

Organisational development in HE and the Work-Related Quality of Life scale

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What's in this session?

Part 1

- An overview of the case for OD
- Using the WRQoL scale to evidence effective OD interventions

Part 2

- Principles for building an OD intervention
- The 5 Stage OD intervention plan

Part I – Why Organisational Development?



What is Organisational Development?

- Therapy for organisations!
- Based on Behavioural and Social Science Principles
- A philosophy which assumes:
 - People can change for the ‘better’
 - If people feel better they will be more productive & give more ‘discretionary input’
- A model for organisational change management

Do you believe in OD?

- If you treat people like cogs in a machine you can optimise performance / productivity
- Unfortunately people don't like to be treated in this way
- Unless they are very motivated they will not work in this way
- Recent research has shown that the most productive organisations are those with the happiest and most dedicated employees

Why be more productive?

Why do some people give more to their job?

- To earn more money
- To be promoted
- To have respect / praise
- Because they believe in their job
- Because they believe in the overall values or aim of the organisation
- Other internal / external drivers

Can organisations influence this?

Besides good salary, promotion and appraisal structures, how can you influence the amount of discretionary input staff give?

The OD approach / philosophy says you can, by improving or engendering better staff:

- 👤 Engagement
- 👤 Organisational commitment
- 👤 Well-being
- 👤 Quality of working life, etc

How can you improve something without being sure what it is?

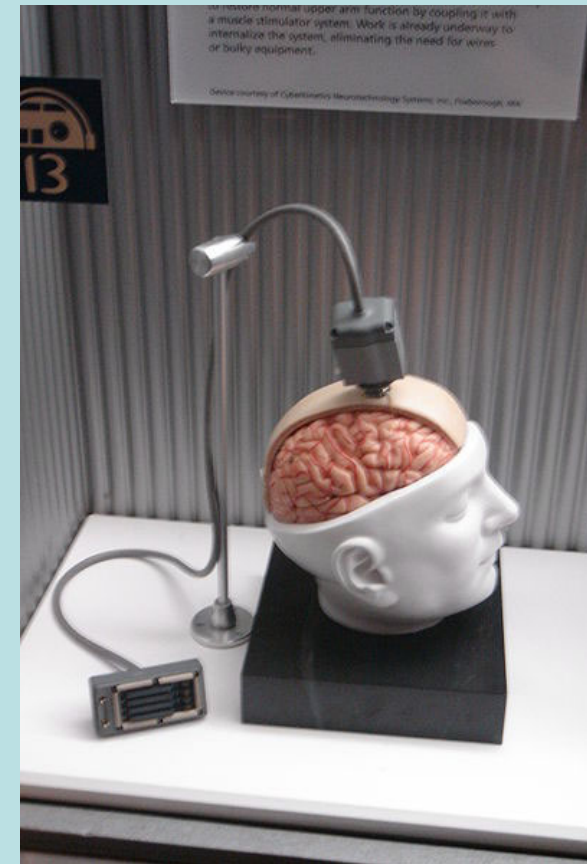
- A good point – but does it matter?
- Only if you want to measure / change it
- You if you need to change ‘it’ you need to evaluate the change
- Evidence based practice

How do you measure this thing?

- Perfect measures
- Imperfect measures
 - Indirect measures
 - Expert opinion
 - Human Resources
 - Organisational performance data
 - Direct measures
 - Staff surveys
 - Psychometric scales

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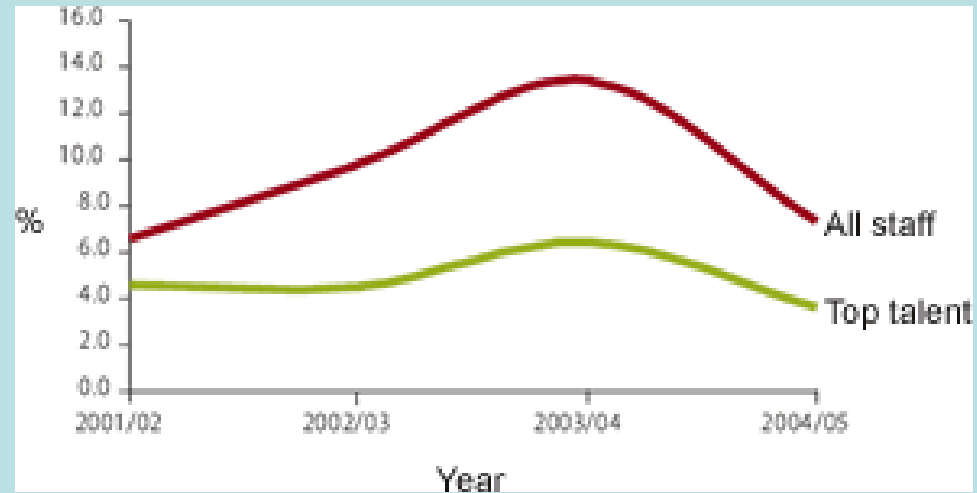
- Perfect measures
- Imperfect measures

- Indirect measures

- Expert opinion
- HR data
- Organisational performance data

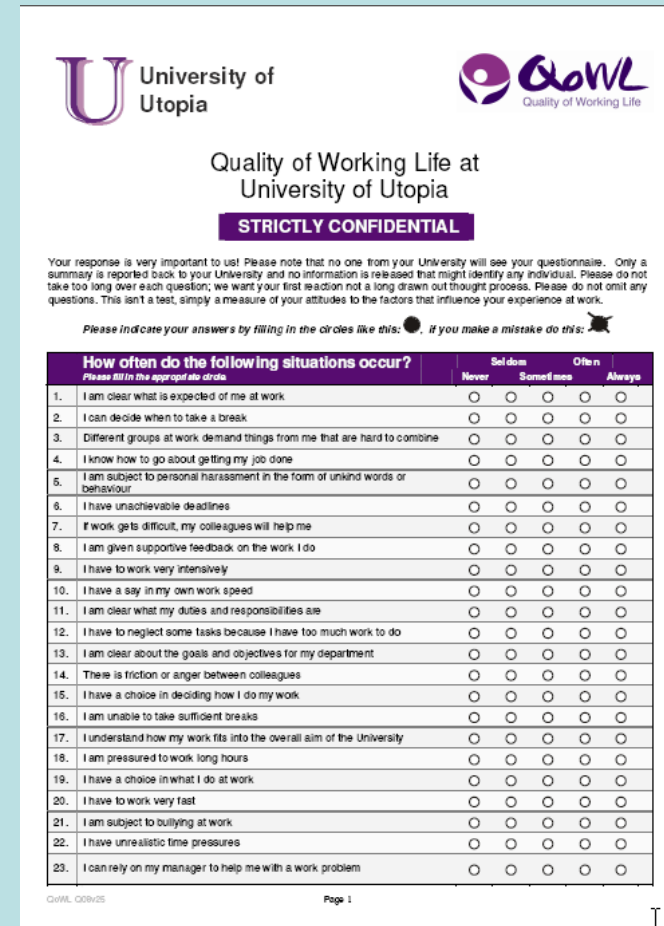
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- Staff surveys
- Psychometric scales



How do you measure this thing?

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U University of Utopia

QoWL Quality of Working Life

Quality of Working Life at University of Utopia

STRICTLY CONFIDENTIAL

Your response is very important to us! Please note that no one from your University will see your questionnaire. Only a summary is reported back to your University and no information is released that might identify any individual. Please do not take too long over each question; we want your first reaction not a long drawn out thought process. Please do not omit any questions. This isn't a test, simply a measure of your attitudes to the factors that influence your experience at work.

Please indicate your answers by filling in the circles like this: ●, if you make a mistake do this: ✖

How often do the following situations occur?		Never	Sometimes	Often	Always
1.	I am clear what is expected of me at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	I can decide when to take a break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Different groups at work demand things from me that are hard to combine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	I know how to go about getting my job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I am subject to personal harassment in the form of unkind words or behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	I have unachievable deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	If work gets difficult, my colleagues will help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	I am given supportive feedback on the work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	I have to work very intensively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	I have a say in my own work speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	I am clear what my duties and responsibilities are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	I have to neglect some tasks because I have too much work to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	I am clear about the goals and objectives for my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	There is friction or anger between colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	I have a choice in deciding how I do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	I am unable to take sufficient breaks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	I understand how my work fits into the overall aim of the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	I am pressured to work long hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	I have a choice in what I do at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	I have to work very fast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	I am subject to bullying at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	I have unrealistic time pressures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	I can rely on my manager to help me with a work problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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What is a good direct measure?

- A questionnaire that has evidence it is psychometrically valid and reliable
- Has a well established set of norms / benchmarks for the group it is being used in
- Contains multiple measures of the concepts being evaluated
- Has evidence it is related to other measures of interest

The Work-Related Quality of Life scale

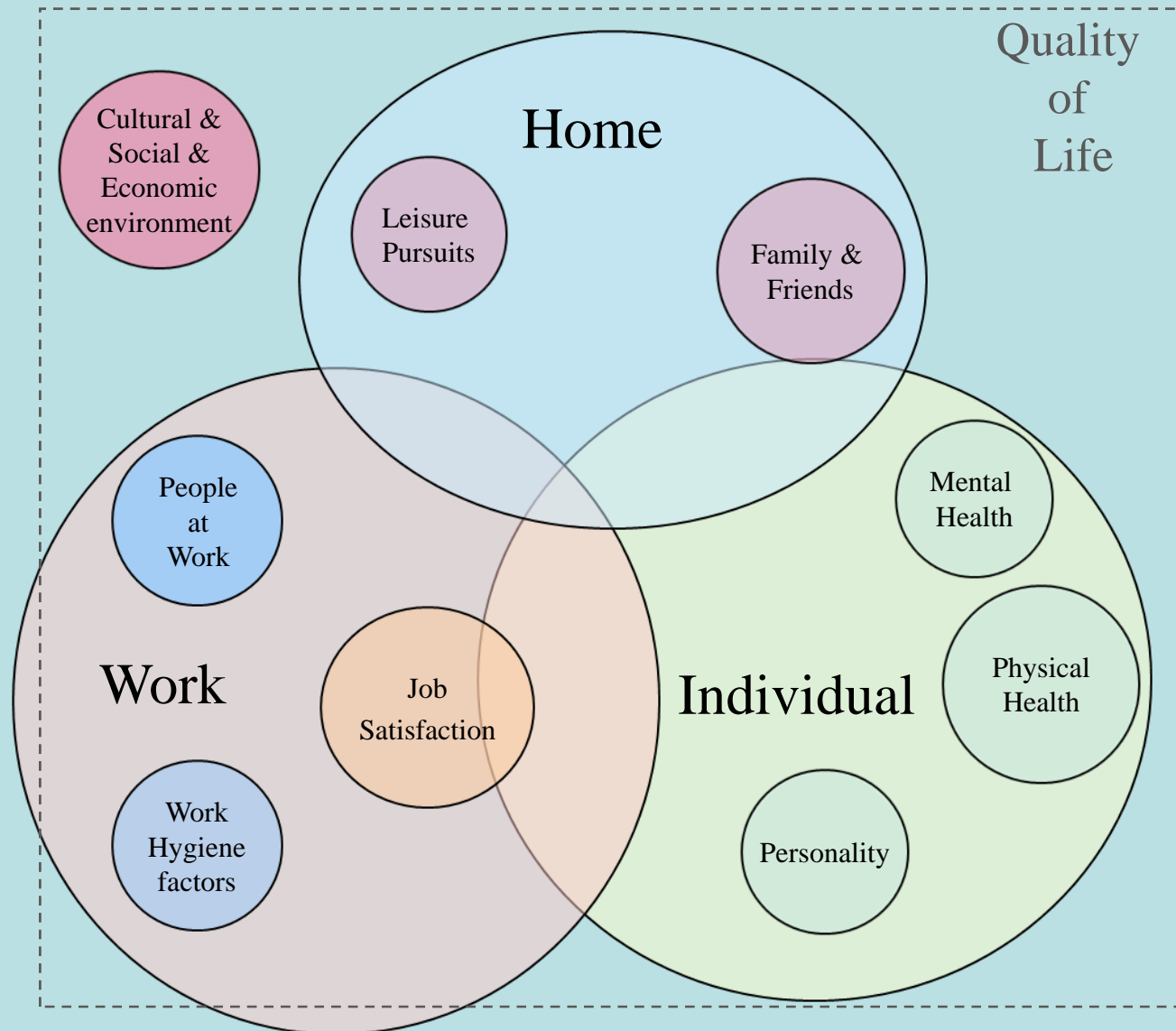
- Developed by University of Portsmouth researchers
- A reliable and valid psychometric scale*
- Benchmarked in the HE sector with 10 sample organisations and 6000 staff
- Has been validated alongside the HSE Work-Related Stress Indicator Tool scale**
- Assesses a broad range of factors including General Well-being, Job Satisfaction & Employee Engagement

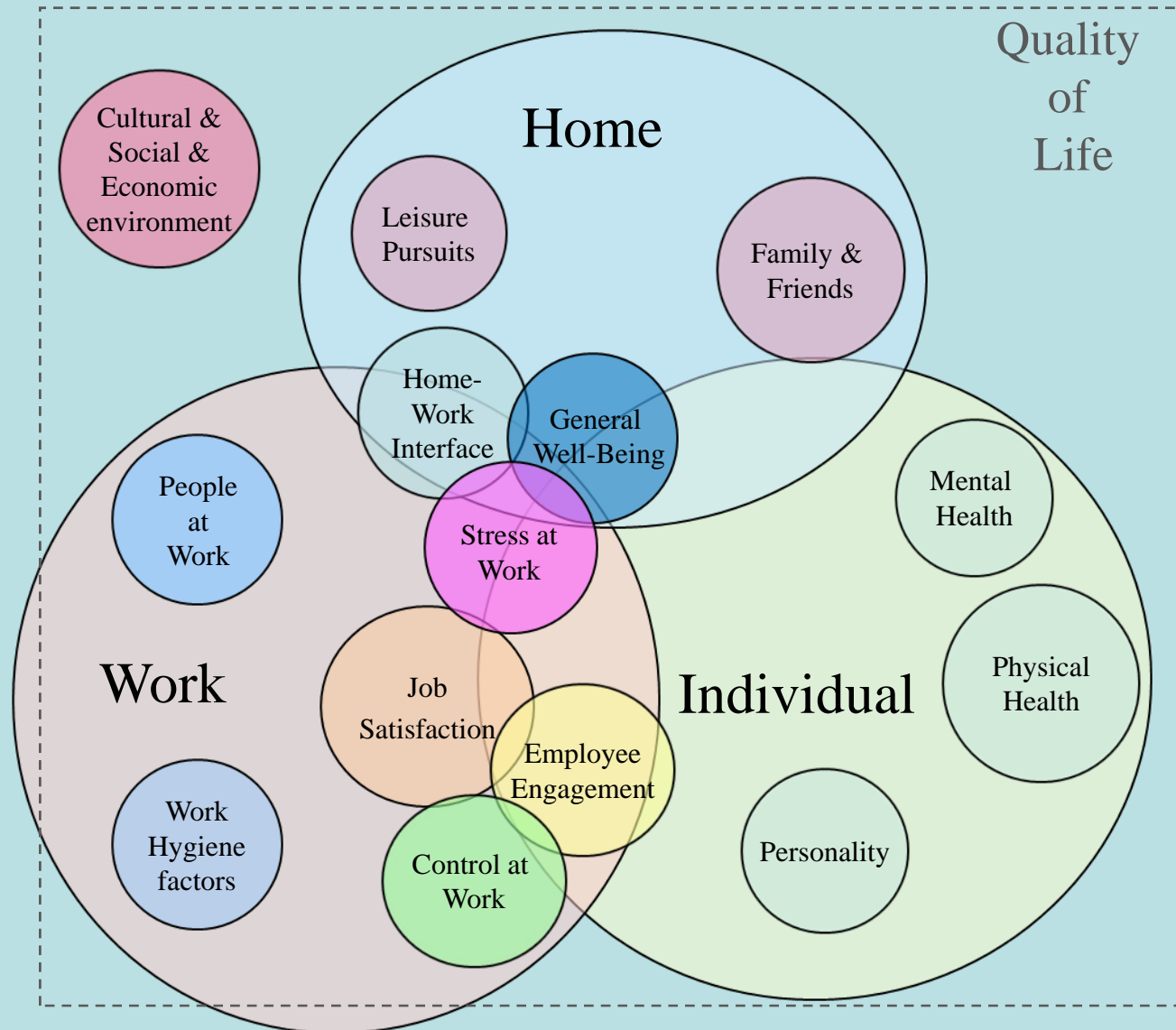
*Van Laar, Edwards & Easton (2007)

**Edwards, Webster, Van Laar & Easton (2008)

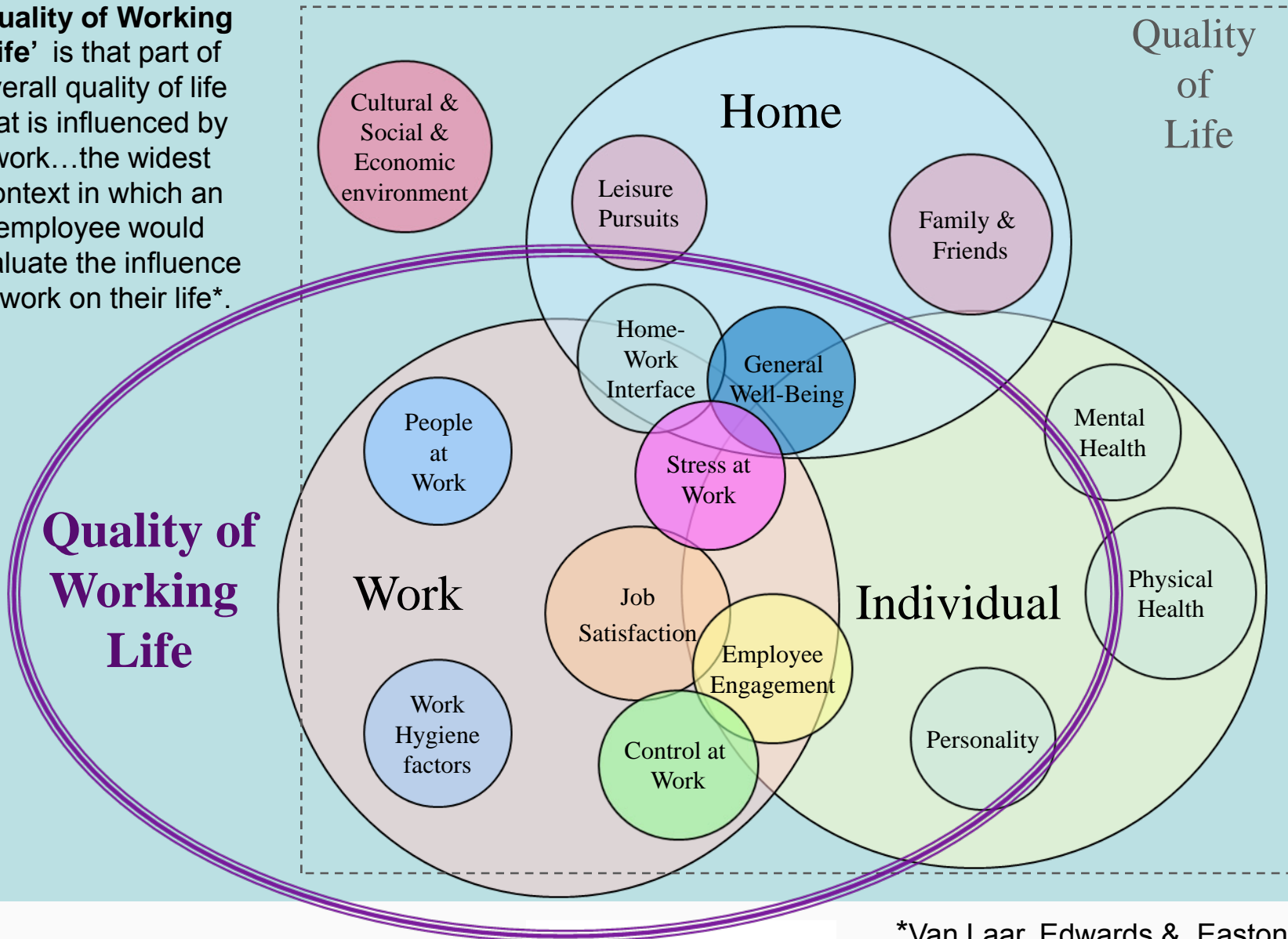
What does the WRQoL scale measure?

Many more things influence the effect your job has on you in addition to the job itself, just as many things will influence your overall quality of life...





‘Quality of Working Life’ is that part of overall quality of life that is influenced by work...the widest context in which an employee would evaluate the influence of work on their life*.



WRQoL Usage

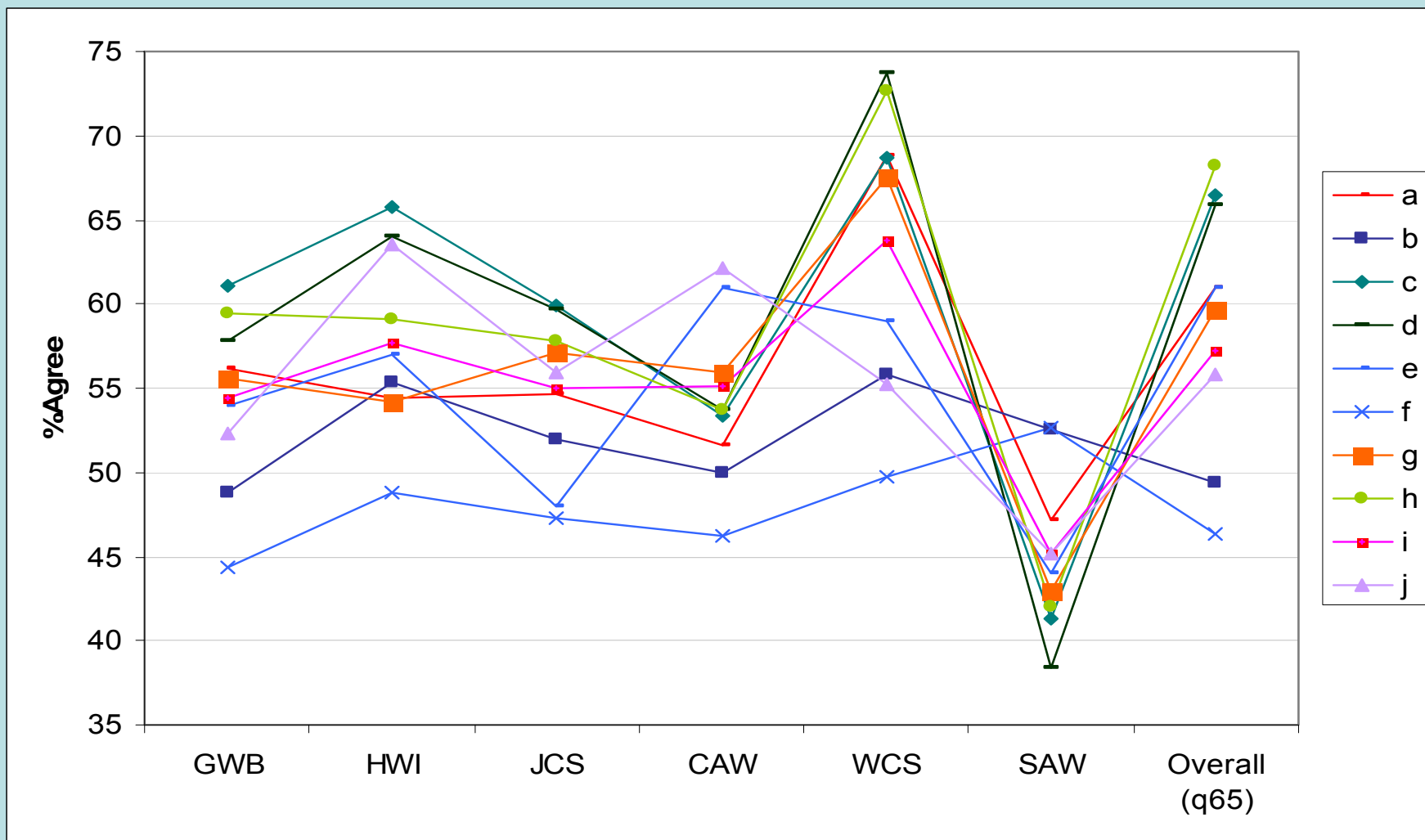
Since 2003 the scale has been used by:

- UK: 11 Universities, 4 HE Unions, Parts of large charitable organisations (BBC, RNLI), NHS Trusts, Schools & Others
- Abroad: Researchers in 20+ countries
- Translated into: American English, Welsh, Turkish & BSL

WRQoL Scale Factors

- Job Career Satisfaction (JCS)
How far you agree that you are generally happy with your ability to do your work
- General Well-Being (GWB)
How much you agree you feel generally content with life as a whole
- Home-Work Interface (HWI)
How far you agree that the organisation understands and tries to help you with pressures outside of work
- Stress at Work (SAW)
How far you feel agree you experience stress at work
- Control at Work (CAW)
How far you agree you feel you are involved in decisions that affect you at work
- Working Conditions (WCS)
The extent you agree that you are happy with conditions in which you work
- Employee Engagement (EEG)
How far you agree you feel motivated to do your best for the organisation

Who has a good quality of working life?



'Full' QoWL Survey

- 👤 23-item, 6 Factor WRQoL Scale
- 👤 36-item, 7 Factor HSE Stress Scale
- 👤 20-item Workplace Well-being Outcome scale
- 👤 10-item Biographical Information scale
- 👤 At least 1 open question

Part II – Doing Organisational Development



ODI KPIs

How do you evidence the effectiveness of Organisational Development interventions (ODI)?

- You develop a measure – often called a Key Performance Indicator (KPI)
- A KPI is used in large organisations to assess departmental, organisational, sector or even nationally important factors
- A KPI provides a valid measure of performance and change

WRQoL ODI KPI?

🕒 In our model of organisational development:

Work-Related Quality of Life scale

provides the

Key Performance Indicator

which evidences relevant

Organisational Development Interventions

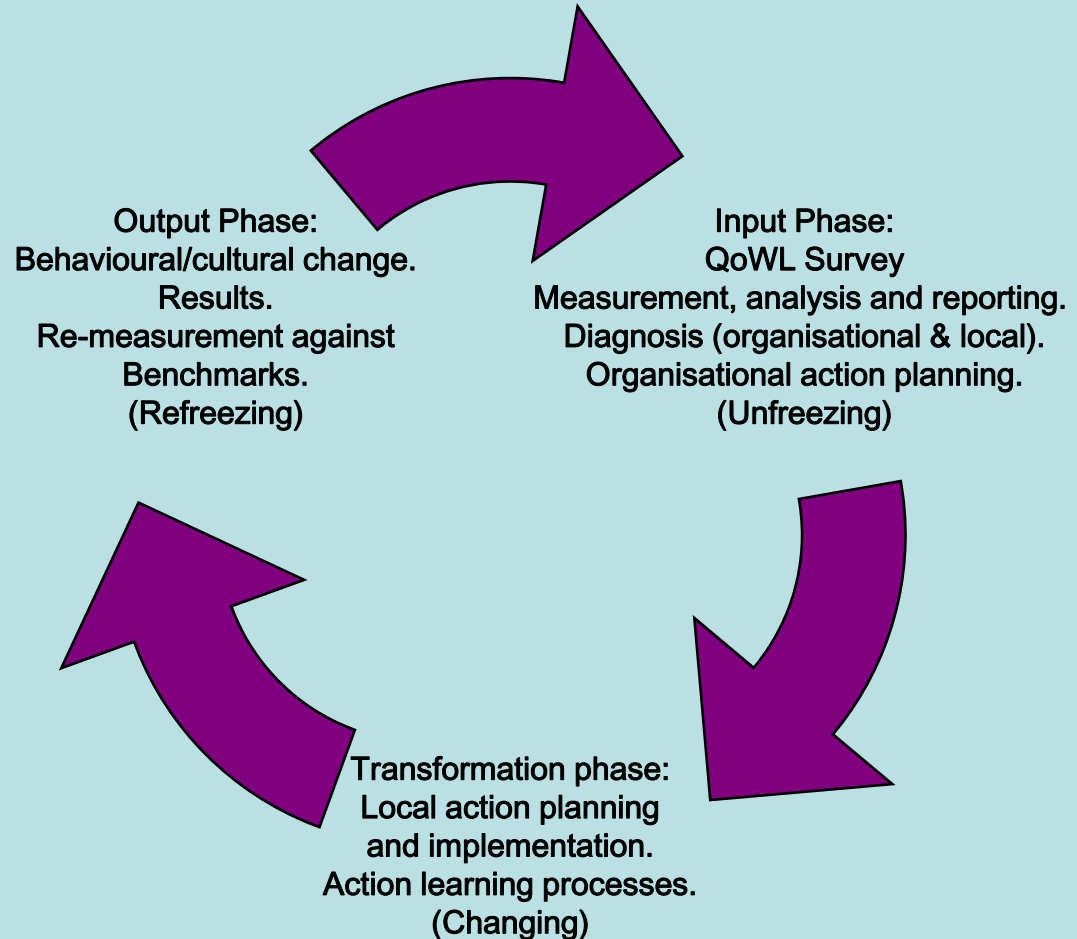
What is the ODI process?

How do you do it?

- Process Overview
- 5 Stage Plan Overview

What is the general ODI process?

The Action Research model of ODI, based on the work of Lewin (1958).



Plan Overview

- Stage 1: Preparing for change
- Stage 2: The pre-intervention survey
- Stage 3: Planning the Intervention
- Stage 4: The post-intervention survey
- Stage 5: Feeding back the findings

Stage 1: Preparing for change

- 🕒 How much change do you want?
- 🕒 How much help (time, people, funding) will you need?
- 🕒 Do you have the political / social capital to push this through – do you know someone who does?
- 🕒 Do you know what needs to happen – or do you need evidence / a strategy
- 🕒 Should you get a consultant to help?

Stage 2: The pre-intervention survey

- The first public stage of any ODI process should be the pre-intervention survey
- The survey can be marketed as being part of the intervention, or not
- The survey will need to put your baseline measures and KPIs in place

Stage 2: The pre-intervention survey

Types of Survey

- Off-the-shelf surveys are quick & simple & come with a proven track record & usually benchmarks
- Home-made surveys will have more organisational commitment but will have less cross-organisational generalisability
- Bespoke surveys contain off-the-shelf questions and organisational-specific questions

Stage 3: Planning the intervention

As an overview, using an action-research cycle model:

- a) Ask the stakeholders, determine the changes
 - b) Implement the changes
 - c) Evaluate the changes
- ...repeat as necessary

Stage 3: Planning the intervention

An often misunderstood stage, but one of the most important, especially if you find you have low staff engagement / well-being / QoWL

To have the best chance of early success you will need the following:

- 👤 A Big Idea
- 👤 A Champion
- 👤 Enough Resources
- 👤 Stakeholder / Line Manager commitment

Stage 3: Planning – the ‘Big Idea’

- 🌀 It is much easier to persuade people to go along with your intervention if you have a big idea
- 🌀 The big idea approach also makes it easier to scope the project for staff and even yourself
- 🌀 The big idea should be able to be expressed in one sentence
- 🌀 Be careful though - the big idea will need to be owned and acted upon by the whole organisation

Stage 3: Planning – the ‘Big Idea’

Typical University ODI big ideas include:

- ‘Putting people at the forefront of the University’
- ‘Making people the most important element of our organisation’

Any more...?

Stage 3: Planning – the ‘Big Idea’

Typical University ODI big ideas include:

- ‘Putting people at the forefront of the University’
- ‘Making people the most important element of our organisation’
- ‘Making the University a great place to work’
- ‘Making staff well-being the centre of everything we do’
- ‘Its about attracting people to work here, stay here and be productive’

Stage 3: Planning – the ‘Champion’

The Champion:

- Should be a senior (preferably the most senior) person in the organisation who will be identified with the intervention
- Needs to have the respect of line managers and other staff
- Should be someone with a personal stake in the success of the OD programme
- Should be able to ‘persuade’ others when problems occur

Stage 3: Planning – ‘Stakeholder Commitment’

Generally the best way to wreck a new OD programme is to not have included the views and inputs of key OD stakeholders before you start:

- Line managers
- HR / OH&S staff
- Union Representatives
- Professoriat
- Support Staff
- Governors, Council

Stage 3: Planning – ‘Resources’

If you want to change the way in which an organisation behaves in a big way, then you need enough resources to do it properly. We recommend:

- 👤 An identifiable QoWL / Well-being coordinator who has a senior position and spends at least half time in the role
- 👤 Enough money for publicity, marketing, courses, etc.
- 👤 Money to periodically pay consultants to advise / survey the university
- 👤 Money to pay for staff input to help evaluate / brainstorm, the programme

Stage 4: Post-intervention survey

- Is the key evaluation method for the OD intervention
- Should use the same KPIs as the survey
- Usually the full survey takes place 2 years after the initial one
- Should be heavily marketed / promoted
- Stakeholders should be used to promote it
- Required response rates should be determined

Stage 5: Feeding back the findings

- This stage is essential to an effective OD intervention programme.
- Survey results should be fed back within three months to be relevant.
- Survey results should be clear, understandable yet sophisticated enough to be widely used
- The evidence the survey provides is useful in many ways by many stakeholders, e.g. Senior Managers, Line Managers, General Staff

Stage 5: Feeding back the findings to:

Senior Managers

- Provides evidence for any future requirement to change
- Provides evidence for resources spent on the OD process
- With a good KPI, allows the organisation to be compared to others
- With a good KPI, allows within-organisational comparisons to be made
- Shows commitment to Government and external targets including KPIs, Investor in People, HSE, etc.

Stage 5: Feeding back the findings

Line Managers

- Provides evidence of cross-departmental differences
- Provides evidence for management / departmental resource requirements
- Gives a focus for internal action plans
- With good KPIs, provides further evidence of departmental quality to outside bodies

Stage 5: Feeding back the findings

General Staff

- 👤 Overcomes cynicism
- 👤 OD is essentially a positive process – good news is a force multiplier
- 👤 Builds up organisation-wide expectations of behaviour and commitment
- 👤 Provides evidence of staff problems and issues being dealt with
- 👤 In itself, feedback helps improve staff commitment, well-being, QoWL

Conclusions

- Organisational Development is an approach as well as a process
- Evidence for the effectiveness of an ODI comes best from a valid, reliable and comparable KPI
- The WRQoL scale and QoWL survey are probably the best KPIs available
- Organisational development Interventions may be carried out within a 5 stage plan

Thank you for listening

 Happy Organisational Developing & Easter!

Slides available at: http://www.qowl.co.uk/qowl_aua09.html

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Appendices – Additional material

Development of the WRQoL Scale*

- 200 questions were generated from an expert group.
- After piloting 61 questions (each measured on a 5pt scale, SD to SA) were retained
- A large scale survey was undertaken in the NHS (1000 respondents)
- EFA undertaken on 500 and CFA on 500 Cases
- A final WRQoL scale with 23 items (C's $\alpha = .91$) generating 6 factors was created

*Van Laar, Edwards & Easton (2007)

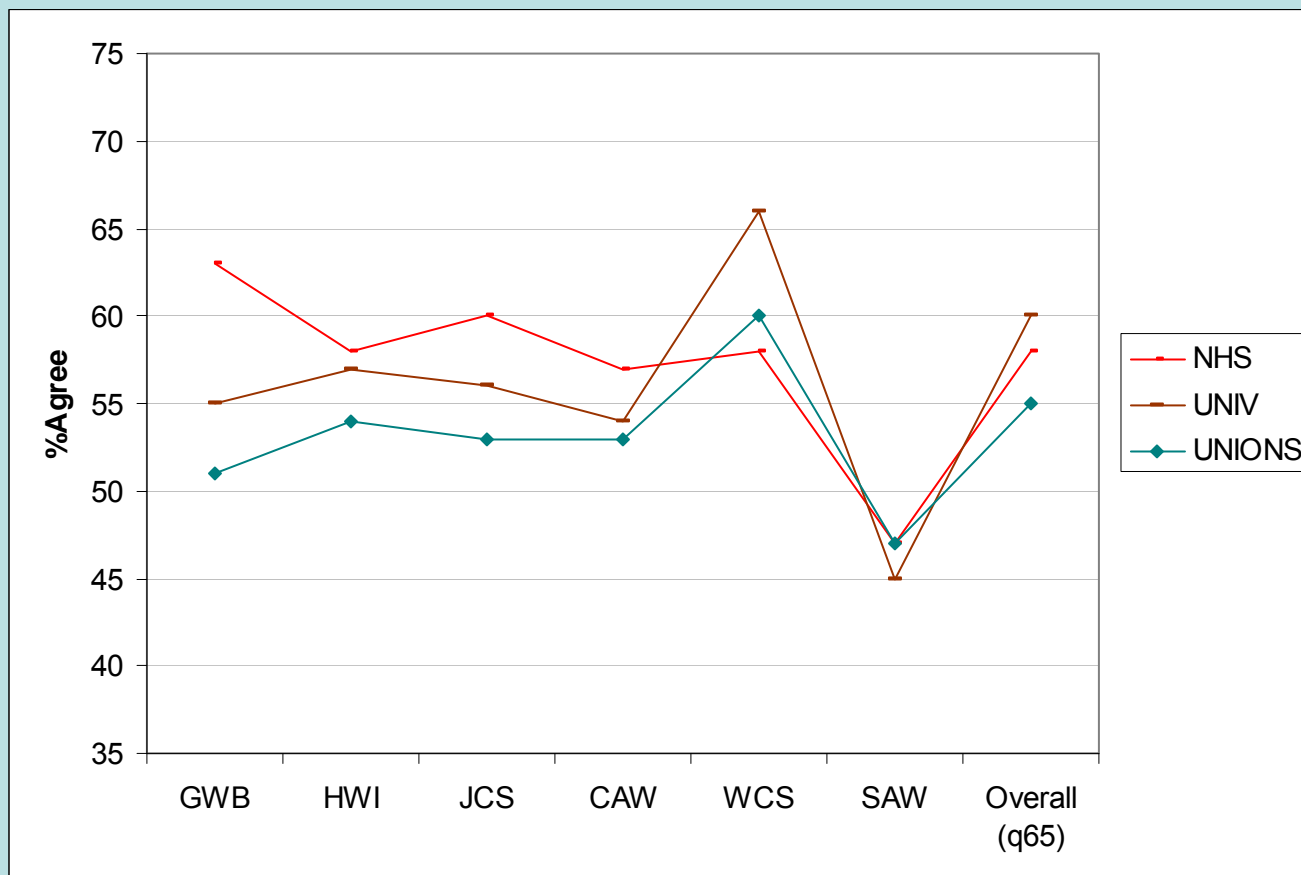
The QoWL HE Benchmark Data

- Sample of 10 Universities: 4 Traditional, 4 Post '92, 2 post '95
 - Average of 33% response rate, 5961 usable responses

	Your Gender		Total
	Male	Female	
Managerial Staff	267	393	660
Academic Staff	804	753	1557
Research Staff	150	284	434
Academic Support Staff	267	451	718
Admin. and Clerical Staff	112	844	956
Faculty Support Staff	149	206	355
Other	138	329	467
Total	1887	3260	5147*

*86% of respondents indicated their role and gender

Who has a good quality of working life?



General Well-Being (GWB)

Home-Work Interface (HWI)

Job Career Satisfaction (JCS)

Control at Work (CAW)

Working Conditions (WCS)

Stress at Work (SAW)

Work Related Quality of Life (WRQoL)

UNION= 1170 UK University Union Members & Representatives

'I am satisfied with the Quality of my working Life'

