An Autoethnographic Approach to Actionable Environmental Support Evaluations

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Katy Mathuews
Macie Penrod

The best student-centered learning experience in America
Environmental Support Evaluation

- Flips the top-down approach of staff performance evaluations
- Allows supervisor to self-reflect and implement change
- Allows staff opportunity to have a dialogue about their needs
Environmental Support Evaluation

• Supervisor-supported work environment
• Helps gauge work climate
• Reverses power dynamics
• Practical application
• Research opportunity
Research Questions

• What are the salient criteria to include in a supervisor-supported climate survey?

• How do a supervisor and an employee experience the creation, administration, and subsequent use of a supervisor-supported climate survey?
Goals

• Learn about autoethnography
• See the instrument
• Hear our experience
• Learn from our experience
Autoethnography

• Describing personal experiences
• Connect personal to cultural/social
• Reflection and analysis
Using the provided scale, please rate your supervisor's performance in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
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</thead>
<tbody>
<tr>
<td>Willing to consider multiple perspectives</td>
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<tr>
<td>Fosters open communication</td>
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<tr>
<td>Advocates for coworkers</td>
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<tr>
<td>Provides feedback in a way that is meaningful to me</td>
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<tr>
<td>Involves coworkers in decision making</td>
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<tr>
<td>Supports my professional development goals</td>
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<tr>
<td>Clearly communicates expectations</td>
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<tr>
<td>Recognizes my efforts in a meaningful way</td>
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<tr>
<td>Acknowledges own limitations</td>
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<tr>
<td>Recognizes and addresses my concerns</td>
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<tr>
<td>Informs me of Library and University activities</td>
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<tr>
<td>Follows consistent application of policies</td>
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Instrument

• Willing to consider multiple perspectives
• Fosters open communication
• Advocates for coworkers
• Provides feedback in a way that is meaningful to me
Instrument

• Involves coworkers in decision making
• Supports my professional development goals
• Clearly communicates expectations
• Recognizes my efforts in a meaningful way
Instrument

• Acknowledges own limitations
• Recognizes and addresses my concerns
• Informs me of Library and University activities
• Follows consistent application of policies
Implementation

• Optional survey administered online
• Anonymous
• Option for comments after each question
• Additional comment box at the end of the survey
• Option to schedule a private meeting provided after completion
Outcomes and Actions

• We had a post-survey reflection meeting with colleagues
• 1 coworker requested an individual meeting
Outcomes and Actions

• Katy established 3 goals
  – Improve communication about expectations
  – Understand what good advocacy means to coworkers and reflect on how to do it.
  – Understand what meaningful recognition is to colleagues and provide it.
Katy’s Experience

• Aligning goals
• Authority structure
• Second-guessing
• Defensive
• Reflection
Macie’s Experience

• Direction
• Authority structure
• Balance
• Reflection
Lessons Learned

• Staff were skeptical at first based on past experiences
• The comments were more valuable than the ratings
• Staff acknowledged that many issues were beyond control of their immediate supervisor
Contact Information

Katy Mathuews
mathuews@ohio.edu
740-593-2139

Macie Penrod
penrodm@ohio.edu
740-593-2666