



**ClimateQUAL<sup>®</sup>**  
Organizational Climate and Diversity Assessment

## **University of Wyoming Libraries 2021 Survey**

### **Contributors:**

**Paul Hanges**  
University of Maryland

**Charles Lowry**  
University of Maryland

**Shaneka Morris**  
Association of Research Libraries

**Gary Roebuck**  
Association of Research Libraries

---

**University of Maryland Industrial/Organizational Psychology Program**  
**Association of Research Libraries**  
[www.climatequal.org](http://www.climatequal.org)

**Association of Research Libraries**  
**21 Dupont Circle, Suite 800**  
**Washington, DC 20036 USA**  
**Phone 202-296-2296**  
**Fax 202-872-0884**  
**<http://www.climatequal.org>**  
**Copyright © 2021 Association of Research Libraries**

## I. Introduction

### **What is ClimateQUAL®?**

ClimateQUAL®: Organizational Climate and Diversity Assessment is an assessment of library staff perceptions concerning: (a) their library's commitment to the principles of diversity, (b) organizational policies and procedures, and (c) staff attitudes. It is an online survey with questions designed to understand the impact perceptions have on service quality in a library setting. The survey addresses a number of climate issues, such as diversity, teamwork, learning and fairness, as well as current managerial practices, and staff attitudes and beliefs.

ClimateQUAL® aims to:

- Foster a culture of healthy organizational climate and diversity;
- Help libraries better understand staff perceptions of organizational climate and diversity;
- Facilitate the on-going collection and interpretation of staff feedback;
- Identify best practices in managing organizational climate; and
- Enable libraries to interpret and act on data.

Libraries use these data to improve their organizational climate and diversity culture for delivering superior services to the communities they serve.

Dr. Paul Hanges, lead researcher from the University of Maryland Industrial/Organizational Psychology (I/OP) Program, is working with a new groundbreaking concept resulting from the ClimateQUAL® research: the “healthy organization,” that makes an empirical connection between organization health and the service experience of customers. The findings of the assessment can in turn lead to remedial action to improve climate positively.

### **What are the origins of ClimateQUAL®?**

In 1999, the University of Maryland Libraries partnered with the University of Maryland Industrial/Organizational Psychology (I/OP) Program to develop an assessment of the climate and culture of the University of Maryland Libraries: the Organizational Climate and Diversity Assessment (OCDA). In 2004, the UM Libraries once again partnered with the I/OP Programs to provide an updated “snapshot.” The analyses revealed that a number of positive changes occurred over the four year interval between the two surveys. This work not only identified the dimensions of climate and culture important for a healthy organization in a library setting, but also provided proof that feedback from the OCDA survey, when taken seriously, can have practical organizational level benefits.

In 2007, ARL and the UM Libraries, in partnership with the I/OP Program tested the generalizability of the OCDA protocol across multiple library organizations. During Phase I, five ARL institutions tested a modified OCDA survey and validated the hypothesis that a healthy organization provides better customer service. In 2008, during Phase II, ten ARL and non-ARL institutions expanded the pilot further refining the protocol. The protocol was transferred to ARL in 2009 for ongoing operation of a library assessment service, known as ClimateQUAL®: OCDA, and focuses on measuring internal organizational climate and diversity.

### **Why participate, and what is involved?**

ClimateQUAL® provides a useful management tool for effective organizational adaptation that uses deep assessment of a library's staff to plumb the dimensions of climate and organizational culture important for a healthy organization in a library setting. This provides feedback from the survey that is grounded in a baseline of libraries that have already participated. Using normative scales and institutional results effectively, significant improvements can be achieved. The most effective techniques for remediation are not top-down, but those that engage the entire staff.

Participating libraries will be asked for the following support:

- Assistance with project funding;
- Assignment of a contact person to work with us throughout the project;
- Attendance of group meetings held during ALA;
- Commitment to repeat the survey periodically to measure the impact of improvement strategies over time; and
- Commitment to work with ClimateQUAL® community members to develop “best practices” strategies for using survey results as a tool for organizational and service improvement.

### **How is the ClimateQUAL® survey conducted?**

Prior to 2012, ClimateQUAL® was administered online as a Web-based survey using SurveyMonkey.com, a well-known survey software that offers a variety of customization and data analysis options. Beginning in 2012, ARL incorporated ClimateQUAL® into StatsQUAL®, a gateway to library assessment tools developed by the Association of Research Libraries that describe the role, character, and impact of physical and digital libraries. ClimateQUAL® is now administered online through StatsQUAL®. The survey period is 3 weeks. ClimateQUAL® consists of approximately 150 questions representing the nine climate dimensions, seven organizational attitude scales, and additional demographic questions. There is also a free-text comments box at the end of the survey.

The first part of the survey asks respondents to answer based on individual membership in a group (i.e., membership in minority group including, but not limited to: race, ethnicity, gender, religion, educational background, tenure, sexual orientation, disability, rank, age, and/or nationality). In the second part, respondents answer questions related to their designated team or work unit.

Respondent confidentiality is of paramount concern, given the sensitive nature of the questions and responses. Results are reported back to individual institutions in a way that will not compromise respondent identity. An overview report is provided to the library with the comments of the respondents. Only libraries with large enough sample sizes can receive additional analysis for specific subgroups with the organization, as an add-on service.

**Explanation of descriptive statistics for scales:**

We have implemented a screening process to determine which respondents to include in the analysis as 'valid' cases. This report includes only those cases that have responded to all items through question B5 (the Job Satisfaction question for 'lite' surveys) at the very minimum. This screening procedure has been initiated with the production of the notebooks starting in 2013.

Mean:

The mean represents the average of individuals' responses for each particular scale. All scales were measured from 1 (low) to 7 (high).

Standard Deviation:

Standard deviations provide an indication of the amount of respondent agreement for each scale. Smaller standard deviations indicate greater agreement around the scale average. They are calculated by taking the average of the squared sum of differences between each individual score and the mean.

Standard Error:

Standard errors (SE) indicate the margin of error associated with the averages reported in the Table. The best estimate of each library's average is obtained by forming an interval which ranges from  $2(SE) - \text{Scale Average}$  to  $2(SE) + \text{Scale Average}$ . This range is called a 95% confidence interval.

95% Confidence Intervals:

95% confidence intervals are constructed for scores of each dimension with six or more responses. The confidence intervals help you determine whether the mean differences are important. The mean differences are important when the parallel line segments depicting confidence intervals do not overlap.

Example:

Let's assume the distributive justice average for the normative overall score is 2.86 and the SE associated with that mean is 0.04. The SEs reported in these tables are computed using the following formula for finite populations:

$$SE = \frac{S}{\sqrt{n}} \sqrt{\frac{N-n}{N-1}}$$

In this formula, S represents a scale's standard deviation, n represents the number of ClimateQUAL® OCDA respondents for a particular library, and N represents the total number of employees.

Completing this example, the 95% confidence interval for the overall distributive justice score for the normative sample is:

$$\begin{aligned} 2.86 - (2(0.04)) &\leftrightarrow 2.86 + (2(0.04)) \\ 2.78 &\leftrightarrow 2.94 \end{aligned}$$

"Missing", "All Else", and "No Group Identification":

The n values in this report show the number of responses for each item/scale of the survey, not the number of completed surveys. Within the table for demographic frequencies, "Missing" indicates the number of cases where no response was provided to that specific demographic question. Within the tables detailing scale means by various demographic categories, means are calculated based on the number of responses to the questions that pertain to each scale. "All Else" indicates responses that have been aggregated as a result of their individual categories having fewer than the six cases necessary for separate display. "No Group Identification" indicates responses for individuals that responded to the scale question but did NOT respond to the demographic question being used to group the table.

The "n" in the formula above excludes missing responses.

## II. Demographic Summary

Table A: Demographic Frequencies - University of Wyoming Libraries

Your designated team/division is (Standard):

	Frequency	Percent (%)
Administrative Services	9	16.98
Public Services and Instruction	23	43.40
Technical Services	11	20.75
Collection Development	7	13.21
Missing	3	5.66
<b>Total</b>	<b>53</b>	<b>100.00</b>

Your designated team/division is:

	Frequency	Percent (%)
Dean's Office	9	16.98
Coe Circulation/ Geology/ LRC	8	15.09
ILL/ Shelving	5	9.43
Research & Instruction Services	7	13.21
Digital Collections	5	9.43
Special Collections	2	3.77
Studio Coe	3	5.66
Resource Discovery & Management	11	20.75
Missing	3	5.66
<b>Total</b>	<b>53</b>	<b>100.00</b>

### Are you the supervisor of the team you designated above?

	Frequency	Percent (%)
Yes	16	30.19
No	36	67.92
Missing	1	1.89
<b>Total</b>	<b>53</b>	<b>100.00</b>

### Percentage of your work done independently:

	Frequency	Percent (%)
Less than 25%	2	3.77
25% - 49.99%	6	11.32
50% - 74.99%	17	32.08
75% and greater	22	41.51
Missing	6	11.32
<b>Total</b>	<b>53</b>	<b>100.00</b>

### Percentage of your work done as part of a team:

	Frequency	Percent (%)
Less than 25%	12	22.64
25% - 49.99%	21	39.62
50% - 74.99%	11	20.75
75% and greater	3	5.66
Missing	6	11.32
<b>Total</b>	<b>53</b>	<b>100.00</b>

## Please select one of the following that best applies to your current position:

	Frequency	Percent (%)
Full Time	47	88.68
Missing	6	11.32
<b>Total</b>	<b>53</b>	<b>100.00</b>

## Length of employment in this Library:

	Frequency	Percent (%)
Up to 1 year	3	5.66
Between 1 and 5 years	12	22.64
Between 5 and 10 years	10	18.87
Between 10 and 15 years	3	5.66
Between 15 and 20 years	6	11.32
Between 20 and 25 years	4	7.55
Between 25 and 30 years	1	1.89
30 years or more	4	7.55
Missing	10	18.87
<b>Total</b>	<b>53</b>	<b>100.00</b>

## Total number of years worked in libraries:

	Frequency	Percent (%)
Between 1 and 5 years	10	18.87
Between 5 and 10 years	5	9.43
Between 10 and 15 years	4	7.55
Between 15 and 20 years	11	20.75
Between 20 and 25 years	4	7.55
Between 25 and 30 years	2	3.77
30 years or more	8	15.09
Missing	9	16.98
<b>Total</b>	<b>53</b>	<b>100.00</b>



## Please indicate your salary:

	Frequency	Percent (%)
\$20,000 - \$35,000	15	28.30
\$35,001 - \$50,000	8	15.09
\$50,001 - \$65,000	12	22.64
\$65,001 - \$90,000	6	11.32
\$90,001 - \$115,000	2	3.77
Over \$115,000	1	1.89
Missing	9	16.98
<b>Total</b>	<b>53</b>	<b>100.00</b>

## Are you a Manager/Department Head/Area Head?

	Frequency	Percent (%)
Yes	16	30.19
No	30	56.60
Missing	7	13.21
<b>Total</b>	<b>53</b>	<b>100.00</b>

## Please select ONE that applies to your immediate supervisor:

	Frequency	Percent (%)
Librarian with or without MLS or other post-secondary degree	30	56.60
Non-librarian Staff	14	26.42
Other (Please specify):	2	3.77
Missing	7	13.21
<b>Total</b>	<b>53</b>	<b>100.00</b>

**Are you of Hispanic or Latino descent?**

	Frequency	Percent (%)
NO	38	71.70
YES	3	5.66
Missing	12	22.64
<b>Total</b>	<b>53</b>	<b>100.00</b>

**What is your age?**

	Frequency	Percent (%)
22-30	7	13.21
31-39	9	16.98
40-49	9	16.98
50-59	9	16.98
60-69	7	13.21
Missing	12	22.64
<b>Total</b>	<b>53</b>	<b>100.00</b>

**According to the World Health Organization: Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Having read the definition above, do you consider that you have a disability?**

	Frequency	Percent (%)
Yes	7	13.21
No	31	58.49
Prefer not to say	6	11.32
Missing	9	16.98
<b>Total</b>	<b>53</b>	<b>100.00</b>

The concept of biological sex is often confused with gender, and the terms are used interchangeably. The meanings of these two concepts are not the same: sex is based on the biological attributes of men and women (chromosomes, anatomy, hormones), while gender is a social construction whereby a society or culture assigns certain tendencies or behaviors to the labels of masculine or feminine. These assignments may differ across cultures and among people within a culture, and even across time. Gender may or may not correspond directly to sex--depending on the society or culture or period. In ClimateQUAL, the sex question wording very specifically intends to capture a person's biological sex and not gender in order to consistently measure what

	Frequency	Percent (%)
Male	11	20.75
Female	30	56.60
I prefer to identify as (please specify):	2	3.77
Missing	10	18.87
<b>Total</b>	<b>53</b>	<b>100.00</b>

With the understanding that our society is ever-evolving, we acknowledge that the response options for the next question are an incomplete list for one to describe oneself fully. Please select the option(s) that best describe(s) your gender (select all that apply):

	Frequency
Agender	1
Binary	0
Cisgender	10
Gender nonconforming	1
Genderfluid	1
Genderqueer	0
Man/Male	10
Nonbinary	1
Third gender	0
Transgender	0
Two-spirit	1
Woman/Female	22
After viewing the above descriptors, I would rather self-identify (Please specify):	2

**What is your role, regardless of department/unit/team? Please select ONE of the following that best applies to your current position (options are listed in alphabetical order):**

	<b>Frequency</b>	<b>Percent (%)</b>
Administration/Executive Leadership (e.g. Library Dean/Director/University Librarian, Human resources, Development, AULs)	4	7.55
Administrative Assistant/Executive Assistant	3	5.66
Finance/Accounting	1	1.89
Librarian with or without MLS or other post-secondary professional post-secondary degree	16	30.19
Library Assistant	11	20.75
Library Clerk/Technician/Specialist	8	15.09
Missing	10	18.87
<b>Total</b>	<b>53</b>	<b>100.00</b>

**Which of the following best describes you? (select all that apply)**

	<b>Frequency</b>
Agnostic	14
Atheist	4
Buddhist	0
Christian	16
Hindu	0
Jewish	1
Muslim	0
Spiritual but not religious	5
I prefer to identify as (please specify):	3

With the understanding that our society is ever-evolving, we acknowledge that the response options for the next question are an incomplete list for one to describe oneself fully. Please select the option(s) that best describe(s) your sexual orientation identity (select all that apply):

	Frequency
Allosexual	2
Asexual	2
Bisexual/bi	5
Gay	0
Heterosexual	17
Homosexual	1
Lesbian	0
Pansexual/pan	6
Queer	1
Questioning/uncertain	1
Straight	19
After viewing the above descriptors, I would rather self-identify (Please specify):	3

What is your Race (select all that apply):

	Frequency
American Indian or Native Alaskan or First Nations	0
Asian	0
Black or African American	1
Hispanic/Latino/Latin American	2
Native Hawaiian or Other Pacific Islander	0
White	38
Two or More Races	0
I prefer to identify as (please specify):	2

Please select ONE of the following that best applies to you:

	Frequency	Percent (%)
Librarian w/MLS degree (with or without faculty status)	18	33.96
Librarian w/post-secondary degree other than MLS (with or without faculty status)	1	1.89
Non-Librarian with post-secondary degree other than MLS (with or without faculty status)	7	13.21
Non-Librarian Staff	19	35.85
Missing	8	15.09
<b>Total</b>	<b>53</b>	<b>100.00</b>

Section: Table A: Demographic Summary

Table B: Scale Descriptive Statistics - University of Wyoming Libraries

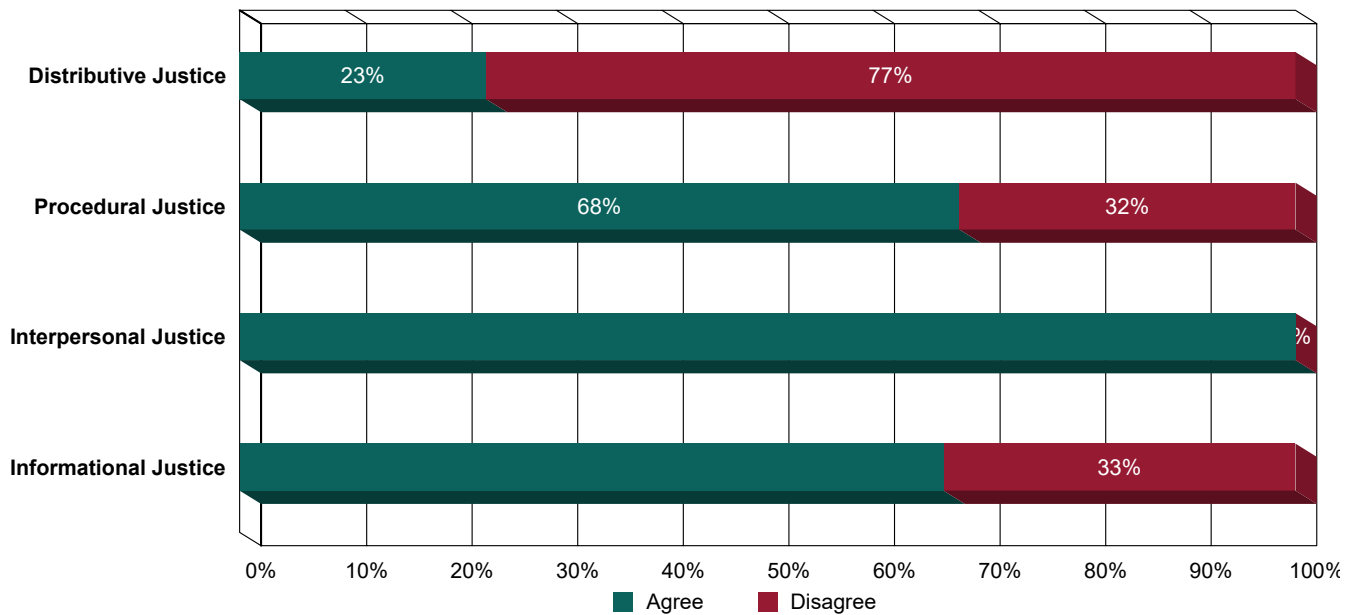
	Mean	Standard Deviation	Standard Error	n
<b>Climate for Organizational Justice</b>				
Distributive Justice	3.39	1.55	0.19	30
Procedural Justice	4.75	1.74	0.29	22
Interpersonal Justice	6.51	0.73	0.10	28
Informational Justice	5.37	1.29	0.18	27
<b>Leadership Climate</b>				
Leader-Membership Relationship Quality	6.09	1.17	0.12	34
Authentic Transformational Leadership	5.79	1.10	0.11	34
<b>Climate for Deep Diversity</b>				
Standardized Procedures	5.27	1.34	0.08	45
Valuing Diversity	5.68	1.18	0.06	47
<b>Climate for Demographic Diversity</b>				
Race	6.39	1.26	0.10	40
Gender	6.22	1.40	0.07	47
Rank	5.20	1.39	0.07	47
Sexual Orientation	6.36	1.13	0.06	47
<b>Climate for Innovation: Co-worker support</b>				
	5.90	1.19	0.06	47
<b>Climate for Continual Learning</b>				
	5.44	1.15	0.06	47
<b>Climate for Teamwork</b>				
Benefits of Teams	5.96	1.12	0.06	47
Structural Facilitation of Teamwork	4.67	1.41	0.07	47
<b>Climate for Customer Service</b>				
	5.59	1.09	0.05	47
<b>Climate for Psychological Safety</b>				
	5.20	1.09	0.05	47
<b>Job Satisfaction</b>				
	4.74	1.67	0.00	53
<b>Organizational Commitment</b>				
	5.02	1.59	0.03	52
<b>Organizational Citizenship Behaviors</b>				
	4.99	0.89	0.02	52
<b>Organizational Withdrawal*</b>				
	3.58	1.78	0.03	52
<b>Psychological Empowerment in the Workplace</b>				
	3.53	1.86	0.04	52
<b>Task Engagement</b>				
	6.03	1.10	0.02	52
<b>Work Unit Conflict*</b>				
Interpersonal	2.55	1.40	0.08	46
Task	3.23	1.31	0.06	47

\* These scales are reverse scored. Lower scores are better.

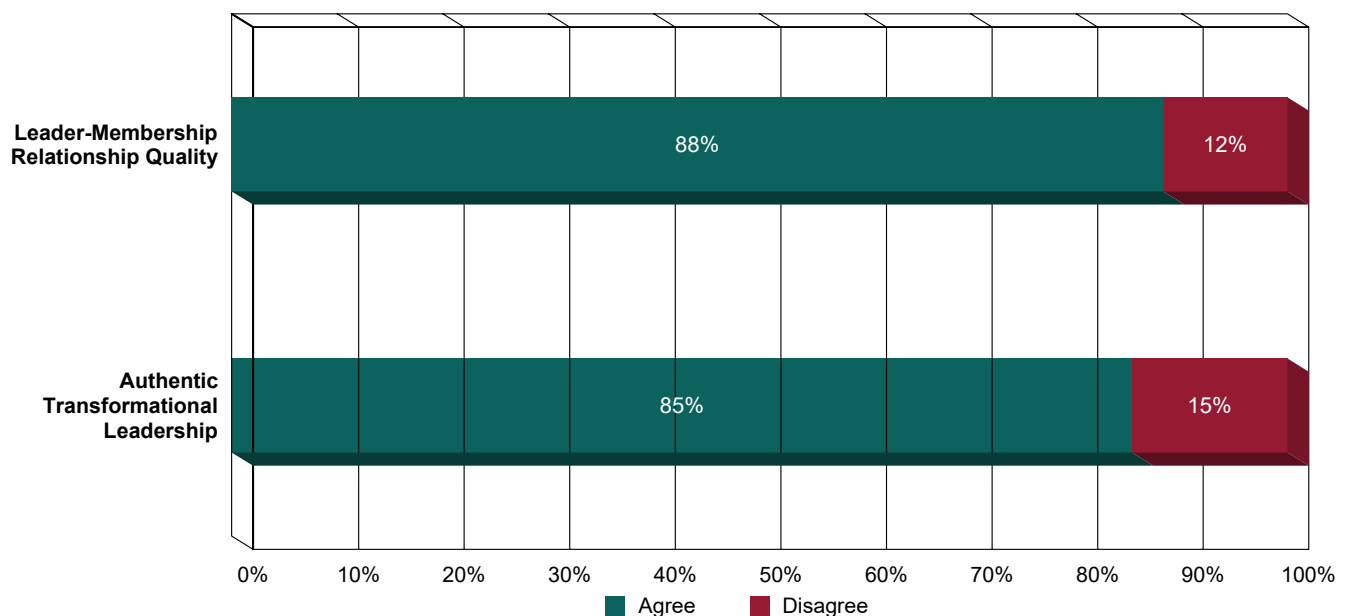
Table C: Percentage Agreement - University of Wyoming Libraries

The percentages on the green bars reflect the number of employees who responded positively to the questions in each scale. That is, the green bars in the following graphs represent the percentages of employees who had an average of a 4.5 or above on each 7 point scale.

### Climate for Organizational Justice

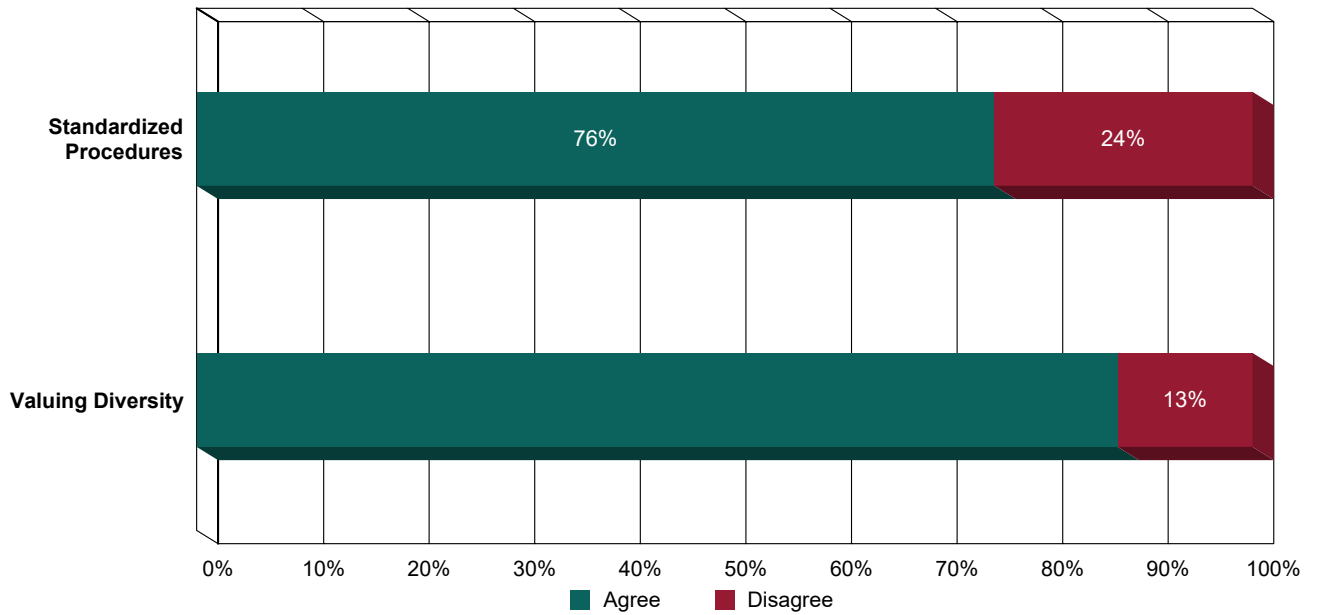


### Leadership Climate

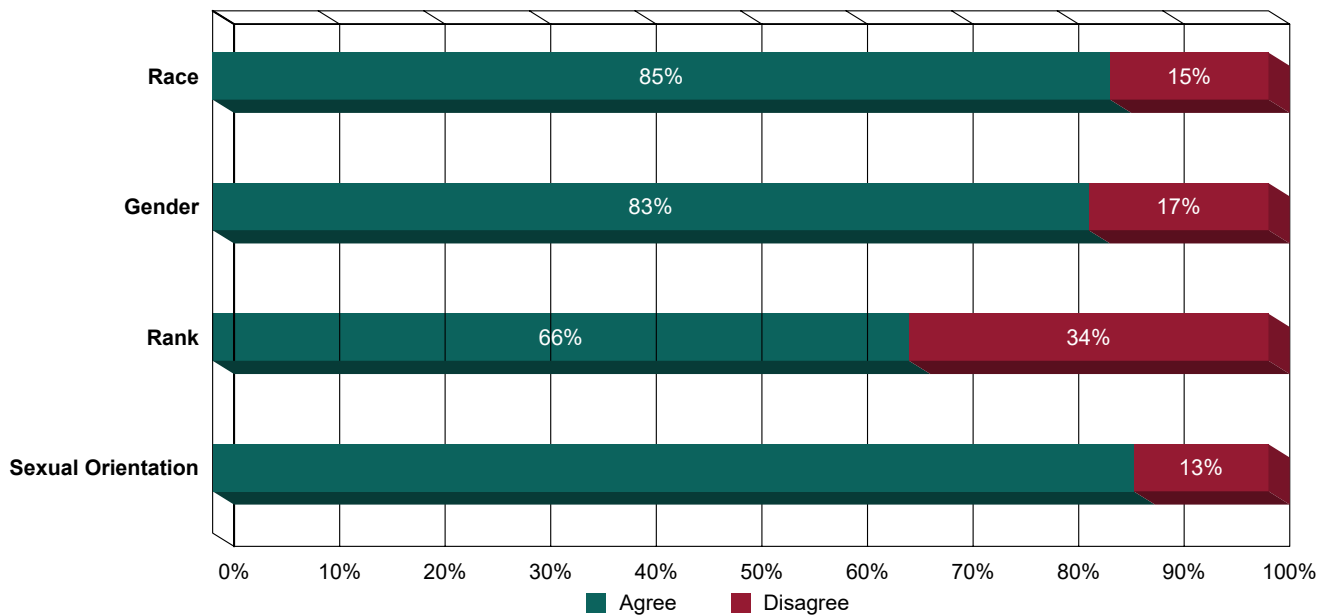




### Climate for Deep Diversity

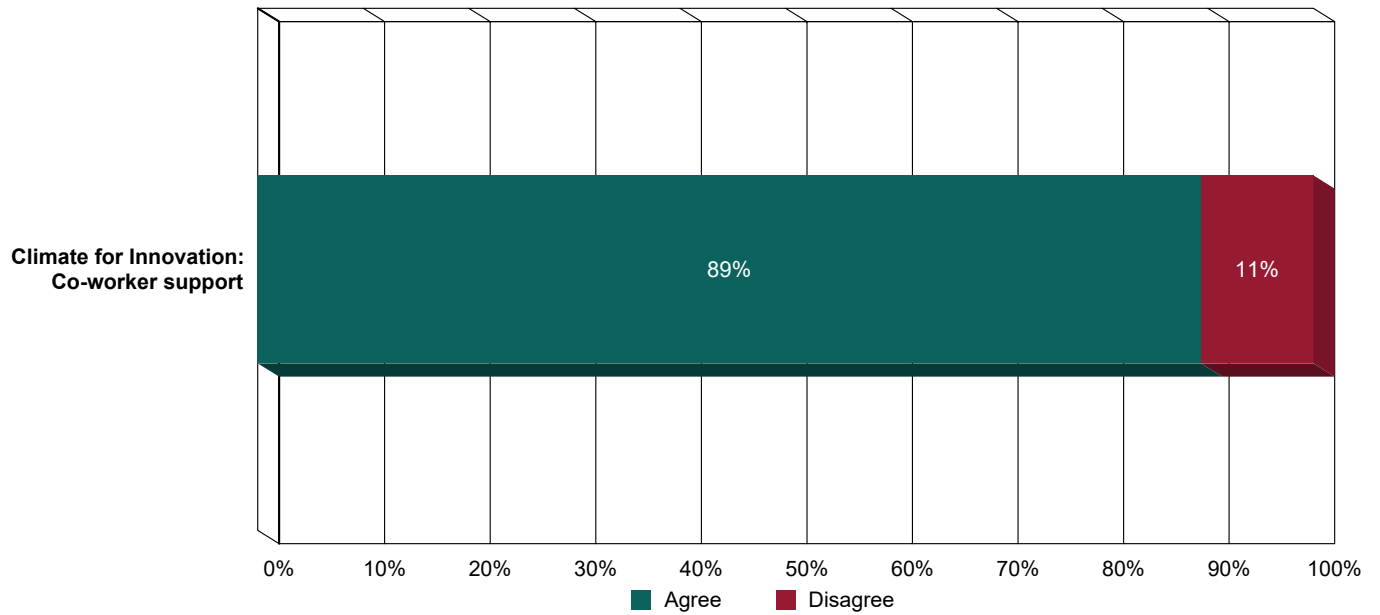


### Climate for Demographic Diversity

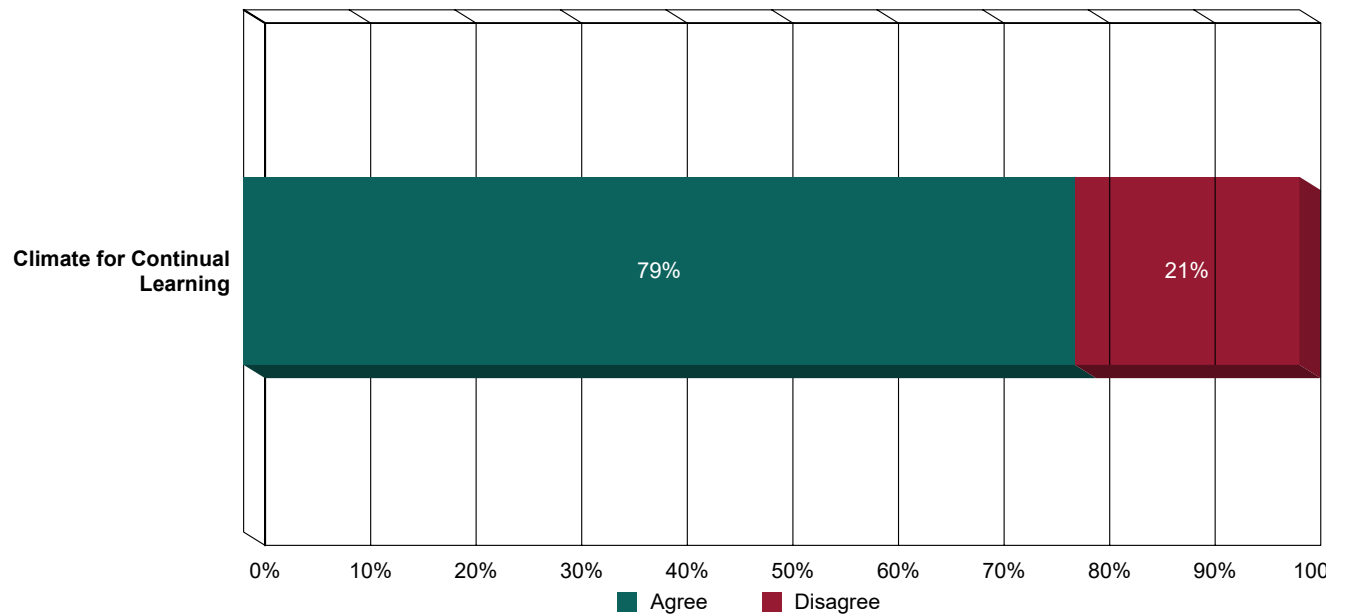


Section: Table C: Percentage Agreement

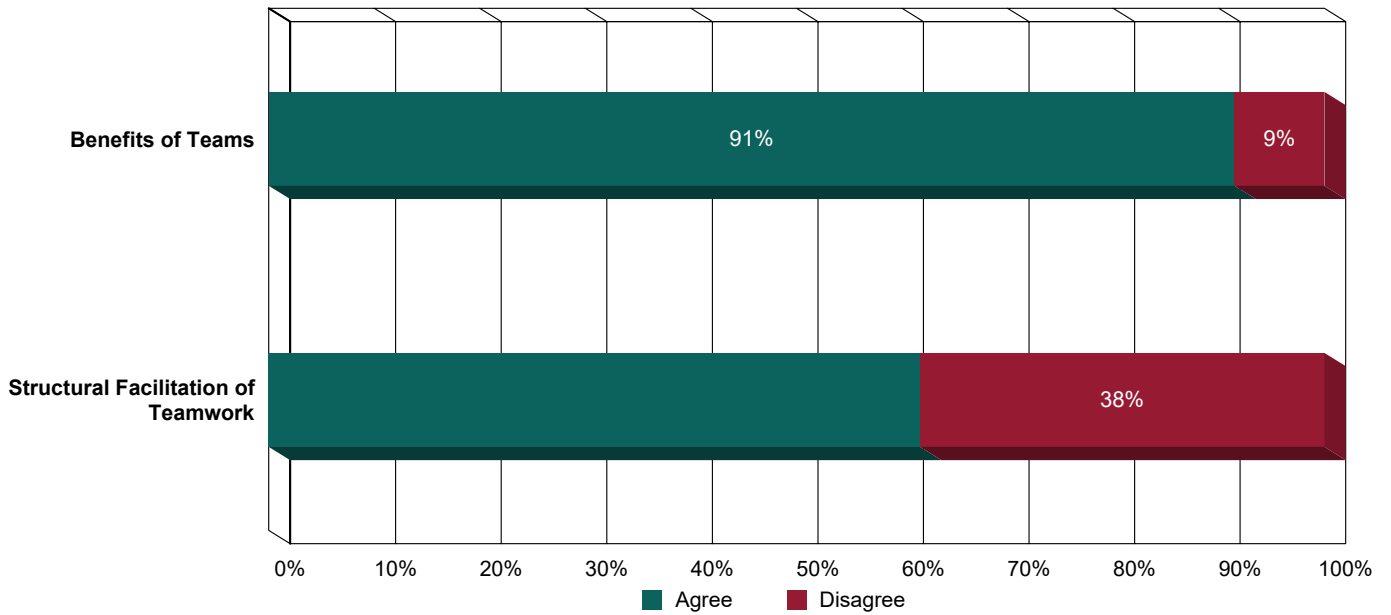
### Climate for Innovation: Co-worker Support



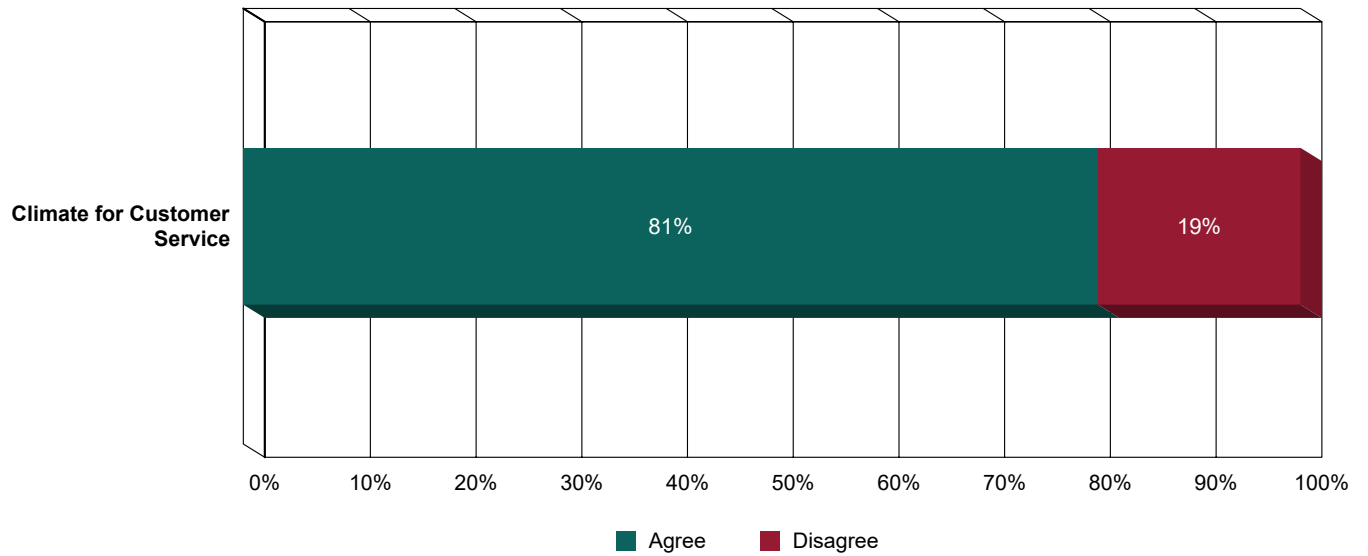
### Climate for Continual Learning



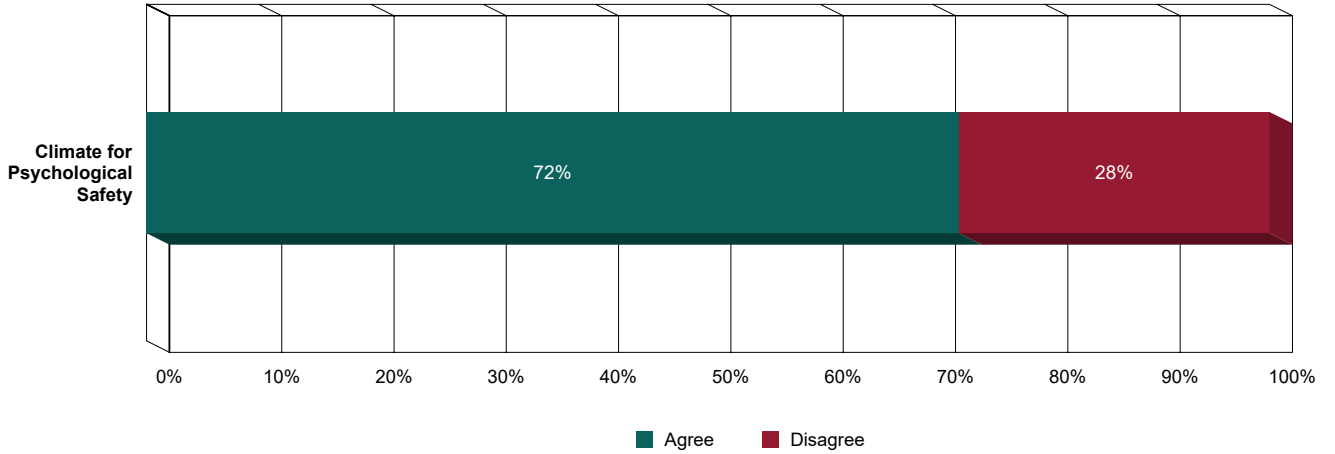
### Climate for Teamwork



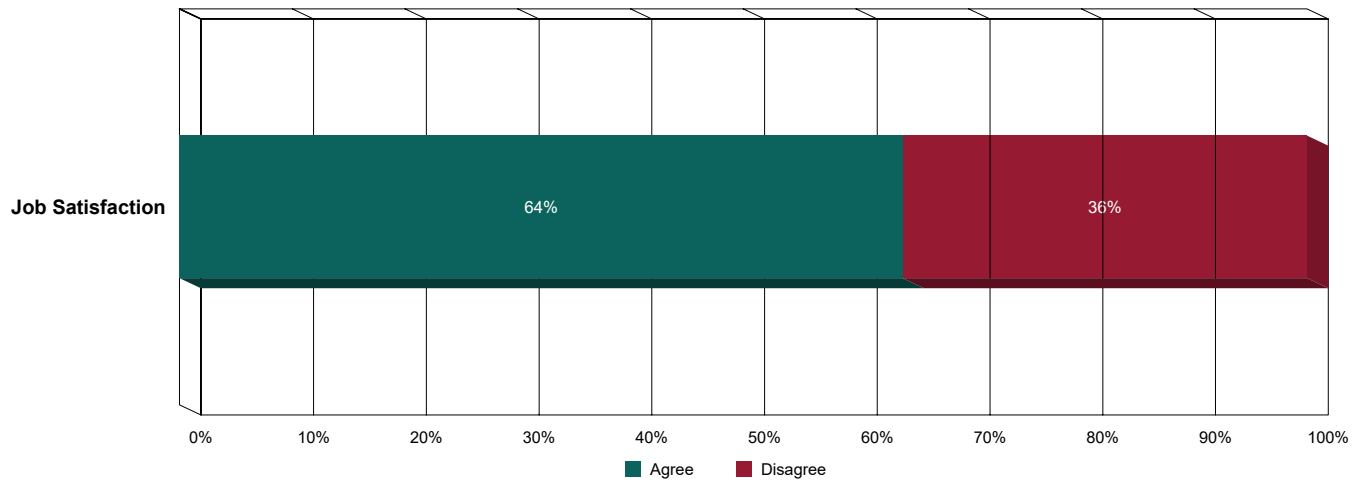
### Climate for Customer Service



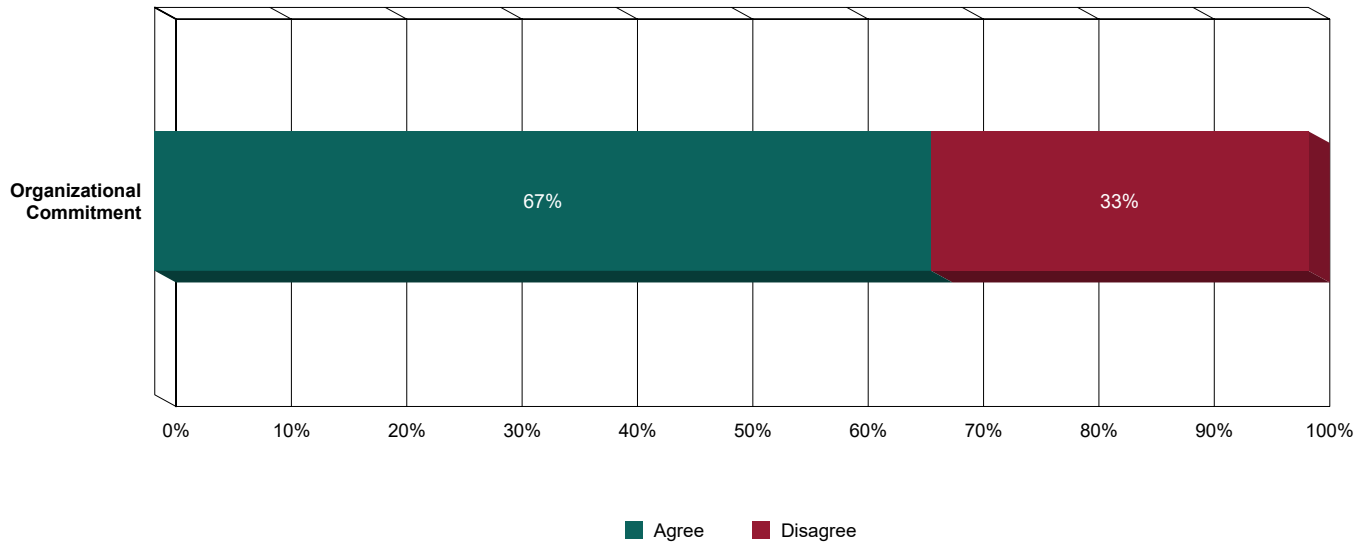
### Climate for Psychological Safety



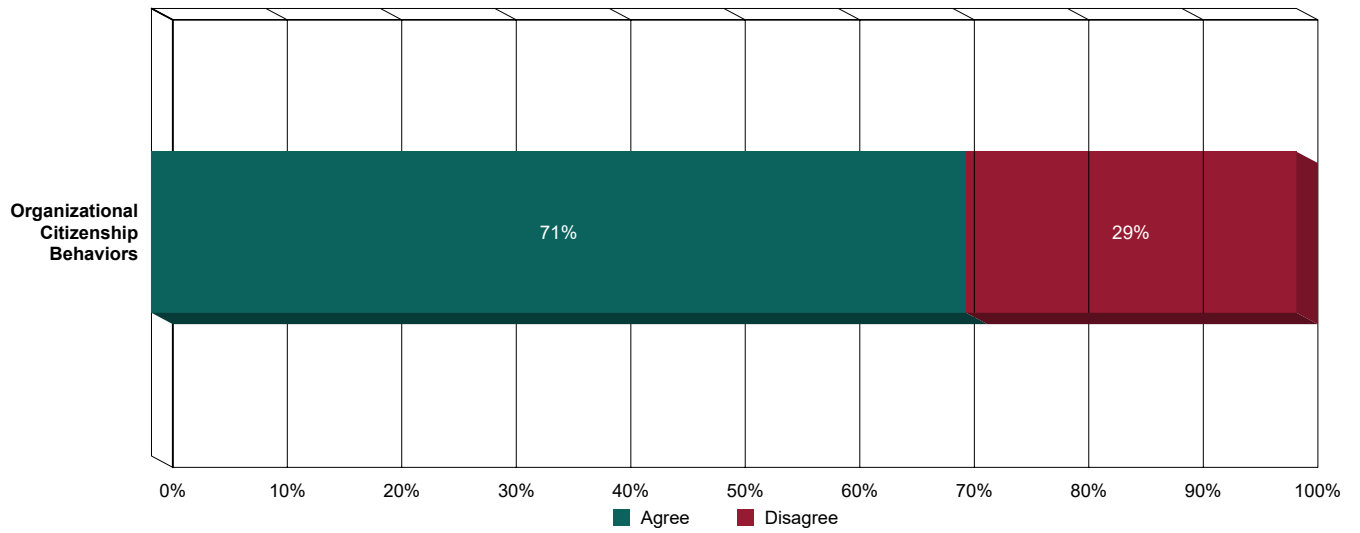
### Job Satisfaction



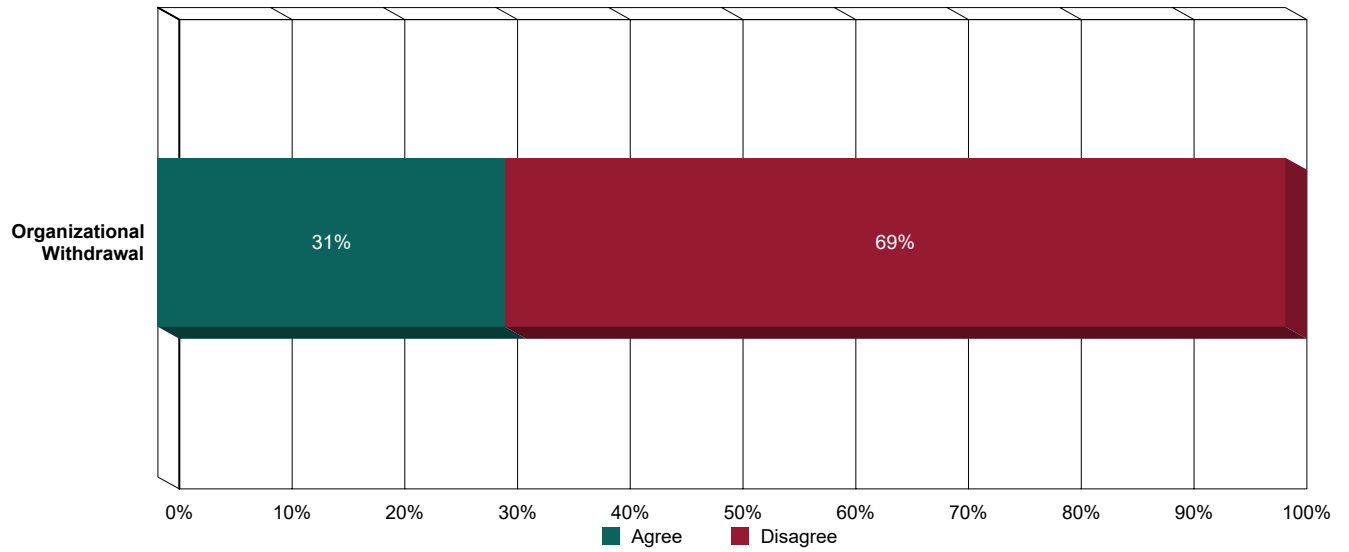
## Organizational Commitment



## Organizational Citizenship Behaviors

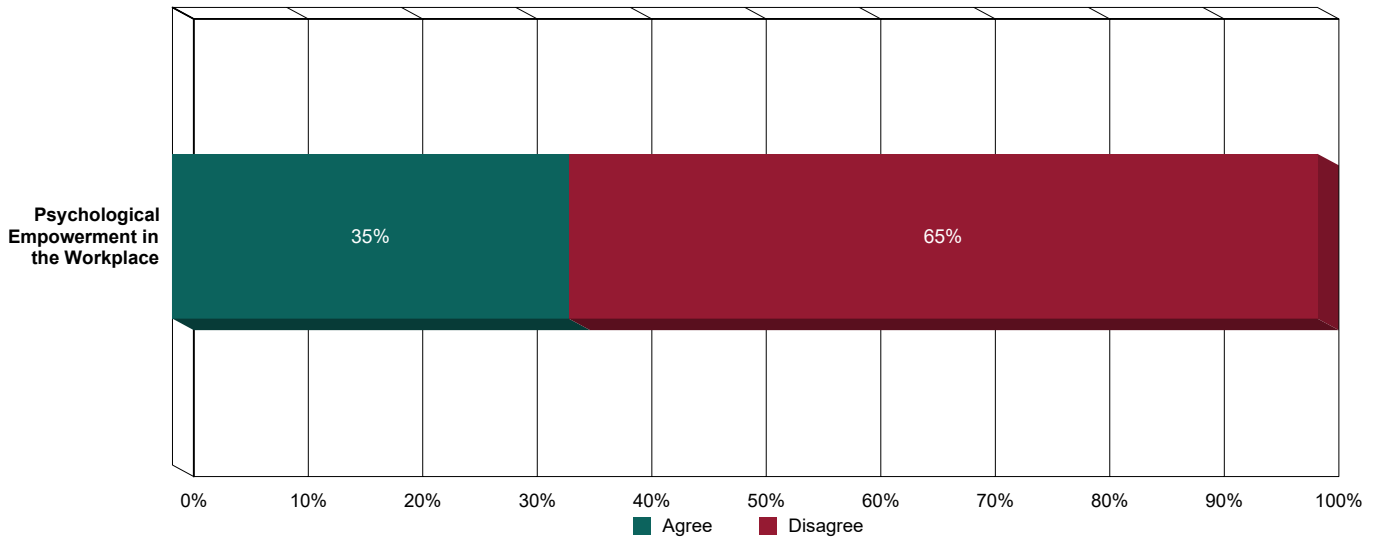


### Organizational Withdrawal \*

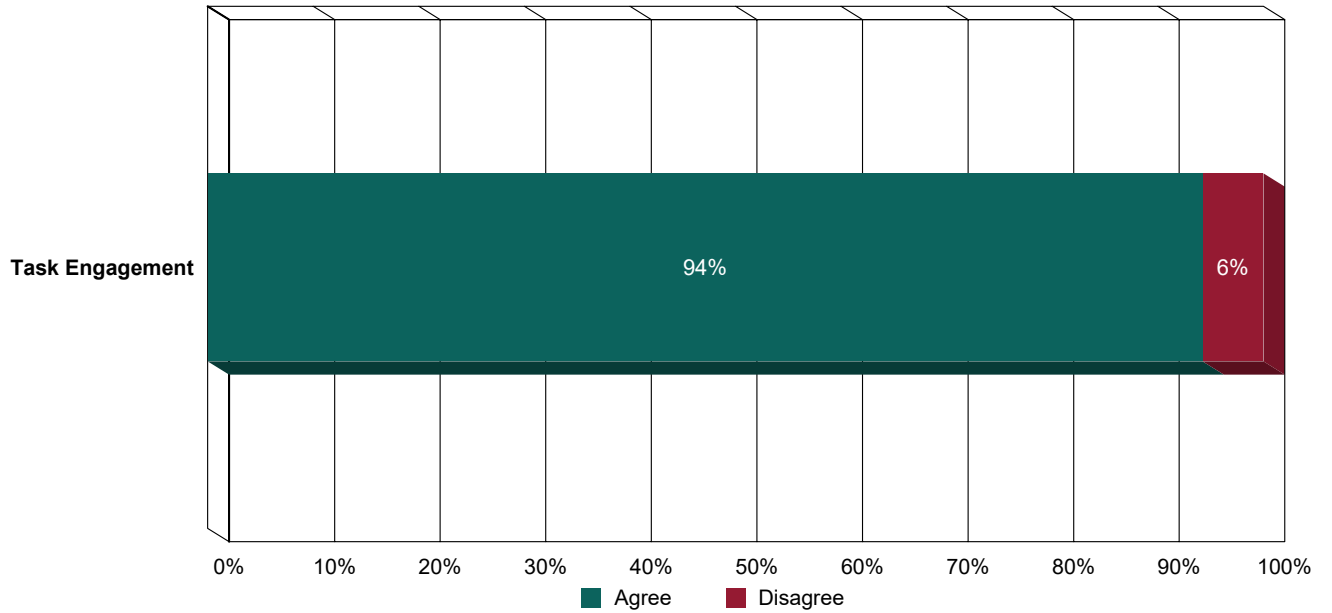


\* This scale is reverse scored. This means that low percent agreement (green bar) is better for this scale.

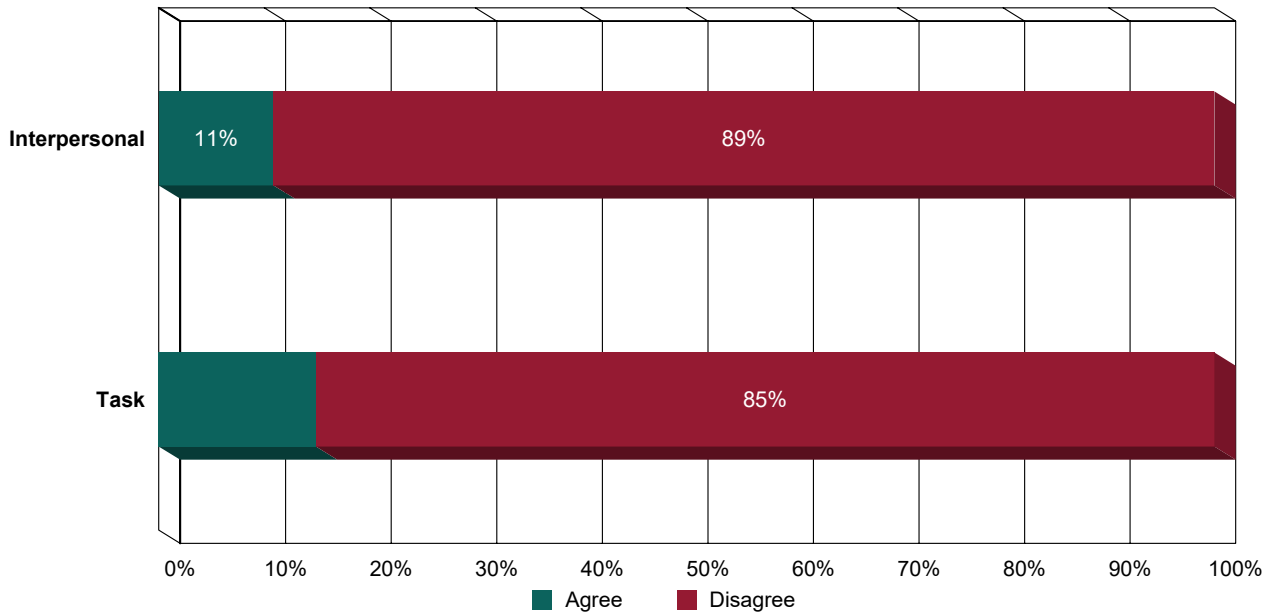
### Psychological Empowerment in the Workplace



### Task Engagement



### Work Unit Conflict \*



\* This scale is reverse scored. This means that low percent agreement (green bar) is better for this scale.

# Appendix: Definitions of Organizational Climate and Attitude Scales



The ClimateQUAL®: OCDA survey measures the following organizational climates:

### ***ORGANIZATIONAL CLIMATE***

Organizational climate refers to the interpretative frameworks shared by employees regarding the priorities of their organization and it helps them understand what behavior is rewarded, supported, and expected in the organization (Schneider, 1990). Employees develop these organizational perceptions as a result of their attempts to make “sense” of the policies, practices, and procedures endorsed and enacted in an organization. There are nine ClimateQUAL®: OCDA organizational climate scales.

#### *1. Organizational Climate for Justice*

This construct **reflects the degree to which the organization has policies, practices, and procedures that treat employees fairly and justly. Research has shown that Organizational Climate for Justice can be separated into four dimensions. Specifically, Distributive Justice** - the degree to which staff perceives that rewards are fairly distributed based upon performance. **Procedural Justice** - the degree to which staff perceives the procedures that determine the distribution of rewards are uniformly applied. **Interpersonal Justice** - the degree to which staff perceives there is fairness and respectfulness between employees and supervisors. **Informational Justice** - the degree to which staff perceives the explanation for distribution of procedures and rewards are provided.

- *Distributive Justice.* Distributive Justice reflects the employees’ perceptions regarding the extent to which the rewards that they receive (e.g., pay, opportunities to advance, etc.) is adequate given their level of effort and work. A sample question is “do the rewards in your division reflect the effort that division members put into their work.”
- *Procedural Justice.* While Distributive Justice addresses the fairness of outcomes, Procedural Justice addresses the fairness of the procedures used to come to those outcomes (i.e. performance evaluations, amongst others). A sample question is “have the procedures used to determine rewards been applied consistently.”
- *Interpersonal Justice.* Interpersonal justice refers to the extent to which other people in the workplace, such as supervisors, treat an employee fairly. A sample question is “has the authority figure who determines rewards treated division members in a polite manner.”
- *Informational Justice.* Informational justice refers to whether or not an employee has access to the information he/she needs. This type of justice indicates that transparency-that is, supervisors being honest and open with employees-is imperative to an employee’s sense of justice in the workplace. A sample question is “has the authority figure who determines rewards for your division explained procedures thoroughly.”

#### *2. Climate for Leadership*

This construct assesses the nature of organizational leadership. It assesses whether leaders have good working relationships with employees as well as the extent to which leaders are trusted by employees. Also, it measures the extent to which leaders are seen as authentic and perceived to be truly passionate about customer service. There were two dimensions to this construct. In each of these dimensions, the term “leader” is used to denote employees’ immediate supervisor(s).

- *Leader Member Relationship Quality.* Leader Member Relationship Quality refers to the quality of an individual’s relationship with their immediate supervisor. A sample question is “I can count on my immediate supervisor to support me even when I’m in a tough situation at work.”
- *Authentic Transformational Leadership.* An authentic transformational leader is ethical, honest, and inspiring. Employees of authentic transformational leaders report these leaders as being highly transparent-that is, that the transformational leader is consistent in their actions, and that the leader truly believes what he/she claims he believes. A sample question is “My immediate supervisor is convincing when communicating his/her vision.”

### 3. *Climate for Deep Diversity*

Climate for deep diversity refers to the extent that the organization has policies, practices, and procedures that encourage diversity of ideas, values, and experiences. Two dimensions were measured.

- *Standardization of Procedures Across Groups*, refers to the consistency of application of procedures across subgroups. A sample question is “Performance reviews are based on objective criteria that minimize personal biases and prejudices.”
- *Valuing Diversity*, reflects the extent to which the organization values diversity and diversity-related initiatives. A sample question is “This organization values the different perspectives that employees bring to the workplace.”

### 4. *Climate for Demographic Diversity*

The Climate for Demographic Diversity reflects the extent to which the library has policies, practices and procedures that support diversity among minority and majority employees. Four dimensions were assessed.

- *Climate for Demographic Diversity: Race*, refers to the extent to which the library supports racial diversity. A sample question is “The race of a team/work unit member does **NOT** affect how they are valued on this team/work unit.”
- *Climate for Demographic Diversity: Gender*, reflects the extent to which an individual team supports diversity of genders. A sample question is “The gender of a team/work unit member does **NOT** affect how they are valued on this team/work unit.”
- *Climate for Demographic Diversity: Rank*, reflects whether the library has a climate that supports diversity among employees of different rank. A sample question is “The rank of a team/work unit member does **NOT** affect how they are valued on this team/work unit.”
- *Climate for Demographic Diversity: Sexual Orientation*, assesses the extent to which the library has a climate supportive of sexual-orientation related diversity. A sample question is “The sexual orientation of a team/work unit member does **NOT** affect how they are valued on this team/work unit.”

### 5. *Climate for Innovation: Co-Workers*

A Climate for Innovation refers to the extent to which co-workers encourage each other to share and come up with innovative solutions. A sample question is “coworkers tell each other about other new information that can be used to increase job performance.”

### 6. *Climate for Continual Learning*

An organization with a Climate for Continual Learning has policies, practices, and procedures that emphasize continued employee education. A sample question is “there is excellent on-the-job training.”

### 7. *Climate for Teamwork*

An organization with a Climate for Teamwork enacts policies, practices, and procedures that emphasize the importance and usefulness of teamwork. Two dimensions were measured regarding this climate.

- *Employee Belief in Benefits of Teamwork*, concerns employees’ opinions of the usefulness and importance of teamwork. A sample question is “Teamwork is important to completing work in this organization.”
- *Structural Facilitation of Teamwork*, refers to the degree to which the organization’s structure and policies facilitate and encourage teamwork. A sample question is “The structure of this organization helps facilitate teamwork.”

### 8. *Climate for Customer Service*

An organization with a Climate for Customer Service enacts policies, practices, and procedures that clearly indicate the importance and value of customer service. Seven items were used to measure this concept. A sample question is “Library employees have the job knowledge and skills required to deliver superior quality work and service.”

### 9. *Climate for Psychological Safety*

A Climate for Psychological Safety refers to the degree to which an organization or teams therein encourage

employees to freely share opinions with each other and with management. An organization with a climate for psychological safety provides a safe environment for self-expression. A sample question is “As an employee in this library one is able to bring up problems and tough issues.”

### ***ORGANIZATIONAL ATTITUDES***

The information summarized in this section measures employee attitude on a number of different topics, such as their commitment to the organization, their satisfaction with their work, the extent to which they feel empowered. The organizational attitude measures included in the ClimateQUAL®: OCDA are therefore different reflections of the current workforce’s morale. In other words, these measures can be thought of as an assessment of the current health of the employed workforce.

#### *1. Job Satisfaction*

Our measure of job satisfaction uses one question to assess how satisfied an individual is with their job. Job satisfaction was measured with a 7 point scale (1 = least satisfied; 7 = most satisfied).

#### *2. Organizational Commitment*

Organizational Commitment refers to the extent to which an individual employee is dedicated to staying with, and feels positively about, this organization. A sample question is “I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.”

#### *3. Organizational Citizenship Behaviors*

An Organizational Citizenship Behavior (OCB) is an activity not included in an employee’s job description that they nonetheless conduct to improve the organization. While not a formal part of anyone’s job, most organizations cannot work as efficiently as they do without employees doing some OCBs. A sample question is “Give up time to help others who have work or non-work problems.”

#### *4. Organizational Withdrawal*

Organizational Withdrawal refers to the actions that an employee may engage in that distance themselves from the organization and reflect intentions to leave the organization. A sample question is “How often do you explore other job opportunities by checking job listings or want ads.”

#### *5. Team Psychological Empowerment in the Workplace*

Team psychological empowerment in the workplace reflects the extent to which an individual feels they can contribute to their team. A sample question is “My impact on what happens in my team/work unit is large.”

#### *6. Task Engagement*

Task engagement refers to the extent to which an employee is interested in and engaged in his/her work. A sample question is “The work I do is very important to me.”

#### *7. Work Unit Conflict*

Conflict in a work unit reflects the amount of disagreements within team members. Two dimensions of work unit conflict were measured.

- *Interpersonal Conflict*, refers to the amount of personal or emotional conflict amongst a work unit. A sample question is “How much jealousy or rivalry is there among members of your unit.”

- *Task Conflict*, refers to the disagreements coworkers have over how to complete their tasks. A sample question is “How often do the members of your unit disagree about which procedure should be used to do your work.”