2.5 2.8 — 2.7 — —

Reference All 3.2 2.9 — — — —

Circulation All 3.1 4.0 — 3.0 — —

Dept. or Divisional

Libraries All 3.3 4.0 — 3.0 — —

Undergrad Library

if separate All 3.2 3.0 — — — —

Clerical — — — — — 2.3

Professional — — — — — 4.5

Other All 3.0 3.4 — 3.9 — —

Clerical — — — — — 3.3

Professional — — — — — 2.0

Question 37. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	—	—	—	—	<u>3.0</u>	<u>2.8</u>
Professional Staff	—	—	—	—	<u>3.3</u>	<u>3.2</u>
Male	—	—	—	—	<u>3.5</u>	—
Female	—	—	—	—	<u>3.0</u>	—
Length of Service						
Less than 1 year	—	—	—	—	<u>3.0</u>	<u>2.9</u>
1-5 years	—	—	—	—	<u>3.0</u>	<u>2.7</u>
6-10 years	—	—	—	—	<u>3.4</u>	<u>2.9</u>
Over 10 years	—	—	—	—	<u>3.6</u>	<u>3.4</u>
Age						
25 years or under	—	—	—	—	<u>2.9</u>	<u>2.5</u>
26-30 years	—	—	—	—	<u>3.1</u>	<u>2.9</u>
31-35 years	—	—	—	—	<u>3.0</u>	<u>2.8</u>
36-40 years	—	—	—	—	<u>3.2</u>	<u>3.3</u>
Over 41 years	—	—	—	—	<u>3.5</u>	<u>3.4</u>
Highest Educational level—Clericals						
High school	—	<u>2.6</u>	—	—	—	—
Some college	—	<u>3.3</u>	—	—	—	—
College degree	—	<u>2.2</u>	—	—	—	—
Graduate work or degrees	—	<u>2.9</u>	—	—	—	—

38. When decisions are being made, to what extent are the persons affected asked for their ideas?

To a very little extent
1
To a little extent
2
To some extent
3
To a great extent
4
To a very great extent
5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.5</u>	<u>2.5</u>	<u>2.4</u>	<u>2.9</u>	<u>2.8</u>	<u>2.7</u>
Departments							
Acquisitions	All	<u>2.3</u>	<u>1.8</u>	—	<u>2.7</u>	<u>2.8</u>	—
Cataloging	All	<u>2.0</u>	<u>2.7</u>	—	<u>2.1</u>	<u>2.4</u>	—
	Clerical	—	<u>2.3</u>	<u>3.7</u>	—	—	—
	Professional	—	<u>3.2</u>	<u>1.8</u>	—	—	—
	Sub Prof.	—	—	<u>1.6</u>	—	—	—
Reference	All	<u>2.4</u>	<u>2.9</u>	—	—	<u>3.3</u>	—
Circulation	All	<u>2.5</u>	<u>3.5</u>	—	<u>2.5</u>	<u>3.4</u>	—
Dept. or Divisional							
Libraries	All	<u>3.2</u>	<u>2.7</u>	—	<u>3.3</u>	<u>2.9</u>	—
Undergrad Library							
if separate	All	<u>3.0</u>	<u>2.6</u>	—	—	<u>2.8</u>	—
	Clerical	—	—	—	—	—	<u>2.6</u>
	Professional	—	—	—	—	—	<u>4.5</u>
Other	All	<u>2.3</u>	<u>1.8</u>	—	<u>3.6</u>	<u>2.7</u>	—
	Clerical	—	—	—	—	—	<u>3.1</u>
	Professional	—	—	—	—	—	<u>1.8</u>

Question 38. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	—	<u>2.3</u>	—	—	—	—
Professional Staff	—	<u>2.8</u>	—	—	—	—

39. People at all levels of a library usually have know-how that could be of use to decision-makers. To what extent is information widely shared in this library so that those who make decisions have access to all available know-how?

available know-how?		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.3</u>	<u>2.3</u>	<u>2.3</u>	<u>2.9</u>	<u>2.7</u>	<u>2.6</u>
Departments							
Acquisitions	All	<u>2.2</u>	<u>1.8</u>	—	<u>2.5</u>	—	—
	Clerical	—	—	<u>3.7</u>	—	—	—
	Professional	—	—	<u>2.2</u>	—	—	—
	Sub Prof.	—	—	<u>1.6</u>	—	—	—
Cataloging	All	<u>1.9</u>	<u>2.4</u>	—	<u>2.4</u>	—	—
Reference	All	<u>2.0</u>	<u>2.6</u>	—	—	—	—
	Clerical	—	—	—	—	—	<u>1.6</u>
	Professional	—	—	—	—	—	<u>2.7</u>
Circulation	All	<u>2.4</u>	<u>3.5</u>	—	<u>2.7</u>	—	—
Dept. or Divisional							
Libraries	All	<u>3.0</u>	<u>2.7</u>	—	<u>3.4</u>	—	—
	Clerical	—	—	—	—	—	<u>2.6</u>
	Professional	—	—	—	—	—	<u>3.4</u>
Undergrad Library							
if separate	All	<u>2.7</u>	<u>2.2</u>	—	—	—	—

Question 39. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical	—	—	—	—	—	<u>2.1</u>
Professional	—	—	—	—	—	<u>4.5</u>
Other						
All	<u>2.2</u>	<u>2.2</u>	—	<u>3.0</u>	—	—
Clerical	—	—	—	—	—	<u>2.9</u>
Professional	—	—	—	—	—	<u>1.6</u>
Clerical Staff	—	—	—	—	—	<u>2.4</u>
Professional Staff	—	—	—	—	—	<u>2.8</u>
Age						
25 years or under	—	—	—	—	—	<u>2.3</u>
26-30 years	—	—	—	—	—	<u>2.5</u>
31-35 years	—	—	—	—	—	<u>2.5</u>
36-40 years	—	—	—	—	—	<u>3.0</u>
Over 41 years	—	—	—	—	—	<u>2.8</u>

40. To what extent are the persons who make decisions aware of problems at lower levels in the library?

		To a very little extent To a little extent To some extent To a great extent To a very great extent 1 2 3 4 5					
		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.5</u>	<u>2.5</u>	<u>2.5</u>	<u>2.9</u>	<u>2.7</u>	<u>2.4</u>
Departments							
Acquisitions	All	<u>2.2</u>	<u>2.0</u>	—	<u>2.7</u>	<u>2.6</u>	<u>2.1</u>
Cataloging	All	<u>2.1</u>	<u>2.6</u>	—	<u>2.0</u>	<u>2.4</u>	<u>2.3</u>
Reference	All	<u>2.5</u>	<u>2.6</u>	—	—	<u>3.1</u>	<u>2.2</u>
Circulation	All	<u>2.1</u>	<u>4.0</u>	—	<u>2.8</u>	<u>3.2</u>	<u>2.6</u>
Dept. or Divisional							
Libraries	All	<u>3.0</u>	<u>2.8</u>	—	<u>3.3</u>	<u>2.7</u>	<u>3.0</u>
	Clerical	—	—	—	—	—	<u>2.5</u>
	Professional	—	—	—	—	—	<u>3.5</u>
Undergrad Library							
if separate	All	<u>3.1</u>	<u>2.8</u>	—	—	<u>2.6</u>	<u>2.0</u>
	Clerical	—	—	—	—	—	<u>1.7</u>
	Professional	—	—	—	—	—	<u>4.0</u>
Other	All	<u>2.3</u>	<u>1.8</u>	—	<u>3.1</u>	<u>3.1</u>	<u>2.3</u>

Question 40. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	—	—	—	—	<u>2.2</u>
26-30 years	—	—	—	—	—	<u>2.2</u>
31-35 years	—	—	—	—	—	<u>2.7</u>
36-40 years	—	—	—	—	—	<u>2.9</u>
Over 41 years	—	—	—	—	—	<u>2.7</u>

41. To what extent do persons in different departments plan together and coordinate their efforts?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.5</u>	<u>2.4</u>	<u>2.2</u>	<u>3.1</u>	<u>2.6</u>	<u>2.8</u>
Departments							
Acquisitions	All	<u>2.4</u>	—	—	—	—	—
	Clerical	—	—	<u>3.3</u>	—	—	<u>2.1</u>
	Professional	—	—	<u>2.2</u>	—	—	<u>3.3</u>
	Sub Prof.	—	—	<u>1.0</u>	—	—	—
Cataloging	All	<u>2.2</u>	—	—	—	—	—
	Clerical	—	—	—	—	<u>2.2</u>	—
	Professional	—	—	—	—	<u>3.0</u>	—
Reference	All	<u>2.3</u>	—	—	—	—	—
Circulation	All	<u>2.5</u>	—	—	—	—	—
Dept. or Divisional							
Libraries	All	<u>2.8</u>	—	—	—	—	—
	Clerical	—	—	<u>1.3</u>	—	—	—
	Professional	—	—	<u>2.5</u>	—	—	—
	Sub Prof.	—	—	<u>2.2</u>	—	—	—
Undergrad Library							
if separate	All	<u>2.9</u>	—	—	—	—	—

Question 41. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Other	All	<u>2.1</u>	—	—	—	—	—
Clerical Staff		—	—	—	—	<u>2.4</u>	<u>2.6</u>
Professional Staff		—	—	—	—	<u>3.0</u>	<u>3.1</u>
Male		—	—	—	—	<u>3.0</u>	—
Female		—	—	—	—	<u>2.5</u>	—
Length of Service							
Less than 1 year		—	—	—	—	<u>2.5</u>	—
1-5 years		—	—	—	—	<u>2.6</u>	—
6-10 years		—	—	—	—	<u>2.7</u>	—
Over 10 years		—	—	—	—	<u>3.2</u>	—
Age							
25 years or under		—	—	—	—	<u>2.2</u>	<u>2.5</u>
26-30 years		—	—	—	—	<u>2.8</u>	<u>2.8</u>
31-35 years		—	—	—	—	<u>2.6</u>	<u>2.7</u>
36-40 years		—	—	—	—	<u>2.7</u>	<u>3.3</u>
Over 41 years		—	—	—	—	<u>3.1</u>	<u>3.1</u>

42. To what extent are communications from the library administration giving reasons for certain policies, rules, procedures, etc. generally reasonable and convincing to you.

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
		Libraries				
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Overall response		<u>2.8</u>	<u>2.9</u>	<u>2.6</u>	<u>3.3</u>	<u>3.2</u>
Departments						
Acquisitions	Clerical	—	—	—	—	<u>1.9</u>
	Professional	—	—	—	—	<u>2.8</u>
Cataloging	Clerical	—	—	—	—	<u>2.4</u>
	Professional	—	—	—	—	<u>3.2</u>
Clerical Staff		—	—	—	—	<u>3.1</u>
Professional Staff		—	—	—	—	<u>3.4</u>
Male		—	—	—	—	<u>3.1</u>
Female		—	—	—	—	<u>2.6</u>
Age						
25 years or under		—	—	—	—	<u>2.3</u>
26-30 years		—	—	—	—	<u>2.5</u>
31-35 years		—	—	—	—	<u>2.3</u>
36-40 years		—	—	—	—	<u>3.7</u>
Over 41 years		—	—	—	—	<u>3.1</u>

Question 42. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Highest Educational level—Clericals						
High school	—	—	—	<u>3.3</u>	<u>3.0</u>	—
Some college	—	—	—	<u>2.8</u>	<u>3.4</u>	—
College degree	—	—	—	<u>3.8</u>	<u>3.1</u>	—
Graduate work or degrees	—	—	—	<u>5.0</u>	<u>2.6</u>	—

43. Which of the following best describes the manner in which problems between departments are generally resolved?

1. Little is done about these problems—they continue to exist.
2. Little is done about these problems—they work themselves out with time.
3. The problems are appealed to a higher level in the organization—but often are still not resolved.
4. The problems are appealed to a higher level in the organization—and are usually resolved there.
5. The problems are worked out at the level where they appear through mutual effort and understanding.

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.0</u>	<u>3.0</u>	<u>2.7</u>	<u>3.6</u>	<u>3.4</u>	<u>3.4</u>
Departments							
Undergrad Library							
if separate	Clerical	—	—	—	—	—	<u>2.4</u>
	Professional	—	—	—	—	—	<u>5.0</u>
Length of Service							
Less than 1 year		—	—	—	—	<u>3.2</u>	—
1-5 years		—	—	—	—	<u>3.3</u>	—
6-10 years		—	—	—	—	<u>3.1</u>	—
Over 10 years		—	—	—	—	<u>4.1</u>	—

PLEASE ANSWER QUESTIONS 40 THRU 68 ABOUT YOUR
SUPERVISOR/SUPERIOR, THE PERSON TO WHOM YOU
REPORT DIRECTLY.

44. When your supervisor has problems related to
the work, to what extent does he/she use group
meetings to talk things over with his/her sub-
ordinates and get their ideas?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.9</u>	<u>3.3</u>	<u>2.3</u>	<u>3.3</u>	<u>3.0</u>	<u>3.1</u>
Departments							
Acquisitions	All	<u>3.2</u>	<u>3.1</u>	—	—	<u>3.1</u>	<u>2.8</u>
Cataloging	All	<u>2.1</u>	<u>3.3</u>	—	—	<u>2.3</u>	<u>2.5</u>
	Clerical	—	—	<u>4.0</u>	<u>2.0</u>	—	—
	Professional	—	—	<u>1.7</u>	<u>3.7</u>	—	—
	Sub Prof.	—	—	<u>2.4</u>	—	—	—
Reference	All	<u>1.6</u>	<u>3.4</u>	—	—	<u>4.2</u>	<u>3.3</u>
Circulation	All	<u>2.9</u>	<u>4.5</u>	—	—	<u>3.1</u>	<u>3.2</u>
Dept. or Divisional							
Libraries	All	<u>3.2</u>	<u>2.8</u>	—	—	<u>3.1</u>	<u>3.1</u>
Undergrad Library							
if separate	All	<u>3.4</u>	<u>4.4</u>	—	—	<u>3.2</u>	<u>3.7</u>
Other	All	<u>3.3</u>	<u>3.2</u>	—	—	<u>3.0</u>	<u>3.4</u>
Clerical Staff		<u>3.1</u>	<u>3.1</u>	—	<u>2.8</u>	—	—
Professional Staff		<u>2.6</u>	<u>3.6</u>	—	<u>3.8</u>	—	—

45. How friendly and easy to approach
is your supervisor now?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>4.2</u>	<u>4.1</u>	<u>3.5</u>	<u>4.1</u>	<u>4.0</u>	<u>4.0</u>
Departments							
Acquisitions	All	—	—	<u>3.7</u>	—	<u>4.1</u>	<u>3.5</u>
Cataloging	All	—	—	<u>2.7</u>	—	<u>3.6</u>	<u>3.9</u>
Reference	All	—	—	<u>3.0</u>	—	<u>4.5</u>	<u>4.1</u>
Circulation	All	—	—	<u>3.4</u>	—	<u>3.7</u>	<u>4.1</u>
Dept. or Divisional							
Libraries	All	—	—	<u>3.8</u>	—	<u>4.3</u>	<u>3.7</u>
Undergrad Library							
if separate	All	—	—	—	—	<u>4.4</u>	<u>3.8</u>
Other	All	—	—	<u>4.6</u>	—	<u>4.2</u>	<u>4.4</u>
Clerical Staff		—	<u>3.9</u>	—	—	—	—
Professional Staff		—	<u>4.3</u>	—	—	—	—
Age							
25 years or under		—	<u>3.7</u>	—	—	—	<u>3.8</u>
26-30 years		—	<u>4.3</u>	—	—	—	<u>3.3</u>
31-35 years		—	<u>4.3</u>	—	—	—	<u>4.2</u>

Question 45.(continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
36-40 years	___	<u>4.8</u>	___	___	___	<u>4.4</u>
Over 41 years	___	<u>4.4</u>	___	___	___	<u>4.3</u>

46. This is how I'd like it to be in the future.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response

4.2 4.6 4.0 4.1 4.2 3.9

47. When you talk with your supervisor
to what extent does he/she pay
attention to what you're saying?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>4.1</u>	<u>4.1</u>	<u>3.8</u>	<u>4.2</u>	<u>4.0</u>	<u>3.9</u>
Departments							
Acquisitions	All	—	<u>3.6</u>	—	—	—	<u>3.7</u>
Cataloging	All	—	<u>4.3</u>	—	—	—	<u>3.9</u>
Reference	All	—	<u>4.5</u>	—	—	—	<u>3.9</u>
Circulation	All	—	<u>5.0</u>	—	—	—	<u>4.2</u>
Dept. or Divisional							
Libraries	All	—	<u>3.9</u>	—	—	—	<u>3.5</u>
Undergrad Library							
if separate	All	—	<u>4.6</u>	—	—	—	<u>3.5</u>
Other	All	—	<u>3.3</u>	—	—	—	<u>4.3</u>
Clerical Staff		—	<u>3.8</u>	—	—	—	—
Professional Staff		—	<u>4.3</u>	—	—	—	—

48. This is how I'd like it to be.

1 To a very little extent
 2 To a little extent
 3 To some extent
 4 To a great extent
 5 To a very great extent

Libraries

A B C D E E'

Overall response

4.3 4.6 4.1 4.3 4.2 4.1

49. To what extent is your supervisor
willing to listen to your problems?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>4.2</u>	<u>4.1</u>	<u>3.8</u>	<u>4.1</u>	<u>4.0</u>	<u>3.9</u>
Departments							
Acquisitions	All	—	—	—	—	<u>4.0</u>	<u>3.5</u>
Cataloging	All	—	—	—	—	<u>3.6</u>	<u>3.9</u>
Reference	All	—	—	—	—	<u>4.4</u>	<u>4.0</u>
Circulation	All	—	—	—	—	<u>4.1</u>	<u>4.1</u>
Dept. or Divisional							
Libraries	All	—	—	—	—	<u>4.3</u>	<u>3.6</u>
	Clerical	—	—	—	—	—	<u>3.2</u>
	Professional	—	—	—	—	—	<u>4.1</u>
Undergrad Library							
if separate	All	—	—	—	—	<u>3.9</u>	<u>3.9</u>
Other	All	—	—	—	—	<u>4.3</u>	<u>4.5</u>
Clerical Staff		—	<u>3.9</u>	—	—	—	<u>3.8</u>
Professional Staff		—	<u>4.3</u>	—	—	—	<u>4.2</u>

Question 49. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	—	—	—	—	—	<u>3.6</u>
1-5 years	—	—	—	—	—	<u>3.9</u>
6-10 years	—	—	—	—	—	<u>4.1</u>
Over 10 years	—	—	—	—	—	<u>4.4</u>
Age						
25 years or under	—	<u>3.7</u>	—	—	—	<u>3.8</u>
26-30 years	—	<u>4.1</u>	—	—	—	<u>3.6</u>
31-35 years	—	<u>4.4</u>	—	—	—	<u>3.9</u>
36-40 years	—	<u>4.5</u>	—	—	—	<u>4.3</u>
Over 41 years	—	<u>4.4</u>	—	—	—	<u>4.3</u>

50. This is how I'd like it to be.

To a very little extent
 To a little extent
 To some extent
 To a great extent
 To a very great extent

1 2 3 4 5

Libraries

A B C D E E'

Overall response

4.3 4.5 4.1 4.2 4.2 4.0

51. How much does your supervisor encourage people to give their best effort?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.6</u>	<u>3.6</u>	<u>3.1</u>	<u>3.8</u>	<u>3.4</u>	<u>3.4</u>
Departments							
Acquisitions	All	—	—	—	—	<u>3.2</u>	<u>2.8</u>
Cataloging	All	—	—	—	—	<u>3.1</u>	<u>3.4</u>
	Clerical	—	—	<u>4.7</u>	<u>2.8</u>	—	—
	Professional	—	—	<u>2.4</u>	<u>4.3</u>	—	—
	Sub Prof.	—	—	<u>2.7</u>	—	—	—
Reference	All	—	—	—	—	<u>4.1</u>	<u>3.8</u>
Circulation	All	—	—	—	—	<u>3.5</u>	<u>3.6</u>
Dept. or Divisional							
Libraries	All	—	—	—	—	<u>3.5</u>	<u>3.2</u>
Undergrad Library							
if separate	All	—	—	—	—	<u>3.7</u>	<u>3.1</u>
Other	All	—	—	—	—	<u>4.0</u>	<u>4.1</u>
Clerical Staff		—	<u>3.3</u>	<u>3.7</u>	—	—	—
Professional Staff		—	<u>3.8</u>	<u>2.9</u>	—	—	—
Sub Professional Staff		—	—	<u>3.0</u>	—	—	—

Question 51. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Male	<u>3.0</u>	—	—	—	—	—
Female	<u>3.7</u>	—	—	—	—	—
Age						
25 years or under	—	—	—	—	<u>3.2</u>	<u>3.2</u>
26-30 years	—	—	—	—	<u>3.5</u>	<u>3.0</u>
31-35 years	—	—	—	—	<u>3.6</u>	<u>3.8</u>
36-40 years	—	—	—	—	<u>2.8</u>	<u>3.9</u>
Over 41 years	—	—	—	—	<u>3.8</u>	<u>3.7</u>

52. This is how I'd like it to be.

1 To a very little extent
 2 To a little extent
 3 To some extent
 4 To a great extent
 5 To a very great extent

Libraries

A B C D E E'

Overall response

4.0 4.3 4.0 4.1 4.0 3.8

53. To what extent does your supervisor
maintain high standards of performance?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>4.0</u>	<u>3.8</u>	<u>3.8</u>	<u>3.9</u>	<u>3.9</u>	<u>3.7</u>
Departments							
Acquisitions	All	—	—	<u>3.6</u>	—	—	—
Cataloging	All	—	—	<u>4.4</u>	—	—	—
Reference	All	—	—	<u>3.0</u>	—	—	—
Circulation	All	—	—	<u>2.8</u>	—	—	—
Dept. or Divisional							
Libraries	All	—	—	<u>3.6</u>	—	—	—
	Clerical	<u>4.1</u>	—	—	—	—	—
	Professional	<u>3.6</u>	—	—	—	—	—
Undergrad Library							
if separate	All	—	—	—	—	—	—
Other	All	—	—	<u>4.6</u>	—	—	—
Male		<u>3.6</u>	—	—	—	—	—
Female		<u>4.1</u>	—	—	—	—	—

54. This is how I'd like it to be.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

A B C D E E'

Overall response

4.2 4.4 4.3 4.1 4.0 4.0

55. To what extent does your supervisor set an example by working hard himself/herself?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>4.1</u>	<u>4.2</u>	<u>4.1</u>	<u>4.1</u>	<u>4.2</u>	<u>3.9</u>
Departments							
Acquisitions	All	—	—	<u>3.7</u>	<u>4.0</u>	—	—
	Clerical	—	—	—	—	—	<u>2.8</u>
	Professional	—	—	—	—	—	<u>4.5</u>
Cataloging	All	—	—	<u>4.7</u>	<u>4.8</u>	—	—
	Clerical	—	<u>3.8</u>	—	—	—	—
	Professional	—	<u>4.7</u>	—	—	—	—
Reference	All	—	—	<u>1.0</u>	—	—	—
Circulation	All	—	—	<u>3.0</u>	<u>3.0</u>	—	—
Dept. or Divisional							
Libraries	All	—	—	<u>4.1</u>	<u>3.9</u>	—	—
	Clerical	<u>4.3</u>	—	—	—	—	—
	Professional	<u>3.6</u>	—	—	—	—	—
Undergrad Library							
if separate	All	—	—	—	—	—	—
Other	All	—	—	<u>4.6</u>	<u>4.4</u>	—	—

Question 55. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	—	—	—	—	<u>4.1</u>	<u>3.7</u>
Professional Staff	—	—	—	—	<u>4.4</u>	<u>4.1</u>
Length of Service						
Less than 1 year	—	—	—	—	—	<u>4.1</u>
1-5 years	—	—	—	—	—	<u>3.5</u>
6-10 years	—	—	—	—	—	<u>4.0</u>
Over 10 years	—	—	—	—	—	<u>4.3</u>
Age						
25 years or under	—	—	—	—	<u>4.0</u>	<u>3.5</u>
26-30 years	—	—	—	—	<u>4.1</u>	<u>4.2</u>
31-35 years	—	—	—	—	<u>4.3</u>	<u>3.7</u>
36-40 years	—	—	—	—	<u>4.1</u>	<u>3.9</u>
Over 41 years	—	—	—	—	<u>4.5</u>	<u>4.2</u>
Highest Educational level—Clericals						
High school	—	—	—	—	<u>3.4</u>	<u>3.8</u>
Some college	—	—	—	—	<u>4.0</u>	<u>2.8</u>
College degree	—	—	—	—	<u>3.9</u>	<u>3.7</u>
Graduate work or degrees	—	—	—	—	<u>4.1</u>	<u>4.6</u>

56. This is how I'd like it to be.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

A B C D E E'

Overall response

4.1 4.5 4.3 4.1 4.2 4.0

57. To what extent does your supervisor encourage subordinates to take action without waiting for detailed review approval from him/her?

To a very little extent
1
To a little extent
2
To some extent
3
To a great extent
4
To a very great extent
5

Libraries

A B C D E E'

Overall response

3.2 3.1 3.1 3.1 3.2 3.3

Departments

Acquisitions

All

3.2 — — — — —

Cataloging

All

2.8 — — — — —

Reference

All

3.3 — — — — —

Circulation

All

3.7 — — — — —

Dept. or Divisional

Libraries

All

3.7 — — — — —

Undergrad Library

if separate

All

3.2 — — — — —

Other

All

3.0 — — — — —

Clerical Staff

— — — — 3.0 —

Professional Staff

— — — — 3.4 —

Length of Service

Less than 1 year

— — — — 3.2 3.0

1-5 years

— — — — 3.0 3.2

6-10 years

— — — — 3.1 3.2

Over 10 years

— — — — 3.7 3.9

58. This is how I'd like it to be.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response

3.7 4.0 3.8 3.6 3.8 3.7

59. To what extent does your supervisor offer
new ideas for solving job-related problems?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.3</u>	<u>3.3</u>	<u>3.0</u>	<u>3.5</u>	<u>3.2</u>	<u>3.2</u>
Departments							
Acquisitions	All	<u>3.5</u>	—	—	—	—	<u>2.6</u>
	Clerical	<u>3.7</u>	—	—	—	—	—
	Professional	<u>2.9</u>	—	—	—	—	—
Cataloging	All	<u>2.9</u>	—	—	—	—	<u>3.2</u>
Reference	All	<u>3.2</u>	—	—	—	—	—
Circulation	All	<u>3.4</u>	—	—	—	—	<u>3.3</u>
Dept. or Divisional							
Libraries	All	<u>3.3</u>	—	—	—	—	<u>3.0</u>
Undergrad Library							
if separate	All	<u>3.6</u>	—	—	—	—	<u>3.1</u>
Other	All	<u>3.6</u>	—	—	—	—	<u>3.7</u>
Clerical Staff		<u>3.4</u>	—	—	—	—	—
Professional Staff		<u>3.1</u>	—	—	—	—	—
Male		<u>3.0</u>	—	—	—	—	—
Female		<u>3.4</u>	—	—	—	—	—

Question 59. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	—	<u>2.9</u>	—	—	—	—
1-5 years	—	<u>3.4</u>	—	—	—	—
6-10 years	—	<u>4.2</u>	—	—	—	—
Over 10 years	—	<u>3.8</u>	—	—	—	—
Age						
25 years or under	—	<u>3.1</u>	—	—	<u>3.1</u>	—
26-30 years	—	<u>3.1</u>	—	—	<u>3.4</u>	—
31-35 years	—	<u>4.2</u>	—	—	<u>2.9</u>	—
36-40 years	—	<u>3.3</u>	—	—	<u>2.6</u>	—
Over 41 years	—	<u>3.6</u>	—	—	<u>3.4</u>	—

60. This is how I'd like it to be.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response

3.6 4.1 3.9 3.7 3.7 3.7

61. To what extent does your supervisor encourage the persons who work for him/her to work as a team?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.3</u>	<u>3.2</u>	<u>2.9</u>	<u>3.3</u>	<u>3.2</u>	<u>3.3</u>
Departments							
Acquisitions	All	<u>3.5</u>	—	<u>3.5</u>	—	<u>2.9</u>	<u>2.5</u>
Cataloging	All	<u>2.6</u>	—	<u>2.6</u>	—	<u>2.8</u>	<u>3.1</u>
Reference	All	<u>3.6</u>	—	<u>2.0</u>	—	<u>4.0</u>	<u>3.8</u>
Circulation	All	<u>3.6</u>	—	<u>2.2</u>	—	<u>3.2</u>	<u>3.4</u>
Dept. or Divisional							
Libraries	All	<u>3.2</u>	—	<u>2.8</u>	—	<u>3.2</u>	<u>3.2</u>
Undergrad Library							
if separate	All	<u>3.9</u>	—	—	—	<u>3.4</u>	<u>3.5</u>
Other	All	<u>3.4</u>	—	<u>4.2</u>	—	<u>3.5</u>	<u>3.7</u>
Clerical Staff		—	<u>3.0</u>	—	—	—	—
Professional Staff		—	<u>3.5</u>	—	—	—	—
Male		<u>2.8</u>	—	—	—	—	—
Female		<u>3.3</u>	—	—	—	—	—

Question 61. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	—	<u>3.0</u>	—	—	—	<u>3.1</u>
1-5 years	—	<u>3.2</u>	—	—	—	<u>3.1</u>
6-10 years	—	<u>4.0</u>	—	—	—	<u>3.6</u>
Over 10 years	—	<u>3.8</u>	—	—	—	<u>3.7</u>
Age						
25 years or under	—	<u>2.8</u>	—	—	—	—
26-30 years	—	<u>3.1</u>	—	—	—	—
31-35 years	—	<u>4.0</u>	—	—	—	—
36-40 years	—	<u>3.5</u>	—	—	—	—
Over 41 years	—	<u>3.7</u>	—	—	—	—

62. This is how I'd like it to be.

To a very little extent
 To a little extent
 To some extent
 To a great extent
 To a very great extent

1 2 3 4 5

Libraries

A B C D E E'

Overall response

3.7 4.0 3.9 3.6 3.7 3.7

63. To what extent does your supervisor encourage people who work for him/her to exchange opinions and ideas?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent

1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.3</u>	<u>3.5</u>	<u>2.9</u>	<u>3.4</u>	<u>3.2</u>	<u>3.4</u>
Departments							
Acquisitions	All	<u>3.6</u>	—	—	<u>3.4</u>	<u>3.2</u>	<u>2.6</u>
Cataloging	All	<u>2.6</u>	—	—	<u>2.5</u>	<u>2.7</u>	<u>3.2</u>
Reference	All	<u>3.4</u>	—	—	—	<u>4.0</u>	<u>3.6</u>
Circulation	All	<u>3.2</u>	—	—	<u>2.7</u>	<u>3.2</u>	<u>3.3</u>
Dept. or Divisional							
Libraries	All	<u>3.4</u>	—	—	<u>4.0</u>	<u>3.3</u>	<u>3.5</u>
Undergrad Library							
if separate	All	<u>3.8</u>	—	—	—	<u>3.5</u>	<u>3.9</u>
Other	All	<u>3.3</u>	—	—	<u>3.7</u>	<u>3.7</u>	<u>3.8</u>
Clerical Staff		—	—	—	<u>3.1</u>	—	—
Professional Staff		—	—	—	<u>3.9</u>	—	—
Male		<u>2.8</u>	—	—	—	—	—
Female		<u>3.4</u>	—	—	—	—	—

Question 63. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Length of Service						
Less than 1 year	—	<u>3.1</u>	—	—	—	<u>3.1</u>
1-5 years	—	<u>3.4</u>	—	—	—	<u>3.3</u>
6-10 years	—	<u>4.3</u>	—	—	—	<u>3.4</u>
Over 10 years	—	<u>3.9</u>	—	—	—	<u>4.0</u>
Age						
25 years or under	—	<u>3.0</u>	—	—	—	<u>3.3</u>
26-30 years	—	<u>3.4</u>	—	—	—	<u>2.9</u>
31-35 years	—	<u>4.1</u>	—	—	—	<u>3.4</u>
36-40 years	—	<u>3.3</u>	—	—	—	<u>3.9</u>
Over 41 years	—	<u>3.9</u>	—	—	—	<u>3.7</u>

64. This is how I'd like it to be.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response

3.8 4.3 3.9 4.0 3.8 3.7

65. To what extent do you feel your supervisor has confidence and trust in you?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response

3.9 3.8 3.6 3.8 3.9 3.8

Departments

Acquisitions

All

— — — 3.7 4.0 —

Cataloging

All

— — — 2.9 3.3 —

Reference

All

— — — 4.1 —

Circulation

All

— — — 4.3 4.0 —

Dept. or Divisional

Libraries

All

— — — 3.9 4.2 —

Undergrad Library

if separate

All

— — — 4.3 —

Other

All

— — — 4.6 4.0 —

Clerical Staff

— 3.6 — — —

Professional Staff

— 4.0 — — —

Length of Service

Less than 1 year

— — — — 3.1

1-5 years

— — — — 3.8

6-10 years

— — — — 4.0

Over 10 years

— — — — 4.5

Question 65. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	<u>3.4</u>	—	—	—	<u>3.4</u>
26-30 years	—	<u>3.7</u>	—	—	—	<u>3.6</u>
31-35 years	—	<u>4.0</u>	—	—	—	<u>3.8</u>
36-40 years	—	<u>4.5</u>	—	—	—	<u>4.1</u>
Over 41 years	—	<u>4.2</u>	—	—	—	<u>4.4</u>
Highest Educational level--Clericals						
High school	<u>4.0</u>	—	—	—	—	—
Some college	<u>3.6</u>	—	—	—	—	—
College degree	<u>4.2</u>	—	—	—	—	—
Graduate work or degrees	<u>4.0</u>	—	—	—	—	—

66. To what extent do you have confidence
and trust in your supervisor?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response	<u>4.0</u>	<u>3.9</u>	<u>3.8</u>	<u>4.0</u>	<u>3.9</u>	<u>3.8</u>
Departments						
Cataloging						
Clerical	—	—	<u>5.0</u>	—	—	—
Professional	—	—	<u>3.3</u>	—	—	—
Sub Prof.	—	—	<u>4.3</u>	—	—	—
Clerical Staff	—	<u>3.7</u>	—	—	—	—
Professional Staff	—	<u>4.1</u>	—	—	—	—
Age						
25 years or under	—	<u>3.5</u>	—	—	—	—
26-30 years	—	<u>3.8</u>	—	—	—	—
31-35 years	—	<u>4.4</u>	—	—	—	—
36-40 years	—	<u>4.5</u>	—	—	—	—
Over 41 years	—	<u>4.2</u>	—	—	—	—

67. How often does your supervisor hold group meetings where he/she and the people who work with him/her can really discuss things together?

1. Never
2. Once or twice per year
3. Three to six times per year
4. About once per month
5. More often than once per month

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>2.7</u>	<u>3.2</u>	<u>2.0</u>	<u>2.9</u>	<u>2.9</u>	<u>3.1</u>
Departments							
Acquisitions	All	<u>2.8</u>	<u>3.4</u>	<u>2.8</u>	<u>1.8</u>	<u>2.9</u>	<u>2.8</u>
	Clerical	—	<u>3.0</u>	—	—	—	<u>2.3</u>
	Professional	—	<u>4.4</u>	—	—	—	<u>3.8</u>
Cataloging	All	<u>1.8</u>	<u>2.8</u>	<u>1.9</u>	<u>2.5</u>	<u>2.4</u>	<u>2.5</u>
	Clerical	—	—	—	<u>1.6</u>	—	—
	Professional	—	—	—	<u>3.7</u>	—	—
Reference	All	<u>1.8</u>	<u>4.6</u>	<u>1.0</u>	—	<u>4.2</u>	<u>3.6</u>
Circulation	All	<u>2.9</u>	<u>4.0</u>	<u>2.6</u>	<u>2.8</u>	<u>3.2</u>	<u>3.3</u>
Dept. or Divisional							
Libraries	All	<u>3.4</u>	<u>2.6</u>	<u>1.6</u>	<u>3.6</u>	<u>2.9</u>	<u>3.5</u>
	Clerical	—	—	—	<u>3.0</u>	—	—
	Professional	—	—	—	<u>4.0</u>	—	—
Undergrad Library							
if separate	All	<u>3.2</u>	<u>4.2</u>	—	—	<u>3.3</u>	<u>3.7</u>

Question 67. (continued)

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
	Clerical	<u>2.7</u>	—	—	—	—	—
	Professional	<u>4.0</u>	—	—	—	—	—
Other	All	<u>3.0</u>	<u>3.8</u>	<u>2.8</u>	<u>2.6</u>	<u>3.1</u>	<u>2.9</u>
Clerical Staff		—	<u>2.8</u>	—	<u>2.2</u>	—	—
Professional Staff		—	<u>3.6</u>	—	<u>3.8</u>	—	—
Male		—	<u>3.9</u>	—	—	—	—
Female		—	<u>3.1</u>	—	—	—	—
Length of Service							
Less than 1 year		—	—	—	<u>2.3</u>	—	—
1-5 years		—	—	—	<u>3.2</u>	—	—
6-10 years		—	—	—	<u>2.3</u>	—	—
Over 10 years		—	—	—	<u>3.7</u>	—	—
Highest Educational level—Clericals							
High School		—	—	<u>3.0</u>	—	—	—
Some college		—	—	<u>1.8</u>	—	—	—

68. This is how I'd like it to be.

1. Never
2. Once or twice per year
3. Three to six times per year
4. About once per month
5. More often than once per month

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.6</u>	<u>4.1</u>	<u>3.3</u>	<u>3.9</u>	<u>3.8</u>	<u>3.9</u>
Departments							
Acquisitions	All	___	<u>4.2</u>	___	___	<u>3.8</u>	<u>3.5</u>
	Clerical	___	<u>4.0</u>	___	___	___	<u>3.2</u>
	Professional	___	<u>4.7</u>	___	___	___	<u>4.2</u>
Cataloging	All	___	<u>3.9</u>	___	___	<u>3.6</u>	<u>3.7</u>
Reference	All	___	<u>4.6</u>	___	___	<u>4.7</u>	<u>4.4</u>
Circulation	All	___	<u>4.0</u>	___	___	<u>4.0</u>	<u>4.4</u>
Dept. or Divisional							
Libraries	All	___	<u>3.6</u>	___	___	<u>3.7</u>	<u>3.8</u>
	Clerical	___	<u>3.2</u>	___	<u>3.6</u>	___	___
	Professional	___	<u>4.2</u>	___	<u>4.6</u>	___	___
Undergrad Library							
if separate	All	___	<u>4.4</u>	___	___	<u>4.0</u>	<u>4.2</u>
	Clerical	<u>3.4</u>	___	___	___	<u>3.6</u>	___
	Professional	<u>4.3</u>	___	___	___	<u>4.8</u>	___
Other	All	___	<u>4.5</u>	___	___	<u>3.8</u>	<u>3.7</u>

IN THE QUESTIONS BELOW, WORK GROUP MEANS
ALL THOSE PERSONS WHO REPORT TO THE SAME
SUPERVISOR/SUPERIOR.

69. To what extent do persons in your work
group maintain high standards of per-
formance?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.8</u>	<u>3.7</u>	<u>3.6</u>	<u>3.8</u>	<u>3.7</u>	<u>3.7</u>
Departments							
Acquisitions	All	—	—	<u>3.7</u>	—	<u>3.5</u>	<u>3.0</u>
Cataloging	All	—	—	<u>3.6</u>	—	<u>3.6</u>	<u>3.7</u>
Reference	All	—	—	<u>1.0</u>	—	<u>4.0</u>	<u>4.2</u>
Circulation	All	—	—	<u>3.8</u>	—	<u>3.5</u>	<u>3.8</u>
	Clerical	—	—	—	—	—	<u>3.7</u>
	Professional	—	—	—	—	—	<u>5.0</u>
Dept. or Divisional							
Libraries	All	—	—	<u>3.5</u>	—	<u>4.2</u>	<u>3.9</u>
	Clerical	—	—	<u>3.3</u>	—	—	—
	Professional	—	—	<u>3.9</u>	—	—	—
	Sub Prof.	—	—	<u>3.1</u>	—	—	—
Undergrad Library							
if separate	All	—	—	—	—	<u>3.6</u>	<u>3.8</u>
Other	All	—	—	<u>3.8</u>	—	<u>4.0</u>	<u>3.7</u>

Question 69. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	—	—	—	—	—	<u>3.6</u>
Professional Staff	—	—	—	—	—	<u>3.9</u>
Age						
25 years or under	—	—	—	—	<u>3.6</u>	—
26-30 years	—	—	—	—	<u>3.8</u>	—
31-35 years	—	—	—	—	<u>3.4</u>	—
36-40 years	—	—	—	—	<u>3.6</u>	—
Over 41 years	—	—	—	—	<u>4.0</u>	—
Highest Educational level—Clericals						
High school	—	—	—	—	<u>3.5</u>	<u>3.4</u>
Some college	—	—	—	—	<u>3.4</u>	<u>3.3</u>
College degree	—	—	—	—	<u>3.9</u>	<u>3.8</u>
Graduate work or degrees	—	—	—	—	<u>4.0</u>	<u>3.9</u>

70. This is how I'd like it to be.

Overall response

		To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
		1	2	3	4	5
	Libraries					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
	<u>4.1</u>	<u>4.3</u>	<u>4.2</u>	<u>4.2</u>	<u>4.1</u>	<u>4.1</u>

71. To what extent do persons in your work group offer each other new ideas for solving job-related problems?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.4</u>	<u>3.3</u>	<u>3.1</u>	<u>3.2</u>	<u>3.2</u>	<u>3.5</u>
Departments							
Acquisitions	All	<u>3.5</u>	<u>3.5</u>	—	<u>2.2</u>	<u>3.1</u>	—
Cataloging	All	<u>3.0</u>	<u>3.2</u>	—	<u>3.1</u>	<u>3.0</u>	—
Reference	All	<u>3.5</u>	<u>4.1</u>	—	—	<u>3.8</u>	—
Circulation	All	<u>3.2</u>	<u>4.0</u>	—	<u>2.5</u>	<u>3.4</u>	—
Dept. or Divisional							
Libraries	All	<u>3.6</u>	<u>2.9</u>	—	<u>3.8</u>	<u>3.6</u>	—
Undergrad Library							
if separate	All	<u>3.8</u>	<u>3.2</u>	—	—	<u>3.0</u>	—
Other	All	<u>3.3</u>	<u>3.2</u>	—	<u>3.6</u>	<u>3.5</u>	—
Clerical Staff		—	—	—	<u>2.9</u>	—	—
Professional Staff		—	—	—	<u>3.6</u>	—	—

72. This is how I'd like it to be.

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response

3.8 4.0 3.9 3.9 3.8 3.9

73. How much do persons in your
work group emphasize a team
goal?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.0</u>	<u>2.9</u>	<u>2.6</u>	<u>2.9</u>	<u>2.7</u>	<u>2.9</u>
Departments							
Acquisitions	All	—	<u>2.9</u>	—	<u>2.1</u>	—	<u>2.0</u>
	Clerical	—	—	—	—	—	<u>1.6</u>
	Professional	—	—	—	—	—	<u>2.8</u>
Cataloging	All	—	<u>2.7</u>	—	<u>2.4</u>	—	<u>2.8</u>
Reference	All	—	<u>3.7</u>	—	—	—	<u>3.1</u>
Circulation	All	—	<u>4.0</u>	—	<u>2.7</u>	—	<u>2.7</u>
	Clerical	—	—	—	—	—	<u>2.5</u>
	Professional	—	—	—	—	—	<u>5.0</u>
Dept. or Divisional							
Libraries	All	—	<u>2.5</u>	—	<u>3.4</u>	—	<u>3.1</u>
	Clerical	—	—	—	—	<u>2.6</u>	—
	Professional	—	—	—	—	<u>3.8</u>	—
Undergrad Library							
if separate	All	—	<u>2.8</u>	—	—	—	<u>3.2</u>
Other	All	—	<u>3.0</u>	—	<u>3.4</u>	—	<u>3.0</u>

Question 73. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Clerical Staff	—	—	—	<u>2.6</u>	—	<u>2.7</u>
Professional Staff	—	—	—	<u>3.3</u>	—	<u>3.2</u>
Length of Service						
Less than 1 year	—	—	—	—	<u>2.7</u>	<u>2.5</u>
1-5 years	—	—	—	—	<u>2.5</u>	<u>2.7</u>
6-10 years	—	—	—	—	<u>2.8</u>	<u>3.0</u>
Over 10 years	—	—	—	—	<u>3.4</u>	<u>3.5</u>
Age						
25 years or under	—	<u>2.6</u>	—	—	—	<u>2.5</u>
26-30 years	—	<u>2.5</u>	—	—	—	<u>2.5</u>
31-35 years	—	<u>2.9</u>	—	—	—	<u>2.9</u>
36-40 years	—	<u>3.3</u>	—	—	—	<u>3.3</u>
Over 41 years	—	<u>3.3</u>	—	—	—	<u>3.4</u>

74. This is how I'd like it to be.

1 To a very little extent
 2 To a little extent
 3 To some extent
 4 To a great extent
 5 To a very great extent

Libraries

A B C D E E'

Overall response

3.6 3.8 3.7 3.6 3.6 3.6

75. To what extent do members of your work group plan together and coordinate their efforts?

To a very little extent
To a little extent
To some extent
To a great extent
To a very great extent
1 2 3 4 5

Libraries

A B C D E E'

Overall response

3.1 3.0 2.7 3.0 2.9 3.1

Departments

Acquisitions	All	<u>3.1</u>	<u>3.2</u>	—	<u>2.3</u>	<u>2.6</u>	—
Cataloging	All	<u>2.5</u>	<u>2.8</u>	—	<u>2.6</u>	<u>2.5</u>	—
Reference	All	<u>3.1</u>	<u>4.1</u>	—	—	<u>3.6</u>	—
Circulation	All	<u>3.0</u>	<u>4.0</u>	—	<u>2.7</u>	<u>3.2</u>	—
Dept. or Divisional							
Libraries	All	<u>3.2</u>	<u>2.6</u>	—	<u>3.5</u>	<u>3.5</u>	—
Undergrad Library							
if separate	All	<u>3.6</u>	<u>3.6</u>	—	—	<u>3.3</u>	—
Other	All	<u>3.4</u>	<u>2.7</u>	—	<u>3.6</u>	<u>3.1</u>	—

Length of Service

Less than 1 year	—	—	—	—	<u>2.7</u>	<u>2.7</u>
1-5 years	—	—	—	—	<u>2.8</u>	<u>3.0</u>
6-10 years	—	—	—	—	<u>2.9</u>	<u>3.3</u>
Over 10 years	—	—	—	—	<u>3.4</u>	<u>3.7</u>

Question 75. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	—	—	—	—	<u>2.9</u>
26-30 years	—	—	—	—	—	<u>2.7</u>
31-35 years	—	—	—	—	—	<u>3.0</u>
36-40 years	—	—	—	—	—	<u>3.4</u>
Over 41 years	—	—	—	—	—	<u>3.5</u>
Highest Educational level—Clericals						
High school	—	<u>3.2</u>	—	—	—	—
Some college	—	<u>3.5</u>	—	—	—	—
College degree	—	<u>2.5</u>	—	—	—	—
Graduate work or degrees	—	<u>2.5</u>	—	—	—	—

76. To what extent do you feel that you and other persons in your work group belong to a team that works well together?

To a very little extent
1
To a little extent
2
To some extent
3
To a great extent
4
To a very great extent
5

Libraries

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Overall response		<u>3.5</u>	<u>3.3</u>	<u>3.1</u>	<u>3.4</u>	<u>3.4</u>	<u>3.3</u>
Departments							
Acquisitions	All	<u>3.8</u>	<u>3.4</u>	—	—	<u>3.2</u>	—
Cataloging	All	<u>3.0</u>	<u>3.1</u>	—	—	<u>3.2</u>	—
Reference	All	<u>4.0</u>	<u>4.1</u>	—	—	<u>3.9</u>	—
Circulation	All	<u>3.4</u>	<u>4.0</u>	—	—	<u>3.6</u>	—
Dept. or Divisional							
Libraries	All	<u>3.5</u>	<u>2.9</u>	—	—	<u>3.8</u>	—
Undergrad Library							
if separate	All	<u>3.8</u>	<u>3.4</u>	—	—	<u>3.4</u>	—
Other	All	<u>3.6</u>	<u>3.2</u>	—	—	<u>3.7</u>	—
Clerical Staff		—	<u>3.1</u>	—	—	—	—
Professional Staff		—	<u>3.5</u>	—	—	—	—
Length of Service							
Less than 1 year		—	—	—	—	—	<u>3.0</u>
1-5 years		—	—	—	—	—	<u>3.2</u>
6-10 years		—	—	—	—	—	<u>3.4</u>
Over 10 years		—	—	—	—	—	<u>3.8</u>

Question 76. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	—	—	—	—	<u>3.2</u>
26-30 years	—	—	—	—	—	<u>2.9</u>
31-35 years	—	—	—	—	—	<u>3.2</u>
36-40 years	—	—	—	—	—	<u>3.8</u>
Over 41 years	—	—	—	—	—	<u>3.7</u>
Highest Educational level--Clericals						
High school	—	<u>3.1</u>	—	—	—	—
Some college	—	<u>3.6</u>	—	—	—	—
College degree	—	<u>2.9</u>	—	—	—	—
Graduate work or degrees	—	<u>2.4</u>	—	—	—	—

77. On the basis of your experience and information, how would you rate your work group on effectiveness? How well does it do in achieving its goals in comparison with other units in the library system?

1. The work group does a rather poor job
2. Fair
3. Good
4. Very good

		Libraries					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
5. The work group does an excellent job							
Overall response		<u>3.9</u>	<u>3.9</u>	<u>3.6</u>	<u>3.8</u>	<u>3.8</u>	<u>3.8</u>
Departments							
Acquisitions	All	<u>4.0</u>	<u>3.6</u>	<u>3.9</u>	—	<u>3.6</u>	<u>3.1</u>
Cataloging	All	<u>3.7</u>	<u>4.0</u>	<u>3.5</u>	—	<u>3.6</u>	<u>3.9</u>
Reference	All	<u>4.5</u>	<u>4.4</u>	<u>1.0</u>	—	<u>4.1</u>	<u>4.5</u>
Circulation	All	<u>3.9</u>	<u>4.0</u>	<u>3.2</u>	—	<u>3.9</u>	<u>3.7</u>
Dept. or Divisional							
Libraries	All	<u>3.9</u>	<u>3.7</u>	<u>3.7</u>	—	<u>4.2</u>	<u>3.9</u>
	Clerical	—	—	<u>3.0</u>	—	—	—
	Professional	—	—	<u>3.9</u>	—	—	—
	Sub Prof.	—	—	<u>3.9</u>	—	—	—
Undergrad Library							
if separate	All	<u>4.2</u>	<u>4.8</u>	—	—	<u>3.4</u>	<u>3.8</u>
Other	All	<u>3.9</u>	<u>4.0</u>	<u>4.0</u>	—	<u>4.2</u>	<u>3.8</u>
Clerical Staff		—	—	—	—	—	<u>3.7</u>
Professional Staff		—	—	—	—	—	<u>4.1</u>

Question 77. (continued)

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>E'</u>
Age						
25 years or under	—	—	—	—	—	<u>3.7</u>
26-30 years	—	—	—	—	—	<u>3.4</u>
31-35 years	—	—	—	—	—	<u>4.3</u>
36-40 years	—	—	—	—	—	<u>4.1</u>
Over 41 years	—	—	—	—	—	<u>4.0</u>
Highest Educational level—Clericals						
High school	—	<u>3.4</u>	—	—	—	—
Some college	—	<u>4.3</u>	—	—	—	—
College degree	—	<u>3.8</u>	—	—	—	—
Graduate work or degrees	—	<u>3.8</u>	—	—	—	—