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Joseph R. Diaz and  
Chestalene Pintozzi

# Helping Teams Work

## Lessons Learned from the University of Arizona Library Reorganization

**F**or nearly twenty years, academic library directors across the country have struggled with shrinking fiscal and human resources, increased competition from other information providers, rising costs for materials, and strong yet burdensome traditions. One wonders how they have managed to keep their doors open.

The University of Arizona Library was one of these libraries. While the 1970s were its best years ever economically, the '80s were lean ones. With serials inflation skyrocketing, the need to fund the demand for online access to the Internet and other technologies added to the frightening and looming prospect of continuous yearly decreases in state funding; the '90s were turning out to be hard to live through, too.

In 1991, amidst this fiscally challenging environment, the University of Arizona hired a new library director. Carla Stoffle, then Assistant Director of Libraries at the University of Michigan, accepted the post on a number of conditions. Two of these stand out as critical to the understanding of the direction the library would soon take: (1) that the University fund a new state-of-the-art online system, and (2) that Stoffle be allowed to do a study of the library's aged and top-heavy organizational structure to determine what could be done to

improve it to save costs and improve services.

Stoffle and her administrative colleagues assessed the situation and agreed that the current environment created an urgent need for new ways of thinking and doing business. In order to survive, Stoffle believed that major changes were needed, from a focus on "housing and storage of materials" to one of provision of "access to information" via the new technologies; from a focus on doing things that best fit internal traditions to a focus on the need to keep "customers" satisfied; and from a mentality of "that's the way we've always done it" to one focusing on continuous improvement and learning. The year 1991 was memorable. External forces, new leadership, and internal stagnation collided. Something new and unique was about to happen at the library.

### The Restructuring Process

The process of studying the organization began in 1991 with conversations Dean Stoffle had with her senior administrative staff and consultants from the Association of Research Libraries. The approach she decided upon was to charge a task force made up of a variety of levels of library staff and faculty with looking at what the library would have to do to thrive in the future as a vital institution

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Both authors work at the University of Arizona Library. **Joseph R. (Bob) Diaz** is Assistant to the Dean for Staff Development, Recruitment and Diversity, and **Chestalene Pintozzi** is Associate Librarian, Science Engineering Team.

within the academic community and to recommend an organizational structure that would best meet the library's future needs.

The task force first focused on identifying which strategic assumptions, aspirations, and principles needed to be built into a new organization. This process included a fair amount of reading and discussion about future trends and issues facing academic librarianship and more reading and discussion of various organizational models used both in libraries and in the corporate world. The task force identified key outcomes or goals for the process, including the desire to build an emphasis on continuous learning and staff development, the need to fully utilize staff talent, the need to continually improve work processes in order to streamline and avoid duplication of work, and the desire to be flexible to accommodate future needed changes.

The task force (later known as the "steering committee") then proceeded to develop alternative organizational models that would best accommodate these principles. The two models that were developed shared an emphasis on the use of *teams* and the need to meet *customer* needs as the focal point of the entire enterprise, but differed in some of the details. The Dean reviewed each model and, having realized early on that any move toward changing the structure of the organization would require a great deal of support and buy-in from staff, asked staff to choose which model to adopt. The Dean extended this strategy of staff involvement into subsequent phases in the process of creating the new organization.

These phases included what were called the design phase and the implementation phase. Each built on the previous one and involved a variety of staff. In the end, staff had identified the teams that would exist and the key work of each team. They also made staffing recommendations to the Operational Adjustment Team, a small group made up of librarians, administrators (including the Dean), and staff. This group, otherwise known as OAT, made the final staffing allocations and created a proposed organization chart for the library.

Subsequent steps in the process included designing and implementing a process for re-assigning staff to their new

teams and the hiring of team leaders for the new teams. This latter process was particularly difficult, as former department heads had to compete for fewer "leadership" positions. Some would no longer have "unit head" status or responsibility. While not all staff were happy with the new changes, many were enthusiastic about it and played an active role in developing the new structure. The prospect of being on teams, of learning new skills and serving customers appealed to many.

Constant formal communication about the process and high levels of staff participation were key to maintaining staff interest and involvement in the various phases of the restructuring. In all, over seventy out of two hundred staff participated in some phase of the restructuring.

Timing was another key to the success of this undertaking. The library was fortunate to be at the right place at the right time and receive much support from the University and other outside sources who were more than willing to share their time and expertise. Such assistance came in the way of training, resource materials and facilitation support. Five years later, the Library remains team-based and is strongly focused on serving customers. There have been many positive changes and, of course, a few challenges along the way.

### Focus on Customers

From the start, the steering committee that began the restructuring process did its homework and studied the literature to brush up on current trends in academic librarianship. It studied the moves and goals of the new and challenging competition which included the campus bookstore, the campus information technology management unit, the University Press, and an ever-increasing number of businesses using the Internet to sell information directly to faculty and students. Realizing that the library's future was at stake, all involved at that point agreed that the library needed to focus on customer needs and satisfaction. It needed to prove itself as a successful, key campus institution. The question was, what kind of structure would best meet the needs of our customers? The flexible team-based structure that was

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ultimately chosen had built within its foundation a strong emphasis on customers.

This emphasis has manifested itself in a number of ways. There have been structural changes such as the creation of teams focused on specific user populations (i.e., undergraduates), the adoption of a strategic planning model that focuses on gathering customer data as part of its environmental assessment process, and the creation of documents such as organizational mission, vision, and values statements that put the customer at the center of all the library does. Other changes include an emphasis on conducting needs assessment and focus groups to gather customer data, an emphasis on process improvement based on customer need, and the implementation of budgeting processes that take into account the impact on the customer. In addition, a performance evaluation system has been created that is built around team accountability for customer satisfaction.

There have been other studies published and presentations given which focus on the new organizational structure at the University of Arizona Library. Bob Diaz has coauthored an earlier work with Shelley E. Phipps which was published in 1997 as part of a conference proceeding. Additional information about the project may be found on the library's home page at <http://www.library.arizona.edu/library/teams/perf/pteam.htm>. This article has as its focus the human resources component of the changes which took place as well as the human impact on the staff.

### **Team Functioning and the Learning Organization**

Every library employee's job changed as a result of the restructuring. In some cases, people were assigned to do new or different work; in some cases, completely new units with new colleagues were set up; and in some cases, the process by which work is done changed. In all cases, the ways in which staff accomplish work and how they work together changed even for the five employees whose appointments didn't change. When the new organization was implemented in October 1993, all-team training was provided on what it means to be a team and how

teams operate. This has been followed by training as needed in many other areas of team functioning and work skills.

The result is staff members who are relatively happy with where they are and who are developing skills needed to do their jobs effectively. A job satisfaction survey that was administered three times over the course of two years showed that overall employee job satisfaction was well above mid-point in most areas. Two areas with lower scores also had significantly lower levels of reliability. During the past year a further restructuring of two large teams has taken place that resulted in the reassignment of approximately sixty classified staff members and librarians to new functional teams or work teams. The impact of this change on individuals has not yet been fully assessed nor has the effectiveness of the new teams or work teams been evaluated.

A key concept of the restructuring was empowerment of individuals and teams to make decisions for which they have the appropriate information, knowledge, and skill base. This works well at the team level by utilizing group intelligence, a diversity of approaches, and by seeking solutions that will result in the greatest benefits to customers. At the individual level it means that routine decisions or clear-cut decisions are not delayed by a hierarchical approval structure.

Another critical element of team functioning was the appointment of an Assistant Dean for Team Facilitation, use of facilitators (internal and external) by teams, and increasing knowledge of facilitation skills among more team members. Facilitation is defined as making the work of teams easier. By helping teams define goals, helping select appropriate tools and decision-making processes, encouraging participation by team members, helping groups resolve conflicts, monitoring group dynamics, managing meetings, and helping groups organize themselves to reach their goals, much difficult new work is being accomplished more easily.

Several barriers to effective team functioning exist and are beginning to be addressed. First, the size of several of the functional teams makes it difficult and time consuming to work together as a group. There is also a lack of common

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understanding and varying assumptions surrounding the concept of empowerment. Teams are still in the process of learning and consistently implementing good decision-making tools and processes. Conflicts sometimes arise because of differing expectations, assumptions, or values, because of poor or inadequate communication, or simply because of varying individual styles or approaches to problem solving.

Customer service training has been held for all public service staff, and is now a training component in both the library's new staff orientation and information desk and public service desk training programs. Within these sessions, emphasis is placed on exploring what it takes to provide quality customer service and what it takes to exceed customer expectations.

The library also provides training on cross-cultural communication and diversity for public services staff so that they are better equipped to serve our diverse clientele. Cross-cultural communication training, like customer service training, has been integrated into the information desk service-training program. Since the beginning of the restructuring process, such training and other staff development opportunities have played a major role in educating library staff about teams, customer service, process improvement, and total quality management, as well as in preparing all staff members to be proactive, empowered members of a team-based organization. Each year, generous amounts of funding have been available for in-house workshops, for staff attendance at conferences and workshops outside the library, and for in-house resource materials. In addition, two administrative staff are assigned to coordinate support for team and staff development.

Since virtually no models existed in the library literature on how to move an entire organization forward in such a massive change process, those staff assigned to staff and team development (the Assistant Dean for Team Development and the Assistant to the Dean for Staff Development, Recruitment and Diversity) worked with a number of consultants on designing training plans that would help the organization move forward quickly. In essence, staff development and training were planned from the

top down during the first two years of the restructuring.

A shift occurred during fiscal year 1994/95 however, and the need for continued staff training was identified as a priority by the Strategic Long Range planning team. At this stage a number of staff from across the organization worked with the Assistant to the Dean for Staff Development and the Assistant Dean for Team Development to identify how to provide a supportive library environment. Several training projects were identified and accomplished. Among the topics covered were customer service training, cross-cultural communication training, diversity training, training in total quality management, and training in interpersonal communication.

Once these projects were completed, there emerged a number of additional issues and challenges that had not been anticipated. The first was the awareness that training does not equal learning. Much of the training provided during the 1994/95 year was not directly applicable to staff work. (A key insight gained from this was that the just-in-time training or training at the point of need is the most effective method to ensure that learning takes place.) Competing priorities also got in the way of staff attendance at the training that was provided. We also found that much of what needed to be learned needed to be done at the team level.

As a result yet another shift occurred during the 1995/96 year. This time, an emphasis was placed on team training. The Assistant to the Dean for Staff Development, Recruitment and Diversity worked with a group of representatives from each team to engage in a deeper level of assessment of needs. While this was successful in some teams, in others this approach did not fare as well because of competing priorities and varying levels of commitment.

At the same time that the team training approach was being experimented with, yet another annual plan project team was created to help the library shift focus from training to learning. This project team studied various ways to help the staff of the library embrace and practice the principles of the learning organization, espoused by Peter Senge and others. The project team also sponsored

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major librarywide event with a well-known guest speaker. This speaker reviewed the principles of a learning organization with the staff and challenged the staff to question many of their assumptions about measurement of ability and attitudes toward learning. Since then, more and more staff have incorporated many of the concepts discussed in *The Fifth Discipline*. These include mental models, personal mastery, systems thinking, shared vision, and team learning and dialogue.

While the theory of the learning organization is complex, the University of Arizona Library has successfully adopted some basic tenets from it, including learning how to engage in systems thinking; learning from mistakes; openness to creativity, risk taking, and team learning, with a specific focus on the concept of "dialogue." There is much to learn from *The Fifth Discipline*, and while the library has only begun the process of studying and applying these concepts, it has paid off immeasurably in terms of helping staff keep a positive attitude toward problems and issues that have arisen during the restructuring. A key question frequently asked is, "What can we learn from this so we can move on?"

While much has been learned the past four or five years, there are still a number of key training and learning issues that continue to challenge the organization. These include decision making in a team-based environment, conflict resolution, negotiation, empowerment, and computer competency skills. We have learned that effective decision making, problem solving, and conflict resolution are skills that are built over time and that practice is the best way to get there. Even though it is frustrating to not be where we need to be, as one consultant put it, restructuring takes ten years on the average. It has also become clear that effective communication is absolutely critical to create and maintain an environment in which the learning organization and distributed leadership can thrive.

### Communication

To support the library's decentralized structure, it is essential that accurate, timely, and complete information is widely shared and readily available when needed by any individual or team

within the library. Effective communication is also necessary to educate and create understanding and acceptance of decisions, policies, and directions of the library and its teams. Lateral communication from team to team and from individual to individual has replaced much of the vertical communication that characterizes traditional, hierarchical organizations. Responsibility for communication is also distributed. Each team and individual must consider who needs to know about policies developed, data collected, information received, decisions made, and changes implemented. In this environment it is equally important to consider the channels available and to select the appropriate method(s) for communication.

Librarywide communication is accomplished in several ways. All-staff meetings are regularly scheduled where topics of broad interest may be presented. E-mail distribution lists, the library newsletter, and general mailings have the potential to reach all employees. Special open meetings, open houses, and presentations at team meetings provide additional effective channel for communication. Several of these options may also be used for cross-team or interpersonal contact. Team leaders or other point people may be asked to convey information to their teams or individual team members and telephone calls, letters, and memos are still valuable means of interaction.

The most formal and structured method of regularly scheduled communication, at this time, is Team Reports to the library. These reports have evolved from an original design of open Cabinet meetings where each team reported progress in the form of highlights (significant accomplishments or lessons learned), lowlights (setbacks, mistakes, or failures), issues (barriers encountered, support needed), and plans (how team intended to address lowlights or issues) each month to Dean's Cabinet. Cabinet in its role as a guidance or management review team challenged assumptions, asked for supporting data or information, gave input and feedback, and helped resolve issues raised. All library staff were invited to attend and the sessions were intended to provide cross-team communication as well as communication with Cabinet.

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That format proved challenging. Teams and individuals were not accustomed to open questioning and interaction and sometimes felt threatened or offended by the perceived tone of interchanges. Few staff other than Cabinet members attended most sessions and teams complained that reports were scheduled more frequently than needed. The current format is designed as open reporting sessions to the whole library with reports from each team scheduled every six weeks. The structure of reports is flexible although it is expected that they will include progress on team objectives or projects, include issues on which teams need feedback, and identify teams that will be affected by decisions or changes made or work done. As in the previous system, teams are expected to distribute reports via e-mail before the sessions. Attendance at these sessions, so far, is not significantly higher than attendance at open Cabinet meetings and it is not clear yet whether they are more effective than the prior process.

The cumulative effect of the volume and multiplicity of communication channels and messages, combined with varying styles of sending and receiving information sometimes resulted in overload. Staff sometimes felt overwhelmed by the sheer quantity of information transmitted. The decentralization of decision making, planning, and other activities has resulted in the need to redefine expectations and rebuild pathways for sending and receiving information. There is no longer one central authoritative source. Instead, there are several dispersed authoritative sources. It is now necessary for individuals and teams to re-learn and accept new sources that must be listened to and to determine what can be filtered out. This is a slow, difficult process and one that is still evolving.

Two-way communication with customers is crucial to both understanding their research, learning, and teaching needs and conveying to them knowledge about services and information that the library can provide to meet those needs. A central work activity assigned to librarians in subject-focused teams is "connection development." This means that they are expected to develop and maintain ongoing communication with faculty, students, and researchers in assigned

departments or similar units and with other relevant on-campus and off-campus organizations or individuals. This communication feeds information into ongoing needs assessment activities as well as keeping constituents informed about changes and developments within the library.

When well developed and effectively practiced, effective communication creates a solid foundation for evaluation, assessment, and learning by individuals, teams, and the library as a whole. Open access to needed information, the assumption that each of us is responsible for obtaining information needed in our work, and the sharing of relevant information with others are key components of the new organization.

### **Empowerment**

As noted earlier, teams and individuals are responsible for assessing needs, planning and prioritizing activities and projects, making them known, and reporting on their progress to their teams and to the library. They are empowered to make decisions for which they have the appropriate knowledge, skills, abilities, and information.

Empowerment at this level requires that teams and individuals accept responsibility for and be held and hold themselves accountable for their actions and decisions. Open, clear communication regarding their activities enables objective evaluation of how well individuals, teams, and the library are utilizing resources to accomplish its mission of supporting customers' information needs. Ongoing evaluation and assessment of both successes and failures contributes to learning, at all levels, of how to improve and grow in both ability and effectiveness.

### **Evaluation and Assessment**

Productive evaluation of team performance as well as learning and growing do not come easily. Defining goals based on customer needs and determining achievable yet challenging quality standards and performance measures is difficult. Clearly identifying desired outcomes and developing appropriate goals is a complex mixture of art and science. Expectations of individuals and teams

are in the process of being defined. Once these are in place, however, it is essential that performance be measured against those expectations in order for them to be meaningful and to ensure the desired results.

This concept was new to the library and foreign to many library staff members. It is uncomfortable to acknowledge lack of acceptable performance in oneself or to confront it in others. The tradition of simply doing one's best and continuing to do the same work in the same way is strong. To break out of the mold of traditional thinking and to seek and encourage feedback both internally and externally is a frightening prospect. To process feedback, to question how work processes can be improved, to assess the skills of a team or of individuals and identify improvements needed, and to commit to continuous learning and change requires a fundamental change in assumptions and expectations regarding work and responsibilities on the part of everyone in the organization.

It is understood that evaluation at the individual level is the responsibility of the individual and of the teams on which the person serves. Team leaders are expected to act as coaches who encourage and guide team members giving them feedback and suggestions. It is acknowledged that the team's performance results from the interaction and collaboration of individuals. Team performance is hindered or helped by the contributions or lack thereof from individuals. There is also a belief that traditional evaluation is nonproductive and often even destructive of initiative and performance.

Some formal evaluation of junior librarians is accomplished through two-year, four-year, and continuing status reviews (at six years) that assess position effectiveness, scholarship, and service. The team leader of the librarian being reviewed and the Library's Promotion and Continuing Status Committee advise the Dean who makes the final library recommendation on retention or promotion. Input from colleagues is sought and considered during the process. The process is not a result of the restructuring, but the criteria have been adjusted to reflect the new team-based structure and expectations. A few nonretention decisions in the past two years have revealed a clear lack of under-

standing among librarians of both the criteria for success and the review and decision process. Working through these issues is helping to clarify the expectations and performance standards for librarians in the areas of position effectiveness, service, and scholarship.

Development of and commitment to some forms of ongoing internal assessment has begun. The whole library and individual teams have created strategic and annual plans for the past two years and are measuring success as progress toward accomplishment of work outlined in those plans. A 1994/95 project team developed and administered a prototype customer satisfaction survey. Unstructured feedback is obtained through a bulletin board suggestion/question system in the main library; suggestions posted on the OPAC; and from calls, letters, and personal interactions with customers.

A Library Performance Effectiveness Management System (LPEMS) was implemented in 1996/97. The first phase provides an opportunity for all staff members to rate their interactions with each of the eleven functional teams plus library Cabinet every two weeks. Ratings are based on team responsibilities as articulated by each team. Comments are encouraged and are compiled and distributed along with statistical ratings to teams for review and discussion.

The next step, already underway, is a component of the current Learning and Performance Measures project that will assess and support development of team and individual competencies. We must hold teams and individuals accountable for identifying and obtaining needed training and other learning opportunities and utilizing them to develop competencies identified as critical to providing quality customer service and meeting customer needs.

Teams currently utilize varying instruments to assess team functioning. One tool is a plus/delta process sometimes used following work sessions, meetings, or completion of projects to identify activities or behaviors that helped accomplish work needed as well as to identify what could have been improved or done better. Other tools include team climate questionnaires or team functioning surveys that measure opinion of team members regarding selected areas of overall team function-

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ing. They are often used in conjunction with team-building sessions designed to enhance teams' abilities to work together.

### Current Challenges

Now well into our fifth year of operating within the new team-based structure it is possible to begin to assess what is working and why, and also to identify remaining or ongoing challenges and the factors creating them. Some of the key elements supporting the successes described above include ongoing customer focus and needs assessment, commitment to continuous learning, and process improvement. Significant challenges have also emerged as a result of the frame-breaking change that was undertaken and the drastically restructured organization that emerged. As noted earlier, challenges exist and continue to arise even in areas where good progress is being made.

While the library is gradually working through many of these challenges, it is important to acknowledge that doing so requires a great deal of patience, good will, and hard work on the part of everyone involved. Addressing these challenges as a library may create the shared understanding and the depth of commitment necessary for the organization to continue to move forward and effectively fulfill our mission. Three of the most problematic remaining challenges are described below.

#### Continuous Change

A key strength that also creates a critical challenge is the built-in structural flexibility and commitment to continue to change in response to changing needs of our customers and changes in the environment. This flexibility enables the library to respond quickly and to utilize resources most effectively and efficiently over time. The library had been a very stable, hierarchical, secure structure for many, many years and had attracted a significant number of people who wanted to work in that type of protected environment. Moving from that environment to one of ongoing change has undermined the sense of security, identity, and self esteem among some employees. Giving up the security of the known and of the clear guidance and reassurance re-

sulting from control from the top was traumatic for many staff members. As one librarian said, "Don't ask me to think, just tell me what to do."

Just coping with change is possibly the most significant challenge encountered thus far. One factor contributing to the difficulty dealing with change has clearly been fear—fear that jobs will go away and just simple fear of the unknown. Another factor is the feeling that past work and successes of individuals were devalued because the priorities of the library changed. New, strategic work emerged and some old work was dropped or de-emphasized. Many people still question whether they will be able to acquire the new skills needed, whether they will like the evolving work, and whether they will continue to be valued by the organization.

In an effort to provide support for staff who are facing significant changes in their work and/or team structure, the library organized a Change Management Group whose role was to help identify concerns about change, identify emerging new work and the knowledge and skills needed to accomplish it, and identify or develop learning opportunities for staff to prepare them to take advantage of the opportunities that change brings. Another role of this group was to encourage teams and individuals across the library to assess their needs and identify new work that staff facing change can do in order to learn and prepare for the future.

#### Compensation

Compensation is another thorny issue. Thus far, merit raises have been distributed across the board with all employees receiving equal dollar amounts. Market adjustments were allocated based on a formula of rank and length of service for librarians. It has been noted, however, that these decisions should not be seen as necessarily setting a precedent. Without individual evaluations no real basis exists for rewarding individual performance. Some believe that it is not appropriate to reward individuals in a team-based environment. It is obvious, however, that not everyone contributes at the same level and that some individuals are consistently high performers while others consistently perform at only

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a minimal level. While the issue of compensation remains unresolved, it is not being ignored. Library staff are hard at work identifying the best ways to reward and compensate staff for their hard work and growth.

During 1997/98 we implemented a Career Progression Program designed to support the learning organization concept. Classified staff are eligible for salary increases based on demonstrated positive customer service outcomes resulting from staff learning and implementation of new skills and competencies. A similar program for academic professionals is currently being developed. Resulting salary increases will be funded from merit money allocated by the state when it is available and other library funds in years when the state does not allocate merit money.

### Shared Vision

As has been noted by Peter Senge, James C. Collins and Jerry I. Porras, and others, a compelling, shared vision helps to give shape and direction to an organization's future. Such a vision supports alignment of individual and team efforts, contributes to the framework for decision-making, and helps engender commitment to creating that future. A vision for the year 1998 was developed by a small group during the organizational design and restructuring process. This vision was subsequently shared with the whole library. The Strategic Long Range Planning Team has as part of its charge the directive to develop a vision statement for the library as part of the planning process. During 1994/95 a SLRP sub-team sought input from library staff regarding what they felt were the most important concepts or elements of the vision. Response was limited and time constraints prevented completion of a revised or new vision statement. A project team was appointed in 1995/96 to develop understanding of the vision and to define behaviors that would model commitment to the vision. Again time constraints resulted in a process that resulted in limited input from staff. SLRP used available input and created an interim vision statement that is now in place.

The rather disjointed, rushed processes employed have not resulted in a compelling, shared vision of the library's

future. The current document does not paint an inspiring picture, create a true sense of shared purpose, or propel the library staff to fulfill commonly held aspirations. A complicating factor is that during 1995/96 another project team developed a separate education vision statement for the library. The result has been confusion and lack of a clear sense of purpose. Many people within the library look to the Dean alone to provide vision and direction. A frequently heard question is "What does Carla want?" Others look to the strategic plan or to their teams' mission statements for guidance. Others have their own personal visions of the future and are working to bring them about.

Teams have recently reviewed the library vision and developed their own vision statements as part of the Performance and Learning Measures Project and the Dean has also discussed the library vision at an all-staff meeting. The impact of these discussions and subsequent understanding or internalization of a common vision or lack thereof will surely have a tremendous impact on the library's future. A common vision can truly mean the difference between making tremendous strides into the future together and taking baby steps in different directions.

### Future Challenges

Challenges and change as well as opportunities are facts of life in academic libraries. It was understood during the design of the new library structure that no organization is perfect and that no structure would solve all the library's problems. It was also understood that the environment will continue to change and that it is necessary to continuously assess and adjust to adapt to that changing environment and to meet new or changing customer needs. The hallmark of success for the University of Arizona Library organizational structure has been defined as remaining dynamic, flexible, and implementing ongoing change. This commitment to continuous change represents an ongoing challenge. It would be easier to freeze the new structure and services in place but to do so would be to fail our customers and ourselves.

Challenges that cannot be foreseen

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will surely emerge in the future as they have in the past. The strengths that will enable the library to successfully meet those challenges will be continuous situation analysis, needs assessment and responding changes, and the increasing staff knowledge, skills, and abilities developed through continuous learning. The people of the organization and their commitment to providing quality services to their customers are the engine that will continue to propel the library into the future.

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