



**ARE WE THERE YET? HOW TO KEEP ORGANIZATIONAL MOMENTUM
GOING AFTER THE EXCITEMENT OF CHANGE IS OVER**

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Library

OUTLINE AND GOALS

1. How to continue fostering internal change management after the organization has "changed"
2. How to build partnerships outside the library that are vital for leveraging institutional resources and collaborative opportunities
3. How to promote innovation and creativity on a systemic level
4. How to measure the impact of this work
5. Activity and Debrief



INSTITUTIONAL CONTEXT

In other words...we had to change everything!

Major library re-organization in 2012

- Liaisons had traditional reference, instruction, and collection development duties
- Hired a director for undergraduate services and appointed one for graduate services
- Some change was happening, but slowly and varied by department

Hired in Fall of 2014 with the following goals:

- Develop a new Academic Liaison Program that defines the notion of what it means to be “engaged” as a liaisons
- Create a systematic way to positively engage faculty, staff, and students outside of the classroom and provide targeted programming, services and support that will focus on all aspects of how our collective community perceives and interacts with the library
- Implement internal processes for evaluation, innovation, professional development and scholarship that enable a flexible, cutting-edge approach to daily work and longer-term planning

WHAT DOES THIS REALLY MEAN?



Re-defining a program for both first year and subject specific instruction and integrating it within the general education program of the institution

Re-designing research support services to include less time spent on the desk and greater utilization of tools such as online appointment scheduling and chat

Developing strong internal and external partnerships in order to facilitate outreach efforts

Shifting collection development duties from buying resources to reach a specific dollar amount to analyzing statistics and communicating with departments

Providing systematic and ongoing internal training in areas such as data management, open access, tools such as Altmetric, and the new Framework for Information Literacy

Updating existing primary assignments to provide a way to determine our impact on university-wide strategic goals



INTERNAL CHANGE MANAGEMENT

1. Individual interviews where I identified major patterns that were emerging

- Anxiety about letting go of “old” and replacing it with the new
- Uncertainty about new expectations
- Ensuring that we recognize the work that came before (including existing expertise)

2. Did my own environmental scan of other library services/programming and organizational structure as well as read A LOT about change management, recognition, innovation, leadership

- Two-day, mediated retreat: Strength Finder/Discussions about where we were headed
- Inclusive strategic planning-development and ongoing review (tied to impact data)
- Replace the “old” with the new-two year transition phase



HOW DID WE SUPPORT IT?

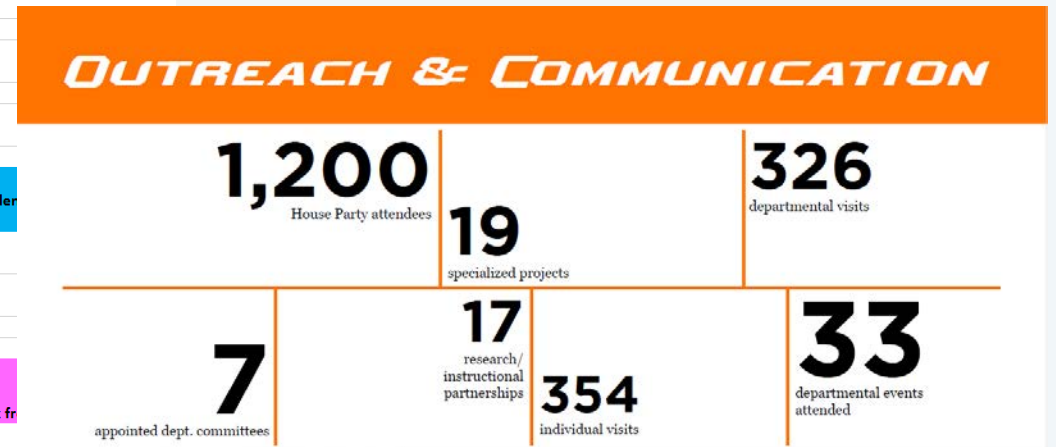
1. New primary assignments that emphasize scholarly communications, collaboration, and in-depth assistance rather than hours logged (Happy to share this if there is interest)
2. Established a recognition program
 - Stash of thank you notes and cards
 - End-of semester celebrations
3. Internal professional development program
 - Face to face workshops and outreach materials
 - Faculty folders with customizable inserts
 - Email templates for targeted messaging
 - Online tools: <http://info.library.okstate.edu/training/RLS>
4. Formal emphasis on determining the impact of these new activities
 - Both quantitative and qualitative (interactive infographic based on Excel spreadsheet: <http://info.library.okstate.edu/c.php?g=398205>)



INFOGRAPHIC AND SPREADSHEET

AREA OF IMPACT	NUMBER(S)	QUALITATIVE DATA AND NOTES
Outreach and Communication		
Purpose, content and outcome of each; Feedback from faculty.		
Number of departmental visits/semester (in column C note the type, i.e. informational, workshops, demos/undergraduate, graduate, data management, curation, storage, research impact, OER, author rights/copyright, technology, collection) and instruction)		
Number of individual visits/semester (in column C please indicate if the faculty/staff member is new, department/college, unit)/(undergraduate, graduate, data management, research impact, OER, author rights/copyright, technology, collection/instruction)		
Number of departmental events attended (speakers, mixers, etc.)		
Number of research or instructional partnerships (in column C note type, i.e. co-teaching courses, curriculum development, integrating any of the areas mentioned above)		
Number of appointed departmental committees or other groups (in column C note type)		
Number of specialized projects (in column C note type, i.e. undergraduate, graduate, instruction, data management, author rights/copyright, technology, OER, research impact, discipline-specific)		
Instruction		
Topic/Content; Learning Outcomes Assessed; Method (survey, rubric, student feedback from students/faculty)		
Number of formal instruction sessions (in column C note type, i.e. one-shot or multiple sessions for a specific course)		
Number of other general workshops or demos held (not for specific departments i.e. Endnote, OER, data management, etc. In column C note type.)		
Library credit courses taught		
Research Services		
Consultation purpose, who, and outcome; Content of materials; Feedback from students/faculty		
Number of consultation requests received (email, visit, or phone call received directly from a student or faculty member to schedule an appointment OR one you made as a result of an in-depth research question received)		
Number of hits for all guides or tutorials developed		
Number of research questions answered virtually (chat/email), phone, in-person		
Collection Development		
Statistical information analyzed; Library resources marketed; Collection discussed from students/faculty		
Statistical information analyzed-database hits, usage stats, etc.		

From this...



To this...

Victor

Success Story

In partnership with the OSU Graduate College, Victor Baeza lead efforts to launch the OSU Graduate Student Digital Badge Program. The program, which is administered through the OSU Libraries, offers a new approach to documenting and advertising learning that takes place outside of the standard classroom through our programming partners from Career Services, the Writing Center and Institutional Diversity.

"Quote from Victor here," Victor said.

Learn more about the [OSU Graduate Student Digital Badge Program](#)

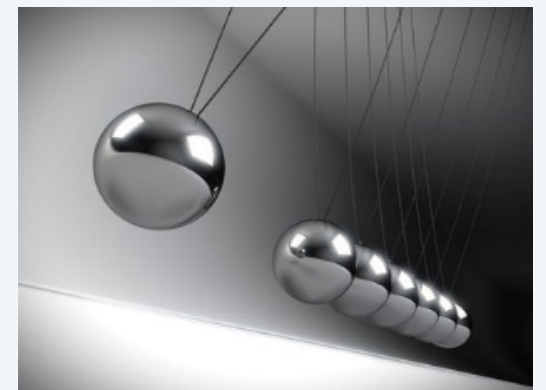
EXTERNAL CHANGE MANAGEMENT

- RLS Roadshow: One page ppt that we personally presented at departmental meetings in the Fall
- Targeted meetings with everyone who was willing to talk with us
 - New faculty
 - Research data services
- Updated materials for liaisons
 - Updated online presence and business cards: <http://info.library.okstate.edu/steve-locy>
 - “My librarian” personalized videos
 - Coming soon: Librarian profiles in the IR, ORCID^s



HOW DO WE KEEP MOMENTUM GOING?

- Building on existing foundation-Services
 - Visualization and More robust RDM services
 - Curriculum mapping to determine FYE-upper level continuum
 - Digital badge program (graduate students)
- Building on existing foundation-Impact
 - Discussions to integrate information literacy as a gen ed outcome at a campus level, already reporting data
 - Both from the perspective of the liaison as well as the user (in progress)
 - Systematic approach to developing data dashboard for collection and dissemination (future)
- Bring in additional outside expertise
 - Char Booth and RDM Toolkit from ACRL
- Intentional innovation and training (outside of RLS world)
 - Leadership Bootcamp, Lunch and Learn/Techbytes



CHANGE MANAGEMENT MODELS

George Kotter

- Create urgency
- Form a coalition
- Create a vision for change and communicate it
- Remove obstacles and create short-term (smaller) wins
- Build on the change

Chip and Dan Heath “Switch: How to Change Things When Change Is Hard”

- Follow the bright spots
- Script the critical moves but leave the rest alone
- Point to the destination
- Find the feeling
- Shrink the change
- Grow your people
- Tweak the environment
- Build habits
- Rally the group

Intentional change theory and its relationship to change management: “An overview of intentional change from a complexity perspective” Richard Boyatzis

- Vision (individual goals and organizational ones)
- Strengths and weaknesses
- Learning agenda and plan
- Experimentation and practice of new behavior
- Developing relationships to assist the process of discovery at each stage

A FEW FINAL THOUGHTS...

1. You can have a process vision as much as a thing vision, but you need a vision!
2. Think about if the change catalyst comes internally vs externally, test out to see who is willing to help you or not
3. Minimum coalition needed for success-does it have to be everyone at the table?
4. Barriers to seeing what's going on: people don't speak up, you don't listen, you can't interpret clues, you ignore context



ACTIVITY

Quick polls:

- What is the most pressing issue in terms of sustaining change at your institution?
- What is the surrounding context for this issue? Please use chat to explain
- We will vote on what issue to analyze further for the remainder of the discussion

Guided brainstorming and discussion:

1. Finding a vision and building the group
2. Directing those ahead and behind the change
3. Motivate and remove obstacles
4. Shape the path



DIRECT THOSE AT THE FOREFRONT

Point to the destination (Vision)

- What's the end goal?
- Why is it important?

Follow the bright spots (Strengths/Weaknesses)

- What's working in your current model?
- What isn't working as well?

Script the critical moves

- What **behaviors** do you wish to change?



MOTIVATE THOSE WHO ARE LAGGING

Find the feeling

- What emotions do these changes highlight? How can you shift negative ones into positive ones?

Grow the people

- How can you (or the organization) support the people in this situation?
- How can you instill a “growth” mindset (it’s ok to fail)

Shrink the change

- What are the smaller steps towards this change?



SHAPE THE PATH AND REMOVE OBSTACLES

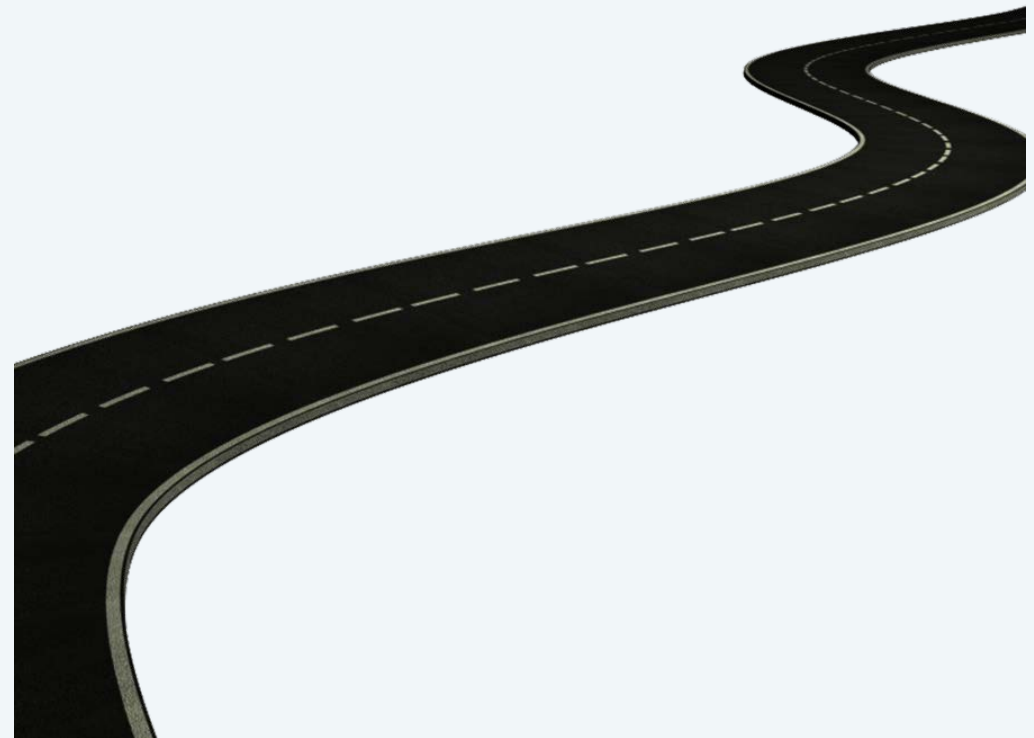
How can you energize your colleagues and strengthen relationships?

Build and encourage “good” habits

- How can you set *action triggers* for these habits?

How can you change the current situation?

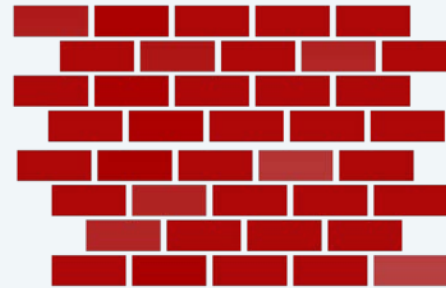
- If you can't, is there someone who can?



DEALING WITH OBSTACLES

No need/motivation to change

- Create a sense of urgency
- Shift to a new identity/environment
- Focus on how to get there as opposed to whether anything needs to change



It will never work

- Find an example of when it can
- Engineer smaller successes along the way

We've never done it that way before

- Is there a part of the culture that supports the “new” way?

It's just too much

- Start small and smooth the path
- Develop a growth mindset (it's ok to fail)

DEBRIEF

1. How has your perception of the issue shifted?
2. What new ideas do you have as a result of this discussion?
3. How can you implement this change management model at your institution?



THANK YOU!

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RLS site: <http://info.library.okstate.edu/RLS>

