

The Quality Culture Assessment Instrument
For use with the Quality Maturity Model
Developed by Frankie Wilson

Please select the statement that best describes how you see the situation at <LIS name>. You may only select one answer for each question. If no answer exactly matches your opinion, please select the closest one.

I am looking for your opinions and feelings. Please give your initial 'gut feeling' answer.

Questions that ask for information have a Don't Know option; questions that ask about your opinions do not.

Questions are mandatory unless marked otherwise.

About you

Part of this survey looks at whether there are any differences in the answers from different parts of the Library.

To do this, we need to know your team and your grade.

The answers will be averaged across each team or level/grade. E.G. "The shelving team have an average score of ..." or "Staff at grade 6 have an average score of ..."

Your answers will not be used to individually identify you. Individual responses will not be communicated to the Library.

Q1 What team are you in?

A1 <list team names>

...

Ax

Q2 What grade are you?

A1 <list pay grades>

...

Ax

Management of the Library

Q3 Are you involved in the strategic planning or action / operational planning process?

A1 Yes -> complete Q3a and Q3b

A2 No

Q3a How is the strategic plan generated?

A1 There is no strategic plan.

A2 There is a limited strategic plan that only covers some areas.

A3 The strategic plan is derived from reasonable/achievable feedback from users.

A4 The strategic plan is derived directly from user feedback OR from the University's strategic plan OR from awareness of developments at other universities.

A5 The strategic plan is derived from feedback from users, the University's strategic plan, AND awareness of new developments at other universities.

Q3b How are actions related to the strategic plan?

A1 Actions are solely reactive to events.

A2 The strategic plan includes some 'big project' improvements, but many actions are unrelated to the strategic plan and are reactive to events.

A3 The strategic plan includes 'big project' improvements, although some actions are still unrelated to the strategic plan.

A4 The strategic plan includes 'big project' improvements.

A5 All improvement processes, both incremental and 'big project', flow from the strategic plan, and it is updated to reflect new developments.

Q4 Do you have any goals or targets for the work you do?

A1 No.

A2 Yes, but I am not sure what they are.

A3 Yes.

A4 Yes, there are team goals that come down through the management structure from the strategic plan.

A5 Yes, there are team goals that come from the strategic plan, and I have individual goals too.

Q5 In your experience, how is progress towards achieving targets or goals monitored?

A1 There is no monitoring of progress.

A2 There is some monitoring of progress.

A3 There is monitoring of progress, and corrective action is sometimes taken.

A4 Progress is closely monitored and corrective action taken where necessary.

A5 I don't know because I have no targets.

Q6 How is the Library's performance measured?

A1 We use statistical measures, e.g. spend per FTE, number of PCs, number of journals subscribed to, number of transactions (i.e. the SCONUL return).

A2 We use statistical measures and also user feedback.

A3 We use statistical measures, user feedback and measures of internal processes relating to user expectations, e.g. time taken to re-shelve books.

A4 We use a range of performance indicators and have some key performance indicators (KPIs).

A5 We use a range of balanced performance measures and the Key Performance Indicators closely relate to the strategic aims. The measures are regularly evaluated.

A6 I don't know.

Q7 How are changes to services/processes/procedures managed?

A1 Changes are just implemented.

A2 It depends on what the change is and who is leading it.

A3 Changes are implemented through project management processes developed for that project.

A4 'Big project' changes are implemented through standard project management processes, including planning, monitoring and impact assessment.

A5 All changes (incremental and 'big project') are implemented through standard project management processes.

A6 I don't know.

Environmental sensing

Q8 How does the Library gather feedback from its users?

A1 There are feedback/complaints forms, and users tell us/email us if they are not happy.

A2 There are feedback/complaints forms, and users tell us/email us if they are not happy. We ask students at boards of study/course committees or via a survey.

A3 We ask students using a range of methods, e.g. course committees, surveys, focus groups, feedback boards, feedback/complaints forms, encourage them to email us.

A4 We use a range of methods and get feedback from all users (students, academic staff, researchers).

A5 We use a range of methods to get feedback from all users (students, academic staff, researchers). We specifically gather feedback on the impact of any changes we make by taking a 'snapshot' before and after the change.

A6 I don't know.

Q9 What happens to user feedback?

A1 We respond to it.

A2 We respond to it. Some of it is collated and reported.

A3 We respond to it. All the feedback is collated and reported but separately for each method of obtaining it.

A4 We respond to it. All the feedback is collated, across all methods to give a 'big picture'.

A5 We respond to it. All the feedback is collated, across all methods to give a 'big picture'. It is analysed over time for trends.

A6 I don't know.

Q10 How is user feedback responded to?

A1 We explain the reasons behind the problem, or how the user should be doing things.

A2 We explain the reasons behind the problem, or how the user should be doing things. Sometimes we decide to change things.

A3 We respond with details of the changes we have made, or an explanation of why changes cannot be made.

A4 We respond with details of changes, including timescales for longer term changes. We make it clear that these changes are a result of feedback.

A5 We respond with details of changes, including timescales. We advertise the feedback we received and the changes we have made to address it.

A6 I don't know.

Q11 What changes are made in response to user feedback?

A1 No changes are made in response to feedback.

A2 Some changes are made on the basis of feedback, if they are sensible and possible.

A3 Most feedback results in changes, as long as we have the resources to do so.

A4 All feedback results in change (though some may be long term), including big changes requiring institutional funding and support.

A5 All feedback results in change. We also analyse trends and make changes in anticipation of what users will want.

A6 I don't know.

Q12 How does the Library know what the University wants?

A1 They tell the Director what to do.

A2 The Director asks them what to do.

A3 The Director finds out from the University strategic plan.

A4 The Director finds out from the University strategic plan and the plans of other service departments.

A5 The Director knows what is going on in the University and monitors possible future directions. S/He proactively seeks their feedback on Library plans.

A6 I don't know.

Q13 How does the Library influence the changes the University wants to make?

A1 The University tells us what to change, not the other way round!

A2 The University sets the Library plan for the year and we agree to it.

A3 The Library management decide what changes to make in response to the University strategic plan.

A4 The Director negotiates with the University and other departments about what changes to implement and how to do so. It is a two-way process.

A5 The Library contributes to the wider University strategic planning process, not just those relating to the Library.

A6 I don't know.

Q14 How does the Library know what is going on in the same areas in other Universities?

A1 It doesn't.

A2 If we want to do something, we find out how others did the same thing. Some staff go to conferences.

A3 We find out the best practice relating to our work area. A range of staff go to conferences.

A4 The Library gathers best practice information in all areas. We are all encouraged to read professional literature and attend conferences.

A5 The Library gathers best practice information and we read professional literature and attend conferences. It looks at possible future directions.

A6 I don't know.

Q15 How do Library staff interact with the wider profession?

A1 We don't.

A2 Most are on mailing lists.

A3 We can go to conferences or special interest groups if we want to. Some people have presented at conference or written articles.

A4 We contribute through publications, experience sharing and conferences. We can do research projects if it does not interfere with normal work.

A5 We are all encouraged to take part in research projects, publications, experience sharing, and conferences. The Library is cutting edge in some areas.

A6 I don't know.

Organisational learning

Q16 Who do you feel is allowed to make decisions?

A1 People don't really make decisions.

A2 Senior management.

A3 Managers / professional staff.

A4 Anyone can make decisions about their own job.

A5 We can all make decisions about anything, as long as we get permission to make that decision and consult with people.

Q17 Are you involved in changes?

A1 Only to point out the problems that they haven't thought of.

A2 Not really.

A3 I know about what the changes are. If it was relevant to my job I would change what I do.

A4 Yes. If it is in my area or I am on a project group I help to plan the changes.

A5 Yes, we come up with improvement ideas, and if they are approved we implement them.

Q18 If you go on a course, what do you do with what you have learned?

A1 I use it in my work.

A2 I share what I have learned with the others in my team.

A3 I share what I have learned with others in my team, and other teams where it is relevant.

A4 I share it with others in my team, and any other Library staff member who is interested (e.g. through circulated report or presentation).

A5 I share it with the rest of the Library staff. We try to share learning, information and knowledge. We all know who to go to for more information about a topic.

Q19 What happens if someone (Library staff) makes a mistake?

A1 We try to make up for it. If management find out then you get the blame.

A2 We fix it and make sure that whoever made the mistake knows what the correct procedure is.

A3 We fix it and make sure that whoever made the mistake has more training, or knows they can ask someone for help if they are unsure about something.

A4 We fix it, and use it as an opportunity for learning.

A5 We fix it, and use it as an opportunity for learning. These things are going to happen if you are trying out new things.

Q20 Are you encouraged to take risks and try out new things?

A1 No - The Library doesn't take risks.

A2 Not really. The Library occasionally takes risks, but only if they are virtually guaranteed to work.

A3 Not really. If we are doing something new we try to minimise the possible risks.

A4 Yes, it is OK to take risks.

A5 Yes, it is better to do something and fail than to wait to be certain it will work and do nothing.

Q21 Are you supported in trying to improve the service you provide in your job?

A1 No.

A2 Yes, if it has been tried successfully somewhere else first.

A3 Yes.

Attitude to change

Q22 Is change a good thing?

A1 No, it is disruptive.

A2 It depends on what the change is. It can be good or bad.

A3 It is inevitable. It is good if it is done well.

A4 Yes, if it is done to improve things.

A5 Yes, it is essential.

Q23 Where do you think the impetus to change come from?

A1 From the Library management team.

A2 From the Library management team, though they are under pressure from the University.

A3 From users / the University / technology.

A4 From users and the University and technology.

A5 From everyone. The world is constantly changing and we try to anticipate what our users will want before they ask for it.

Q24 In your opinion, what is the main barrier to making changes?

- A1 The structure/hierarchy/bureaucracy of the Library.
- A2 The attitudes of some members of staff.
- A3 Resources (money, space, time, staff).
- A4 Other parts of the University.
- A5 None - there is always a way to overcome barriers.

Q25 What sort of changes should the Library make?

- A1 None.
- A2 To make sure we are doing things right.
- A3 To improve the things we are doing.
- A4 To implement new products or services.
- A5 Both to improve things we are doing and to implement new products or services.

Attitude to quality

Q26 How do you feel the Library tries to provide a quality service?

- A1 We make sure all our systems are as good as they can possibly be, and that everyone follows procedures properly.
- A2 We try to provide excellent customer service.
- A3 We try to make sure our users are happy with what we do.
- A4 We try to make sure our users are happy with what we do. We have service level agreements written by Library staff.
- A5 We try to make sure our users are happy with what we do, and anticipate what they want before they ask for it. We have service level agreements written by our customers.

Q27 How do you feel the Library tries to improve quality?

- A1 We make sure that everything is done properly.
- A2 It depends whether we have the resources available at the time the suggestion for improvement is made.
- A3 We try to improve the products and services we offer. Quality is part of our strategic plan.
- A4 We try to improve the processes we use to develop products and services. Quality and performance measures are part of our strategic plan.
- A5 It is a continuous process. We are all encouraged to continually improve our work, and to develop ourselves. Quality and performance measures are part of our strategic plan.

Q28 Who has responsibility for quality?

- A1 Quality is the responsibility of everyone to do their best to follow procedures.
- A2 Quality is the responsibility of people front of house to give excellent customer service.
- A3 Quality is the responsibility of the Library management team, though it may be devolved down to managers for specific areas.
- A4 Quality is the responsibility of the Quality Officer.
- A5 Quality for a particular area is the responsibility of the people in that area.
- A6 Quality for the whole Library is everyone's responsibility.

Leadership

Q29 Do you know what the vision and values are that <director> has set out for the Library?

A1 Yes. -> complete Q29a

A2 No.

Q29a How do you know?

A1 I have seen them written down somewhere.

A2 We had a briefing document/presentation/workshop where we were told about them.

A3 They were talked about during my induction.

A4 They are part of what we do (policies, targets, development).

A5 They are who we are. It is how everyone behaves.

Q30 Do you trust management?

A1 No.

A2 I'm sure they are doing their best, but they don't really understand.

A3 I don't distrust them.

A4 Yes, you have to trust them to do their job.

A5 Yes, it is clear from what they have done in the past that they know what to do for the best of the Library.

Q31 Do you feel motivated to do the best you can?

A1 Not really.

A2 I do personally, but it is difficult. You loose enthusiasm.

A3 Yes I do.

A4 Yes, as a team we always do our best.

A5 Yes, we all do. The Library management team is inspirational and everything is in place to support you in doing so.

Investment in staff

Q32 Do you feel valued by the Library?

A1 Not really.

A2 Not really, but we receive training that we want/need.

A3 Sort of, they say they are committed to the achievement of staff satisfaction/development/well-being.

A4 Sort of, people are supported in developing themselves.

A5 Yes, I know that the Library sees the staff as it's most valuable asset.

Q33 What training do you receive?

- A1 Training is provided when we need it on how to perform specific work tasks.
- A2 There is a training programme related to specific work tasks, and we can request to go to specific training events if we want to.
- A3 There is a training programme related to needs assessment (e.g. through appraisals or performance reviews), and provision is related to this.
- A4 There is a training programme based on needs assessment and training is assessed for effectiveness. Training is provided on how to learn, and reflection is encouraged.
- A5 There is a needs based training programme that is assessed for effectiveness. Training is provided on the skills required for the future. Critical reflection is encouraged in work time.

Q34 Do you feel supported in your development?

- A1 No.
- A2 I am supported if I ask for training related to my job.
- A3 I feel supported in my professional development. There is a clear progression path for some people.
- A4 Yes, we are encouraged to develop ourselves professionally and personally. There is a clear progression path for everyone. The Library makes an effort to ensure we are happy.
- A5 Yes, professionally and personally. The 'next generation' and 'high flyers' are actively encouraged. Progression is mapped for everyone, though it may involve leaving to progress.

Q35 Do you get recognition for doing a good job?

- A1 No, what I do isn't noticed.
- A2 No, but that is because of my line manager.
- A3 Yes, but that is because of my line manager.
- A4 The Library tries to recognise when staff have done a good job, but there are no specific systems in place.
- A5 There are systems, structures and processes in place for the recognition/reward/progression of staff.
- A6 Yes, the Library does this well. There are recognition/reward/progression systems in place to ensure everyone who does a good job is recognised.

Alignment

Q 36 How do you work with other teams?

- A1 We all get on, but we don't really work together on things.
- A2 We work with people from other teams on specific projects. Sometimes certain people from other teams will work with us.
- A3 We work regularly with a specific other team.
- A4 We have a system of 'internal customer' between teams.
- A5 We all work together, with a system of 'internal customers'. If one part of the system is not working well, then the whole system might break.

Q37 If a new member of staff joined your team, how would they know what to do?

- A1 They would only learn from other people doing the job. There is no manual.

A2 There is a manual that documents the standard work processes. Not everything is in it though so they would learn some things from people doing the job.

A3 Everything is in the manual/practices and policies/job description.

A4 Everything is in the manual/practices and policies/job description. There is regular training to remind everyone.

A5 Everything is in the manual/practices and policies/job description, which are reviewed to ensure they are current. Training is regularly provided.

Q38 How does communication work in the Library?

A1 Limited information flows top down, from senior managers, to managers, to their staff.

A2 Information flows top down and goes up via the same route. Not everything is passed on by my manager/the managers in my team.

A3 Information flows top down and goes up via the same route.

A4 Information flows top down and bottom up. We are asked for our opinions. If my manager/the manager in my team is not good at passing things on, I can find a way round them.

A5 There are lots of ways of communicating, e.g. through the management structure, via meetings, through the newsletter, email people, or pop in for a chat.

Q39 How does the staffing structure of the Library work?

A1 The structure makes it difficult to work and communicate with other teams.

A2 The structure doesn't really make much difference.

A3 The structure makes it easy to work and communicate with other teams, and to see how the work we do fits with the overall strategy.

A4 The structure makes it easy to work and communicate with other teams, and see where we fit. It is flexible so it can adapt to changing circumstances.

Q40 What is the purpose of the Library, and how do you contribute to it?

Free text answers.