

FOSTERING CHANGE

A Team-Based Guide



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And, of course, thank you to our families for their support, in this and all things.

PREFACE

How to Use this Guide

“πάντα ῥεῖ”

“Change is the only constant”


— Heraclitus of Ephesus (attributed)

“The Winds of Change in Academic Libraries.” “Innovation in Academic Libraries.” “Managing Change in Academic Libraries.” “The Changing Academic Library.” These are just a few examples of the large and growing literature on change as it relates to academic libraries released in the past decade. It’s clear that change, innovation, and leadership are central concerns for the profession, yet specific conversations about change tend to happen on the margins: over coffee with colleagues at a conference, in a private email conversation, Twitter threads on change gone wrong. With the publication of this guide, we hope to bring more of these processes, nitty-gritty decision-making, challenges, and successes out into the open, building a community of change agents in academic libraries through the people who engage with these materials.

It is evident by your interest in this guide that you are curious in fostering change within your organization. Perhaps you already have a specific change in mind, or maybe you just have a general sense that it’s time to shake things up. As you start to think through the change process, it’s important to take some time to reflect on your institutional culture and the values that you want to bring to leading the change process. At the end of your process, not everyone in your organization has to love every specific outcome, but by starting with a shared understanding of the how and why of change, it’s more likely that you will engage all of your stakeholders throughout the process. We will take you and your team step-by-step through understanding change, building engagement, and creating and instituting the change, allowing you to pick and choose different aspects of the process that resonate most.

The central value of this guide is to place people at the center of every change process—the people who must live with the change every day, work within it, and navigate through it. To that end, this guide is intended to be a practical tool for teams immersed in the labor of leading change. It aims to give individuals across academic libraries the tools to spark, lead, and sustain change, no matter their organizational position. And, critically, this guide aims to bring considerations of the human cost of change to the fore. As you and your team engage with the steps and processes outlined in this workbook, we hope that the central consideration—that people are at the heart of contemporary academic libraries—becomes central to your process as well.

There is a proliferation of change-related material related to academic libraries, including articles, books, and in-person workshops. We envision that this resource will be



different in a few notable ways. *Fostering Change* is an actionable guide, written for any academic library worker, regardless of position or responsibility in an organization. It is licensed as CC-BY-NC, so it is free to download, use, and remix noncommercially so that readers can add their perspectives, enabling it to remain fresh and useful over time. This guide is structured chronologically in the order that we believe will be the most accessible for anyone looking to make a change. Section content and exercises build off one another, though they can also stand on their own, for the most part. The guide will be useful for organizations who know what change they want or need to make, as well as for libraries that just want to explore the possibilities of change. While we have a mix of both individual and team exercises, the guide is primarily intended for use within a change process team at your library or institution.

When ACRL selected us to work on this project, we were tasked with framing this guide as “change leadership” rather than “change management,” so we spent time grappling with what that difference might mean. Too often, in our profession and more broadly, “leadership” is fetishized at the expense of practical management, so when we were contemplating what this guide might accomplish, we wanted to take elements of both of those ideas, as we strongly believe that you can’t successfully lead change without thinking about the impacts on the people affected. From the traditional leadership side, we aim to give you the tools to imagine change, from the transformative to the mundane, and inspire the people you work with to come along on the journey. We will help you articulate your vision for various stakeholders and imagine ways to demonstrate the value and impact of your change. On the management side, we spend time identifying and establishing team dynamics, providing strategies for working with people who are struggling with change, and trying out project management tools for organizing your work. Together, we think this will provide a holistic view of “change leadership” that will help take your organization from where you are today to your imagined future.

It is June 2020, and we are putting the final touches on this guide from the safety of our respective homes, due to the COVID-19 pandemic. The world changed radically when George Floyd was murdered in Minneapolis and the #BlackLivesMatter movement responded. It is clear that change is going to be a constant for a long time, and that this change is necessary and, in fact, overdue. It will be *all* of our work to decide what kinds of lessons we will learn from this time, and how it will change our institutions. We hope this will mean deciding on and re-affirming our core institutional and professional values, and leading change that centers the people we work with and serve. Change will be necessary; what it looks like will be up to us. We hope you will use the materials and exercises here to aim toward a more just future.

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June 2020

SECTION I

Exploring Your Role as Change Agent

We start this guide by inviting you to examine your role, your strengths, and your experience as an agent (and recipient) of change. It is normal to feel a bit wary of the change process. This section will invite you to reflect on your role in this process in order to feel empowered as a change agent.


In this section, we will invite you to consider your positionality in the change process, the power and privilege dynamics of change, and consider inclusive leadership practices as a means of creating positive conditions for change. Some of the exercises here will be worth revisiting throughout your change process (and we indicate as such), so we encourage you to complete this section first as a baseline for your experience throughout the process.

Who Leads Change?

Often, we think about change coming from the top down—a library administrator has a grand vision for the future of the library and the rest of the organization makes it happen. But change can (and should!) be initiated at all levels of an academic library.

- A circulation staff member could observe that many students are asking about an easier way to check something out, and want to advocate for the library to establish a new process to address this issue.
- A reference librarian might observe an increasing number of students bringing children with them into the library and want to propose changes to space policies.
- A metadata specialist may notice an outdated, offensive subject heading and have an idea for changing the way that the library (or, indeed, the field) represents different groups.
- An administrator might hear about a budget cut (or, let's hope, an increase!) coming to the university and needs to plan for how the library will respond.

Change that starts from individuals who are doing the work can lead to more holistic approaches to improving library services, create a culture of ongoing improvement, and provide library workers with a sense of ownership and pride over their work. If there are people across your organization who are interested in leading change, take this as a good sign: These are people who are invested in the work and want to share their ideas.



Try to be open to these ideas—even if it is not something you ultimately decide to move forward with, there’s value in listening and responding. Indeed, one of the goals for this guide is to empower all library workers to be change leaders, no matter their position within an organization.

As you begin to put together a team to lead a change in your library, you’ll need to know what skills, qualities, and viewpoints you bring to the table, and find complementary colleagues to round out your team. We will walk through a number of exercises in this section about identifying your strengths and challenges, forming teams, and establishing a productive team dynamic.

Before we get into team formation, a caveat: When we talk about change, we must talk about power. Within any institution, some people will have more power than others; for example, a department head may have more decision-making authority than a staff member in their unit. When an administrator wants to see a change happen, the rest of the library often jumps to make it so. By being reflective and critical of power dynamics in the change process, we can address some of the inherent issues of existing in a hierarchical organization and work to empower colleagues throughout the organization to take on change leadership.

If you are a library administrator or hold a position of relative power and/or privilege in the organization:

- Recognize that when you ask for things, people in the organization will likely feel that they have to make it so. As an authority figure, try to be cautious and judicious with mandates for change, and make a concerted effort to solicit input and feedback.
- Acknowledge that there is more inherent risk (and, yes, potential reward) for early-career, temporary, and/or contingent staff in your library to share novel ideas and initiate change. Support them in their growth as change leaders by coaching and modelling openness to new ideas.
- Demonstrate a commitment to fully considering ideas from throughout the organization. You may have to say “no” 99% of the time, but be clear about *why* you are saying no and encourage staff to continue to share.

If you identify with having less power and/or privilege within your library:

- Use your network of influence. Do you have colleagues in your department that tend to support you and think you have good ideas? Try out your idea on them first, and work on building a coalition of the willing before bringing it to a broader audience. What is the minimum number of people you need to succeed? Not everyone needs to be on board. Test the waters with informal, low-stakes conversations before presenting something more official. If lots of folks have the same negative or positive reaction, you will know better how to re-group and proceed. By the time you want to formally propose your ideas, colleagues will already have heard them and given you feedback, and will be more likely to support you.

- Try to find a champion to support you and your ideas from somewhere farther up in the institutional structure. This can be challenging and requires significant trust that this person will fairly give you credit for your ideas. A trusted organizational sponsor can help your idea remain in conversation and be seriously considered.
- Be open to feedback from people across your organization and, when possible, clearly incorporate it into your process. If you choose not to, explain why. Modelling behavior can come from the top *or* bottom of the organization.
- Protect yourself. If you think that your idea for change will cause you to be dismissed or marginalized, your contract not renewed, or otherwise make your working life intolerable, keep collecting that paycheck and start looking for a new gig.

These reflections on your organizational position can and should inform your role as you move forward in the change process. We want to be honest, though: Depending on where we fall in our organization, it can be easy to feel (and actually *be*) disempowered as change agents. This is real. Someone reading this may be experiencing burnout; reading about “how you too can lead change!” may feel alienating and unproductive. And, yes, in theory, everyone can lead, but in reality, power is often distributed hierarchically within an organization. There are well-documented systemic problems that create barriers to entry and lead to an imbalance of power in librarianship, in particular the well-documented whiteness of the library profession (Galvan, 2015; Espinal, Sutherland & Roh, 2018). In this section, we’ll explore leadership traits and approaches that we hope you can draw from no matter your role, but we also acknowledge that not everyone is starting from the same place and equipped with the same privilege. In a similar vein, it’s also worth digging into the ways that we have been socialized to consider certain traits or skills more valuable than others. In many cases, we might need to un-learn some of our associations to make room for ourselves as leaders. For example, so-called “soft” or interpersonal skills, like close listening, have historically been feminized, leading them to be devalued and considered lesser than traditionally “masculine” traits, such as expertise in technology (Matteson, Anderson & Boyden, 2016).

The first step to initiating any change process is to understand yourself, your strengths, gaps of understanding, and desired level of commitment to the change process. This foundational exercise will ask you to reflect on yourself and then use that information to think about working with others on your team.

➡ **EXERCISE 1: KNOW YOURSELF**

- What qualities do you value in a leader?
- How do you prefer to solve conflict?

- How tied do you tend to be to your own ideas?
- How do you like to give and receive feedback?
- What do you consider to be your best qualities?
- What do you consider to be your less advantageous qualities?
- Do you tend to like change? Why or why not? Is it different in your personal life and professional life?
- Jot down the names of a few leaders who inspire you. What attributes or values make them inspiring?
- What ideas do you have for bringing these attributes or values into your change process?

Leadership Styles

Now that you have reflected on your values and attributes, you may be able to identify with a specific leadership style(s). A few of the most often discussed styles include:

- Leaders in the **autocratic** style prefer to individually determine what needs to be done and dictate how it should be done.
- In contrast to autocratic leaders, **democratic** leaders prioritize collaborative processes and involve a variety of perspectives in decision-making.
- Leaders with a **transactional** approach utilize systems of punishment and reward to encourage performance.
- A **transformational** leader uses tactics of inspiration and encouragement to encourage teams to innovate, think, and create.

- **Servant leadership** has gained popularity as a framing in the past few years and focuses on supporting team members so that they can produce the best work (or change).
- **Authentic leadership** prioritizes trust-building, open and honest communication, and self-actualization. This type of leader tends to score very highly in emotional intelligence.
- Values of diversity, equity, and inclusion are central to **inclusive leadership**. Leaders who embrace this style bring an empathetic approach and display openness to conversation and dissent.

Each leadership style has its own merits (there is even a time and a place for autocratic leadership). Often, leaders find resonance in a mix of styles; for example, a leader who values authentic interactions may also skew toward preferring democratic processes. These styles are simply lenses through which to view approaches to decision-making, process, and communication. We encourage you to pause here and investigate any of these leadership styles that intrigue you. What are some of the qualities that resonate with you? Are there aspects of the style that feel uncomfortable or foreign to you? We will refer back to these approaches throughout the guide, so at least a glancing familiarity with these will be important.

No matter what leadership style(s) inform your own work, we suggest that every successful change project should include some elements of inclusive leadership, acknowledging the endemic and well-documented inequities within the library profession. In the change context, specific actions may include soliciting diverse perspectives, ensuring broad participation, and listening for understanding and truly hearing what your colleagues are saying. This is especially important in times of transition, when issues may arise that challenge direction, assumptions, and goals. The contribution of each individual and group needs to be acknowledged and respected, even if it is infeasible to actualize the ideas from every perspective.

It is important to remember that you don't have to be the person in charge of all things in order to model these practices and embody these values (or, indeed, those from any of the aforementioned leadership styles). Setting the norms for behavior can come from any role within an organization, and we will discuss this more in-depth in Section III.

Considering Your Role

While this workbook focuses on “leading change” and the odds are reasonable that, if you're completing this, you have an interest in driving change, it should not necessarily be a given that you, in particular, for every project, need to be the leader of *everything.* Perhaps you find that you are especially gifted at project management. Maybe you are more of the “idea person.” As you begin to imagine your change and your team, consider the type of role you are hoping to play in the process. Having a good sense of how much time, emotional investment, and energy you are willing and able to put into the change will help to guide you and find your place within the change process. We will also discuss project roles more formally within the project management section of this guide (section VII).

Change in Action

NEW DIRECTOR AT A COMMUNITY COLLEGE

“I took over as library director at a large Midwestern community college in fall 2016, replacing a director who retired after decades of service. In fact, most of the library staff had been in place for ten years or more. Additionally, library staff had not been encouraged to engage in professional development or in-service at either the institutional or professional level. This had resulted in an insular, apathetic, change-averse culture and stagnation in both resources and services. It wasn’t unusual for staff to shoo students onto the public library for research assistance, due to deficits in the collection and their own knowledge. The library’s existing reputation on campus was not positive—it was typical to hear jokes about tumbleweeds rolling through or that students only went to the library to nap, due to the obvious underutilization of both space and services. Being new to both the institution and an administrative role, I noted many problems right away, but deliberately tried to proceed slowly, hoping to be both respectful and inclusive of the existing staff while modeling positive behaviors. In fact, the first year was difficult, stressful, frustrating, and painful for me, and in retrospect, I believe that swifter, more decisive action would actually have been easier on everyone.

I recommend that others going through a change process focus on being patient and undiscouraged. Change is difficult and does take time, but momentum tends to build upon early, small successes. I believe that the library staff are proud of what we’ve accomplished together and are happy to have an improved reputation on campus. Matching individual strengths, skills, and interests to responsibilities also had a positive impact on both morale and library effectiveness and was key to our success.

Although I would characterize our outcome as ultimately successful, it was not without both sacrifice and compromise. One long-time staff member had to be transitioned out, as he was unable to re-engage with the work and rise to new expectations. I also had to temper many of my expectations and come to accept that while still not entirely ideal in some ways, our library is objectively much improved, and providing better service than ever to students, faculty, and other stakeholders.”

EARLY-CAREER LIBRARY WORKER AT LARGE RESEARCH INSTITUTION

“A new director chose to change the health sciences library on our campus completely. After 99% of the library stacks were removed to shift to digital-only, the public services department was transitioned from circulation and stacks management to reference and administration. Departmental librarians retired and were not replaced. Then the managers left and were not replaced. The director wanted to dissolve the department but announced their retirement before doing so. Initially, I was hired as a part-time desk aid, and was promoted to head of the department. I reshaped the entire department into something that would better reflect the changing expectation of what “public services” could be. There is more potential within public services and entry-level aid staffing than many libraries may be willing to take the time to cultivate—but if you do, it can be

incredibly worthwhile to everyone involved. Additionally, as the department most often employing entry level part-time employees, change can easily be a catalyst for increasing diversity in the profession if any of those part-time public services staff decide to start a career in libraries.”

MIDDLE MANAGERS AT A MID-SIZE RESEARCH INSTITUTION

“Due to a heavy teaching load in addition to other responsibilities, our reference and instruction department wanted to reconsider the roles and responsibilities of its professional staff positions. The department is made up of six librarians who are responsible for all of the teaching (outside of sessions tied to the library’s special collections), research consultations with individual students and faculty, and staffing the reference desk. With an impending vacancy in a staff position, we saw an opportunity to rewrite the position to include more instruction and outreach, as opposed to what had historically been administrative work, student employee supervision, and staffing the reference desk.

Ultimately, we were able to hire not just one but two new employees, so the transition was easier than it might have been if we’d changed responsibilities for existing staff. The two staff positions in our department are now responsible for the majority of the first-year orientation sessions, which range in number from 15-25 per semester. These sessions are taught with a common lesson plan, which we recently revised as a team. This change in staff responsibilities has meant that the librarians in the reference and instruction department share more of the administrative workload that was previously the domain of the professional staff. Overall, this has been a very positive change for the department.

By including our support staff in our instruction program, we have opened the door to greater teaching innovation as well as increased development opportunities for staff. The original reasoning behind this change in responsibilities was to share the workload that had primarily been for librarians with others in the department; this has allowed for greater flexibility for scheduling and less burnout for the teaching librarians. However, it has also enhanced the quality of the teaching due to the additional input in curriculum design. With more people working with these student groups and the common lesson plan, there is more space for new ideas and more opportunities for instructional growth. With more people involved in teaching first-year experience classes, there are more new ideas for improving the lesson overall. Additionally, librarians now have more time to reflect on lesson design for upper level classes.

We have learned that there is value in giving people in a variety of positions the opportunity to develop and do work in areas that are traditionally outside their position descriptions. Opening up the discussion to those not traditionally in leadership roles provides new insight into your work. We see great value in adding new and different perspectives to our work, so much so that we are considering including some of our student employees in first year teaching in the future. That said, it is important to consider the differences in expectations of work between staff and librarian roles. There are distinct differences between staff and librarian salaries, and often training and educational background. The focus should be to enhance a staff member’s work experience and provide professional growth opportunities

in ways that align with the goals and needs of the library, all without burdening staff or limiting staff agency.”

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SECTION II

Imagining and Refining Your Change Idea

Depending on your library, you may be in various stages of change planning. Perhaps you have a very specific change already in mind, or maybe just a sense that particular services need a closer look, or your budget has been limited (or grown!) and you have new strictures or opportunities. This section describes a variety of change evaluation frameworks that will help you identify problems and gaps, which will help you home in on a new change you'd like to make or refine an existing idea.

First: Dream

In a 1988 commencement address at Sarah Lawrence College, Nobel prize-winning author Toni Morrison advised new graduates, “As you enter positions of trust and power, dream a little before you think” (*Commencement*, 1988). As you embark on your change process, we'd like to encourage you to do the same: Dream a little bit about what you would like your library, department, service, or team to be before worrying about the constraints. Pragmatic concerns about budgets, personnel, and time will come soon enough, but imagining what you would want if none of those things were a consideration can lead to novel solutions, transformative change, and surfacing of unexpected desires or needs. The following exercise is based on the appreciative inquiry model known as SOAR (strengths, opportunities, aspirations, and results analysis). And, who knows, maybe these dreams are not as impossible as you first think!

▶▶▶▶ **EXERCISE 2: DREAM A LITTLE**

1. What are our greatest strengths? Consider both individual and group strengths.

2. What are our best opportunities? Are there obvious places to grow, existing resources or programs to tap into, or clear needs?
3. What is your ideal future? This could be a well-articulated idea, or simply a list of desired qualities.
4. What are some of the indicators that will let us know if we have accomplished this ideal future?

Keep this dream document in your back pocket to refer back to throughout the change process. As you design your change and related processes, we encourage you to come back to this exercise and consider if there are any elements that surfaced here that could be incorporated into your plan and push you a little farther toward your desired future. The time to deal with our realities is upon us, but this dream can still inform the rest of your process.

Change Elements to Consider

Keeping in mind the idea that change happens all the time and in many different ways, it may seem daunting to think about where to even *begin* to identify what needs to change, especially in the absence of a clear-cut impetus for change, such as a new director or a reduction in budget. One resource that we find helpful for these preliminary conversations is *Building a Culture of Innovation in Higher Education: Design & Practice for Leaders* from EDUCAUSE. Although focused on innovation, this toolkit discusses change at length, and many elements are as much about dealing with change as innovation. There are five core areas to consider when thinking about change:

- Leadership
- Communication
- Capacity
- Resources and resource allocation
- Structure and processes

Of course, each of these broad domains contain significant details, all of which are useful to consider in terms of organizational culture, infrastructure, and support. Choosing one of these larger areas of consideration can be a good place to start—identifying one area that needs attention can quickly spill over into the other categories, as all are deeply interconnected. A proposal that addresses all these areas can help to identify the challenges and, in turn, suggest possible solutions that specifically relate to your institutional reality.

Let's take a closer look at what each of these areas encompass:

Leadership refers to the clarity of vision and purpose within an organization, as well as the sense of urgency related to change. Leadership also encompasses the organizational ability to try new things and fail. A sense of flexibility around structures and processes often arises out of good leadership. This means understanding that not every change works in the same way: Systemic change requires much more coordination than a more localized change with lesser organizational impact. Critically, leadership should examine the balance of initiatives, as adding new projects ultimately means that other existing work will get less attention.

Communication is perhaps the most crucial element to any change management process. From articulating the need for change to all involved stakeholders to sharing out results, communication is the make-it-or-break-it factor. You need to be deliberate in considering aspects of transparency, frequency, and mode of delivery.

Capacity includes all the pieces that make people in your organization feel supported and positive about the change in question. Having the tools for success, high tolerance for failure across the organization, and a strong understanding of a unified goal can all contribute to increased capacity.

Resource allocation is probably the most straightforward of these areas. It refers to the aspects of staffing, time, and funding that an organization can dedicate to change efforts. This can take different forms, such as meetings and projects with a specific purpose, expectations that change management is part of daily workflows, and professional development opportunities. In some cases, this can also mean working with a consulting firm or other type of expertise to jumpstart the process and develop a path forward.

Structures are the underpinnings of planning and processes that allow for the implementation of change to occur. Strategic planning, decision-making, role and responsibility documents, and project management all work together to integrate change management into the fabric of the organization.

Let's now examine these five areas in your own organization as you start thinking about your readiness for change.

➡ **EXERCISE 3: ASSESSING CHANGE READINESS IN YOUR ORGANIZATION**

Consider the following definitions:

- **Impeding:** The organization is not ready for change, there is a high resistance to change at most levels, and there is no momentum to consider change.
- **Entering:** The organization recognizes the need for change, but there is no clear path forward. There is no established action plan to initiate change processes and discussions.
- **Emerging:** The organization has discussed the need for change and is in the process of identifying what structures, supports, and resources are needed in order to move forward.

- **Adapting:** The organization is on a clear path to change and there are processes in place to support this direction, though there are still pockets of resistance to change. The people in these groups may be unclear why the change is necessary and how to go about moving from idea to action.
- **Transforming:** Change is systemic and distributed across the organization. Both internal and external stakeholders are fully engaged in continual change processes. Change is discussed and supported, and it is part of the overall, ongoing work of the organization.

Use the rubric below to select at which stage you believe your organization is currently situated in relation to each element of change (listed on the left-hand side). This is meant as a self-assessment to give you a sense of where the gaps might be to help inform conversations around these elements of change and the degree to which they need to be developed within your organization. Mark the boxes in the rubric that you feel best describe your organization.

Element of change	Impeding	Entering	Emerging	Adapting	Transforming
Leadership <ul style="list-style-type: none"> • Vision • Purpose • Urgency • Trade-offs 					
Communication <ul style="list-style-type: none"> • Clarity • Content and need • Transparency/ Frequency 					
Capacity <ul style="list-style-type: none"> • Skills/knowledge • Mindset • Support 					
Resources <ul style="list-style-type: none"> • Time • Money • Staffing 					
Structure <ul style="list-style-type: none"> • Strategic plans • Processes • Pilots, prototypes, etc. 					

What did this exercise tell you about the areas of change readiness that could be strengthened in your organization? Keep in mind that this is just your (subjective) perspective and won't necessarily reflect your colleagues' perspectives. Sharing and discussing your results can be helpful in beginning to think about change readiness and the most critical areas to focus on growing in your organization.

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SECTION III


Moving Forward with Analysis: Internal Strategies

Now that you have a sense of where your organization is in the categories from Exercise 3, you can start thinking about the different change elements in the context of your institution, why specific reactions to change are happening, and how you might approach them to enact change. It can be helpful to look at both internal and external factors (more about external approaches in Section IV), especially if you have the sense that something isn't working, but you're not sure why or what the next steps might be. As we begin to look at these various approaches, know that these activities are not designed to prescriptively be followed in order to answer to every issue you encounter. Instead, they are meant to serve as a selection of tools that you can draw from, depending on your need and what is most appropriate for your institutional context. In this section, we describe a variety of strategies and some suggestions for when a particular method might be most helpful in making a decision about change. You should select those strategies that seem most useful to you—and you may find that multiple tools complement each other to give you a fuller picture of your situation.

Internal Strategies

Strategy A: Futures Thinking

The basic premise of futures thinking is that you are examining a future that is just a little out of reach, but that is not so far-fetched that you can't realistically accomplish it. It provides a path forward for organizations, even in times of uncertainty, by focusing on providing flexible options for thinking about the unknown (*The Futures Toolkit*, 2017, 2). The strategies suggested by futures thinking ask the change agent to engage with stakeholders to get them excited about all the possibilities. This can help smooth the way for the changes you want to implement. It also provides a framework for a lot of input to be provided, so that you are not beholden to a specific idea; different ideas can be adapted later into something that fits into the rest of the change plan, and that possibility is clear from the start.



So: How do you know what the future might hold? Professional publications are often a good place to start looking. For example, ACRL regularly provides publications, such as its Top Trends in Academic Libraries, to help libraries think about what's ahead. Many other professional organizations in higher education create similar annual or biannual reports. Publications like these can assist in identifying many of the external factors shaping higher education and libraries and can especially be helpful in developing plausible scenarios to respond to that lead you to consider possible and desirable futures. These scenarios can help you decide what kind of role you personally or institutionally want to play, given different future paths.

Futures thinking can help you:

- Deepen your understanding of the driving forces shaping the future.
- Identify gaps in knowledge and skill sets across an organization.
- Build consensus among stakeholders in identifying issues and how to tackle them.
- Articulate potential difficult choices and tradeoffs in the future.
- Create a strategy for adapting to unknown conditions (which is the core of change management!).

The Futures Toolkit provides great detail on different types of activities that can help foster futures thinking, but there are three aspects that we'd like to draw your attention to:

1. **Backcasting:** Using this method allows you to work backward from a desired outcome: What things would have to happen in order to get there? In “The Essence of Backcasting,” Karl Dreborg suggests that backcasting is most useful if the problem to be resolved is complex and there is a need for major change.
2. **Scenarios:** Scenarios are one of the core aspects of future thinking. They provide specific details about various ways the environment might change and encourage participants to think about how they might respond. A successful scenario is set at a reasonable distance in the future but could be more-or-less aspirational or plausible.
3. **Visioning:** As the term implies, visioning is the process whereby the scope and goals of an initiative are articulated, as well as describing what the future will look like if a process is successful. It is meant to highlight the scale of change required for success.

Why We Like This Strategy: Futures thinking can provide the structure for imagining a variety of different (large and small) solutions to a challenge. It can also help to bring stakeholders along through the process. This strategy can be especially useful if you are open to considering a variety of possibilities—it will work less well if you already have a very specific change in mind.

▶▶▶ **EXERCISE 4: FUTURES THINKING**

This exercise combines elements of visioning and backcasting. Once you develop an idea of what future you want to explore, you will need to know the actual steps to take in order to turn that idea into a reality and what your timeline will be for doing so. A small amount of space is allotted for you to make notes below, though you may require more space to fully dive into this exercise.

Step 1: Context

Provide background information on what you are trying to accomplish, what your goals for the session(s) might be, what type of information you are looking for, etc. This will vary depending on your audience (library vs. other stakeholders) and you may have to provide more detail depending on the scope of the issues discussed.

Step 2: Brainstorm

Individually, take a piece of paper and list out the elements of your vision and the concrete things you see in the future based on whatever initial discussions took place.

Group similar ideas and give a heading to each of the groups. What is the common direction and the key elements of these ideas?

Step 3: Reflect

Form small groups and share each pair's work.

- How do these elements link to each other? Are they all-important or is there a hierarchy?
- Can you come up with a one sentence vision, or could you keep these separate elements of the vision as they are?

Each group should write a vision based on their conversations.

Step 4: Discuss

Each group should share its answers to the questions above. Next, transition to full group discussion about putting all of the visions together, common elements, etc. Describe the key events and steps that need to occur to achieve the preferred future that you have identified.

Map the key events on a timeline and identify the critical events that must occur if the preferred future is to happen:

- a. Describe the key events and steps that need to occur to achieve the preferred future identified during the visioning session.

- b. Map the key events on a timeline and identify the critical events that must occur if the preferred future is to happen. This can be separate from a roadmap, or this can be the roadmap itself; please see below.

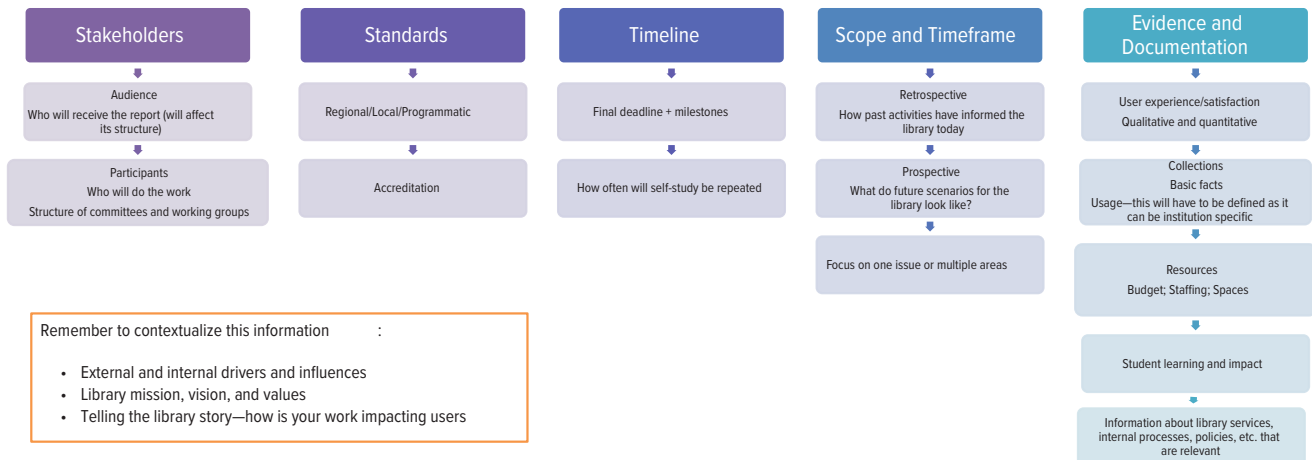
- c. For each event, identify what impact the event will have on delivering the preferred future, which stakeholders will benefit and which may feel that they are going to lose out, and supports and barriers to making this happen (these may be related to finances, personnel, etc.).

Strategy B: Self Studies

Self studies allow an organization to take a holistic look at broad areas of the organization. Whereas blueprinting (which we will discuss shortly) is focused on very specific services, self studies look at the major areas of library operations, such as collections, staffing, and facilities. This approach can be time-consuming, complicated, and requires significant resources in terms of staff time. A complete self study usually includes data on numbers of staff, collections, transactions, budget, facilities, and programs, which can then be benchmarked against similar institutions. Ideally, each of the areas highlighted in the study are part of the institutional strategic plan. Alternatively, utilizing the [ACRL Standards for Libraries In Higher Education](#) (2018), can help you determine which areas are most important to you, ranging from institutional effectiveness to external relations.

Why We Like This Strategy: Self studies are often most useful for large-scale changes, where you want to benchmark your progress against current data. It can help to identify places where you want to articulate the value of the library and can also help to engage colleagues by giving them data to which they can respond. It does add a significant amount of time and work to the front end of the change process, but can be an excellent investment for changes that will require significant evidence to move forward, due to cost, resources, or simply the scale of the change.

EXERCISE 5: SELF-STUDY TEMPLATE



Strategy C: Climate Surveys

Climate surveys are meant to collect data on how different populations feel about your library. Well-known surveys such as ClimateQual and LibQual (distributed by the Association of Research Libraries) can help you gauge how library employees (ClimateQual) or users (LibQual) feel about the library. ClimateQual measures how organizational procedures and policies affect staff perception of service quality in a library setting. LibQual measures library users' minimum, perceived, and desired levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place.

These tools can be effective as an environmental scan and can provide useful information to help target areas that need attention. However, those who use these tools need to be prepared to engage with less-than-stellar results in challenging areas, such as teamwork and staff morale. You will have to think carefully about how the surveys will be distributed, how the messaging will be shared, how you will utilize results, and how you will communicate back to both internal and external stakeholders about actions taken to address the challenges that emerge, as well as how to celebrate the positives.

Why We Like This Strategy: Climate surveys can surface some of the stickier challenges in academic libraries, especially related to personnel and morale. They can help you pinpoint areas to focus on, which people may be more willing to share in anonymous surveys than in other venues. We also appreciate the direct feedback from stakeholders.

Strategy D: Process Mapping

Process maps visually show the steps of a work activity and the people involved in carrying out each step. Creating process maps can highlight challenges and efficiencies, and surface previously non-articulated steps in the process. It can particularly be handy for changes related to organizational structure or service area development.

General steps for any kind of process map include:

- Selecting the process to map.
- Putting together a team to create the map that includes all of the people who affect and are affected by the process.
- Gathering information about the beginning and end points of the process, all of the steps in between those two points, the various inputs and outputs, and roles within the process.
- Establishing the baseline map of the process.
- Identifying areas for improvement.
- Refining and iterating the improvements over time.

There are several types of process maps, but we'll focus on two of the most commonly used.

A **basic flowchart** is a simple map visualizing the steps of a process, including its inputs and outputs. This is most useful to use when you are:

- Planning new projects
- Modeling and documenting a process
- Solving problems
- Helping teams communicate ideas better
- Analyzing and managing workflows

How to draw a basic flowchart:

This will depend on the type of process. You will want to think through what decision points you will have, what actions to take, and what structures or areas you want to focus on. However, it generally follows a clear flow from beginning to end, connecting each step with arrows.

A **cross-functional flowchart** shows the relationships between process steps and the functional units (teams/departments) responsible for them using “swim lanes.” This is also known as a deployment flowchart. This type of flowchart is most useful when you are:

- Identifying the key roles responsible for the process and how they relate to each other
- Highlighting how a process flows across organizational boundaries

How to draw a cross-functional flowchart:

1. Gather a competent and relevant cross-functional team.
2. Identify stakeholders.
3. Add “swim lanes” to separate the columns between each stakeholder.
4. Add steps performed by each stakeholder in their respective swim lane.
5. Connect the steps with arrows to indicate the flow.

EXERCISE 6: PROCESS MAPPING

Templates available at <https://creately.com/blog/diagrams/process-mapping-guide/>.

Why We Like This Strategy: The process of mapping a task is often the first time that someone codifies the work that goes into accomplishing that task. Putting it down on paper can highlight moments of tension, breakdown, or genius. It can also help people who are less deeply involved in the work understand the intricacies of a process. For change that is needed in a specific area, process maps can often help to highlight the opportunities and challenges without getting waylaid in larger-scale problems.

Strategy E: Service Blueprinting

According to the Nielsen Norman Group (Gibbons, 2017), a service blueprint is “a diagram that visualizes the relationships between different service components—people, props (physical or digital evidence), and processes—that are directly tied to touchpoints in a specific customer journey.” Service blueprinting focuses on the services being offered, rather than how they are being experienced.

According to the Interaction Design Foundation (2020), service blueprinting is useful for when you want to improve an existing service, design a new one, understand a service, and/or make major changes to a service structure. For example, if you were planning on going from multiple reference desks to a single service point, constructing a service blueprint might be a good idea.

Most service blueprints include the following elements:

- A user’s steps, activities, etc. when interacting with a service
- The actions that happen directly in view of or with a user (e.g., an interaction at a service desk or a website, an instruction session)
- The actions that happen behind the scenes (e.g., processing materials, entering a checkout in the library system)
- The specific steps that staff take to perform a service or action

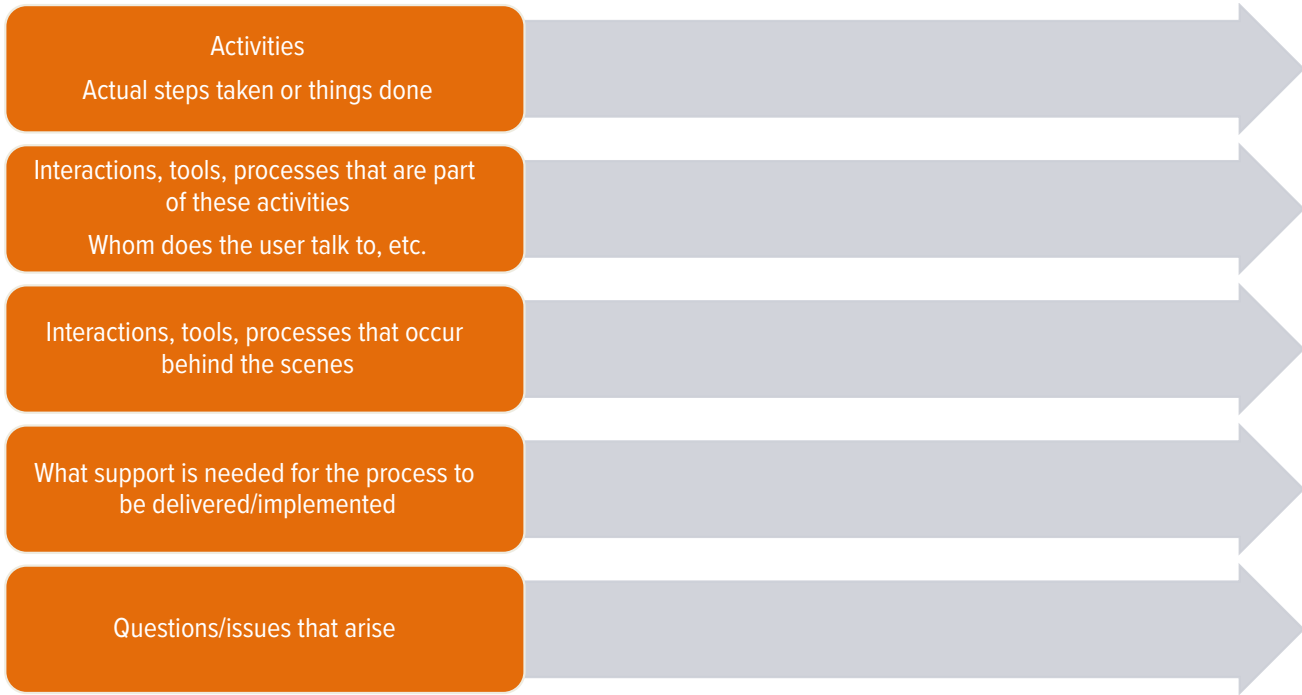
This method entails making a detailed map of how all these elements work together; in what physical, virtual, or temporal spaces they exist; and what challenges, successes, positive or negative interactions, and emotions occur along these pathways. The key here is to figure out how the pieces come together (or not) and what can be done to make improvements and changes to any of these areas.

Why We Like This Strategy: Blueprinting is great for charting experiences that are complex, involve multiple touchpoints, and/or require a cross-functional or cross-departmental effort. This is ideal for most library services and procedures, as most of what academic libraries do meets these criteria, from providing research support to delivering discovery of electronic resources.

EXERCISE 7: SERVICE BLUEPRINTING TEMPLATE

Goals of the blueprinting activity:

Description of service:



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Additional Resources

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SECTION IV

Moving Forward with Analysis: External Strategies

While it is often useful to begin thinking about a change process by looking inward, working with external stakeholders to help you identify factors that affect your change processes and approaches is equally critical. No library exists in a vacuum, so connecting change initiatives to the goals and strategies of the broader institution, as well as the needs and desires of your user population, is necessary for a full-fledged plan. In this section, we examine a variety of approaches that fall within the broad category of “user design,” all of which require collaboration outside your immediate group.

“User design” was coined by Alison Carr-Chelman over two decades ago, in 1998. The focus of user design is to empower users to have an equal voice in the process of creating and planning change. Staff and users work together to enact the change. This is a radical departure from traditional approaches to change management in libraries—and, truth be told, it is also much more time-consuming and potentially challenging. However, the rewards of integrating users into the change process from the beginning are great: By the time the change is implemented, you’ll already have buy-in from key stakeholders, you’ll have data on how people may react to the change, and you’ll have a wealth of user feedback to consider in future iterations. Yes, there is a delicate balance to strike between incorporating users’ desires and perspectives with what is actually feasible, but successfully doing this dance can lead to a much smoother and positive change process.

External Strategies

Strategy F: Stakeholder Engagement Framework

One tool to help you consider the role you want stakeholders to play in your change management process is a **stakeholder engagement framework**. The National Library of New Zealand has an excellent resource that lays out this process very clearly and is especially helpful since it is within the library context.



The first step is to define the type of engagement you would like to have with your stakeholders. In the New Zealand model, they present six different levels of engagement, from most engaged to least:

1. Partnership (the library and external stakeholders share investment and commitment to change, including a formal signed agreement)
2. Collaboration (ongoing, aligned work between the library and other stakeholders)
3. Consultation (a more limited and time-bound engagement around a specific topic)
4. Information and Knowledge Sharing
5. Feedback
6. Advice

After determining which level of engagement you'd like to aim for with your external stakeholder group, you can begin to outline what your engagement goals might be. A few examples from the New Zealand model include:

- a. To bring expertise and resources to the partnership for mutual benefit and to achieve common outcomes and objectives
- b. To collaborate with stakeholders on initiatives where each party benefits from the collaboration
- c. To consult stakeholders on changes to products and services
- d. To provide opportunities to exchange information and actively engage in areas of shared professional interest
- e. To ensure that services continue to evolve to meet user needs
- f. To meet with specialists in a range of relevant areas to discuss high-level strategy, policy, and areas where there is a high level of complexity

Finally, your goal will lead you to devise activities to meet the level of engagement with your stakeholder group related to the change. For example, if you are aiming for a collaborative engagement framework, you might conduct interactive workshops or hold focus groups; if your engagement goal is information and knowledge sharing, you may instead reach out on social media to gather comments and share out information. Each of these goals can then have accompanying activities to help the library move forward.

Why We Like This Strategy: The stakeholder engagement framework can provide a clear structure for you to design how you would like to interact with different external groups in thinking through your change. Identifying your goals can help you determine at what level you need or want to work with different groups.

Stakeholders can make many important contributions to the process, including:

- a. Providing a reality check on the appropriateness and feasibility of your plan
- b. Offering insight into the populations that may affect program implementation or evaluation
- c. Reviewing and commenting on the plan itself
- d. Helping to disseminate and report the strategic plan and its related initiatives

Providing ongoing feedback and recommendations for improving your plan or activities

Strategy G: Ethnographic Approaches

Ethnographic approaches cover a wide range of research methods drawn from anthropology and sociology, from interpretive drawings to conducting interviews. Ethnographic approaches to library assessment and evaluation have gained popularity in the last two decades, and there are numerous books and articles that employ these strategies. Ethnographic approaches are all fairly involved, and require a high level of interpretation and synthesis. These approaches are best used when you want to collect direct data about user behavior and feedback. Here, we will focus on observations and drawings as methodologies.

Both observations and drawings require an understanding of what you are trying to study via each method, as well as the ability to elicit themes out of what you are seeing rather than impose a predisposed notion of the results ahead of time. For example, if in the course of an observation study, you see that particular spaces are used at specific times of the day or week, you will need to figure out what this is telling you about those spaces as they relate to student behavior and habits.

Drawings can provide interesting results with out-of-the-box ideas, especially if you solicit users to imagine different ways of doing things. You will have to consider what patterns they help you uncover; for example, if everyone is drawing a service desk of some sort, what does that tell you? Are there unique and fun elements that may be less practical or interesting in designing the space or service, or that take you down a new road of thought? Drawing projects require specific prompts to be useful, and you will want to provide participants with the opportunity to ask questions without guiding them too much as to what or how to draw. There is no specific template for this type of user engagement as it really depends on your context and what your goals are for the study in question.

For ethnographic observations, you will want to think about what spaces or behaviors you want to observe, how often, and how you will collect and store your data. Are there specific behaviors or spaces that you want to focus on? You should also consider ethical issues, such as privacy, if you are engaging in observations of users in the space, who may have personally identifiable characteristics or who may be engaged in behaviors that could get them in trouble if identified.

EXERCISE 8: ETHNOGRAPHIC APPROACHES

Observations work well when you want to directly see what people are doing in a certain instance, space, or situation and you are not interacting with them in any way. Jot down responses to the following questions to start thinking through how you might begin making observations.

1. What is the purpose of the observation? (e.g., space usage, wayfinding, interaction with a service)

2. Will you use formal or informal methods, or both? Formal methods could include a checklist of predetermined criteria you are observing—for example, how often students stop by a desk to ask for help or something similar, repeatable, and structured. Informal methods might include writing field notes about what you see and then making some decisions about themes, but not looking for particular behaviors or actions.
3. Who will you be observing, and why? Each user group may have different criteria (students, faculty, etc.).
4. What will your recording method be? Consider taking photographs, video, or notetaking (tick marks, brief notes, etc.). At what frequency will you record?
5. How will you cluster patterns and code the data? For example, if you are observing that most students are sitting in a specific space studying, you may want to make studying one of your theme headings and then compare that to something else, such as relaxing. You can often decide this after you gather the data, called “inductive coding,” which allows you to see patterns emerging organically.

Additional considerations for conducting effective observations include:

- Make sure you are only noting what you are actually observing.
- Recognize your limitations and positionality. You will not be able to tell in all cases what is actually happening and why based on observation alone, so you will have to make sure you note what you actually are seeing versus what you are interpreting. For example, if you see students spending time on social media, you may interpret that as goofing off, but they may be engaged in academic work on those sites. It’s hard to know from a distance.
- You will also have to define what you mean by the themes you select—most observable actions are clear, but in some cases, like what students are doing on a computer, it may be difficult to ascertain without being intrusive and asking.
- In order to gain a better understanding of why people are engaged in certain behaviors, it is often helpful to conduct related interviews, so that you have both your observation and the interpretation of that action from the user, as opposed to having only your interpretive data point.

Drawings are most helpful if you want users to provide you with their ideas regarding a space or service design. There is great freedom for them with this approach, but this also makes determining themes and patterns more challenging. Generally, drawings are not accompanied by a textual explanation, so here too you may have to make some assumptions. Here are some questions to help you think through the design of a drawing study:

1. What is the purpose of the drawing activity?

2. What is the prompt you want to give users? (For example, imagine a space where you are seeking assistance with your research. What does your ideal space look like? What type of furniture is in that space? Who is there to help you?) Prompts are very important because they will define how users will approach the activity. You don't want to lead them too much by providing too much detail for them, but they have to understand the basics of what you want them to accomplish.
3. How much time will you allow for the activity?
4. What materials will you need to provide to the user in order for them to complete the activity?
5. How will you cluster patterns and code the data? For example, if you are observing that everyone drew comfy seating, that's something that should be noted, as well as the shapes and other elements that are part of that overall design and what that means for your purposes—is the space closed off, open, small, large, secluded, visible, etc.

Additional considerations for user drawings include:

- You can answer logistical questions that users have, but not *too* many, since the point of this activity is to let them decide what and how to represent their ideas.
- Don't be shy about asking for clarification if something is not clearly drawn or you are confused, as you will not be able to do that after the fact.

Why We Like This Strategy: Ethnographic approaches force the investigator to challenge their assumptions and center users and other stakeholders in designing changes. The data that informs change is based on actual behaviors and experiences, rather than assumptions. While these approaches can be time-intensive, they ensure that you will have the most authentic understanding of how users actually engage with library spaces and services.

Strategy H: User Experience Activities

User experience activities are often assumed to be related to websites and other virtual environments, but many of the strategies encompassed in this category have applications for face-to-face interactions as well. You may have heard of tools like personas, wireframes, and journey maps before, most likely in the web design context. The Nielsen Norman Group has a comprehensive website that provides how-to information on the most popular types of user experience activities, including an overview article of when to utilize different user experience methods (Rohrer, 2014).

Since we already discussed service blueprinting, we'll focus on customer journey mapping here, as it's essentially the external-facing version of that process (Miller & Flowers, 2017). Customer journey maps allow users to tell you what they are experiencing and feeling

during each step of a particular service or activity. They can be a great way to center your users' experiences so that you can empathize with their challenges and successes to make improvements accordingly. As in the service blueprint method, customer journey maps call on you to create a flowchart mapping each step along the users' journey to help you analyze the action with the corresponding experience. While every customer journey map is a little bit different, they all typically involve the following steps:

- Creating one (or a few) “typical” user persona(s) to imagine going through the experience.
- Determining the timeline for the process being mapped: Does it happen once in a short period of time or multiple times over a longer period?
- Identifying all of the “touchpoints,” or all of the moments when a user is interacting with your service.
- Asking open-ended questions to help imagine how users are experiencing different services, as well as actually asking real users about their experiences.

Why We Like This Strategy: User experience strategies, such as customer journey mapping, center the way that a user encounters and engages with a service in order to determine how it might be improved (or highlight where it is already working well). They work with a wide range of services and are very flexible.




Generic Customer Journey Mapping Template-User view

- You can insert questions you want the user to consider here or a description of the activity/sequence being evaluated such as checking out a book

	Step 1:	Step 2:	Step 3:	Step 4:
Activities-actual things done at that step (i.e. walked up to counter, etc.)				
Challenges and problems encountered				
Emotions				
Questions that arose during each step				


Generic Customer Journey Mapping Template-Workflow of pain points and opportunities

- For each of the steps in your activity sequence, map out what the user is saying, doing, and feeling to create a composite of their overall experience and what challenges/opportunities you uncover. You can use a line graph or other similar method to connect these elements from step to step. Images taken from Pixabay: <https://pixabay.com/>

Needs and expectations	Step 1:	Step 2:	Step 3:	Step 4:
	<ul style="list-style-type: none"> • User needs • User expectations 	<ul style="list-style-type: none"> • User needs • User expectations 	<ul style="list-style-type: none"> • User needs • User expectations 	<ul style="list-style-type: none"> • User needs • User expectations
				
				
<i>User notes</i>	<ul style="list-style-type: none"> • <i>User notes</i> 	<ul style="list-style-type: none"> • <i>User notes</i> 	<ul style="list-style-type: none"> • <i>User notes</i> 	<ul style="list-style-type: none"> • <i>User notes</i>

Strategy I: Design Thinking

Design thinking is a creative process based around the generation and layering of ideas stemming from an initial concept that is often abstract and messy. It has gained in popularity significantly over the last five years. The basic design thinking process includes variations of these five stages: *discovery*, *interpretation*, *ideation*, *experimentation*, and *evaluation*. These steps are adapted from Stanford University's d.School and IDEO, two leading organizations in design thinking.




Within each of these steps, problems can be reframed, questions can be asked, more ideas can be created, and the best actions can be chosen. The steps aren't linear; they can occur simultaneously and can be repeated. Design thinking also involves a strong element of experimentation and "failure" is viewed as an opportunity to learn rather than something to be avoided. This process allows for a more organic flow of discovery and a shift away from traditional tool-based approaches. Design thinking also emphasizes the need for interventions based on the identification of the problem and subsequent evaluations of the success of these measures.

Below, we break down the different stages of design thinking, with guidance on how to use design thinking in planning your organizational change.

Discovery: Start by defining your target audience. Who do you want to engage and what are your goals? Do you want to get an opinion, find some facts, or solicit ideas for a new service? For each goal and area, think about what open-ended questions you can ask. Don't be afraid to follow-up if something isn't clear by asking participants to tell you more or what they were feeling during that part of the conversation. Make sure you work with at least one other person, so that you can bounce ideas off each other. You'll need at least two assigned roles: an interviewer and a note-taker. Think about what you are seeing and hearing, what words are being used, and what stories are told, as well as what emotions, beliefs, and opinions are expressed. This will help you have a strong understanding of the situation and challenges being described.

Interpretation: In this phase, you'll share your impressions with your team, without yet worrying about interpreting the stories you heard. Listen to each others' recollections of the observations. Group findings into categories. One way to start is by having every team member choose three ideas or themes they find most interesting. Place each of them on a large sheet of paper and begin to look for more evidence of the same theme. What did many people mention? Did a different participant say the opposite? Which issues were obvious? Rearrange the ideas into these new themes and then name the new clusters you have defined (e.g., "lack of space"). Take a closer look at your themes and find overlaps, patterns, and tensions. Can you group several related themes into larger categories? What contradictions do you find? What feels surprising and why?

After several rounds of this initial phase, look again at your themes and the related stories and start to express them in a meaningful way (e.g., "There is a lack of space for faculty to do their work."). Write a full sentence. Label your cluster with that interpretive statement. Take a step back and discuss what you have discovered. Are there themes that you have different opinions about? What are you most excited about? You can keep regrouping the information and add new versions of your headlines until they feel strong. For example, you might group the themes "there is a lack of space for faculty to do their work" and "the faculty room does not encourage collaboration" together as "faculty need flexible space to collaborate." Only keep the information that you are still using and that's helping you move forward. Revisit the questions that you started out with: How do your findings relate to your challenge? Try to limit your insights to three to five of the most important findings.




Ideation: Next, invite a diverse group of people to help you brainstorm solutions to the challenges you have identified. Consider involving people who are not part of your original team, as they'll have a fresh perspective. Include six to eight people. Decide on a person to lead the group through the activity. You may opt to choose a person who has gone through the previous phases, or you may want a facilitator who will be more impartial to the ideas being presented and discussed.

Briefly introduce the overall challenge you are working on. Share some of the most exciting or surprising stories from your discovery phase. Gather your team near a wall or flipchart and write your central question in the center. Give everyone a Post-it Note pad and a marker. Invite everyone to brainstorm every possible idea they can think of. Encourage people to draw and be visual, and remind them to write in large letters and to note only one idea per Post-it. Ask participants to take a few minutes and write down their first ideas before starting a discussion as a group. Provide encouragement or alternative topics if the flow of ideas slows down. You can and should switch to a new brainstorm question every fifteen to twenty minutes, and set a goal for how many ideas you are hoping to generate in total. Remind your team of the rules if needed.

After you generate all these ideas, you can start to think through their realities. What ideas get you excited? What is the most important value for your audience? What is the real need to be addressed? Then, make a list of all the challenges and barriers you are facing with your idea. What are you missing? Who would oppose the idea? What will be most difficult to overcome? Put the list up on the wall so it is visible to the team. These constraints are actually helpful for design—it lets you know what you are working with, and might generate additional ideas that meet the challenges. At the end of this stage, you'll let go of ideas that feel infeasible or that you are not excited about.

Experimentation: Decide the context in which you want to share your idea. Is it helpful to first show a rough idea in an informal setting you are familiar with? Will you learn the most from seeing your prototype in the context in which it will be used? With your team, determine what kind of feedback you are looking for: Do you want to get feedback on the first impression of your idea? Are you trying to learn whether people would participate in a new activity you designed? Are you wondering whether people will change behaviors over time because of your concept? Based on what you are trying to learn, carefully plan your feedback activities. Arrange for a conversation if you are interested in a first impression. Set up an activity or service as if it were real if you want to observe peoples' actual behaviors. It's important to make this as authentic an experience as possible so that you can get realistic information as opposed to a hypothetical situation in which anything works because you haven't actually tried it.

Reflection: Bring your team back together to begin analyzing the feedback you received during experimentation. As a team, discuss the reactions you received to your prototype. Start by sharing the impressions you captured right after your feedback conversations. Sort and cluster the feedback: What was positively received? What concerns came up? What got participants excited? Which parts would participants like to improve? What did not work? What needs further investigation?



Evaluate the relevance of your findings: Take a moment to revisit where you started. What was your original intent? Does it still hold true, based on the feedback you have received? What is most important to making it a success? Sort your notes and create an overview of which feedback you want to respond to. Then, create a new prototype that you can share. Go through feedback cycles repeatedly and continue to improve your concept if you can.

Turn your prototype into a “working” model, service, or tool:

- Determine if you will need any funding, resources, or staffing to scale it up. This is a conversation you might already have with library administration ahead of your project to ensure that it is fully supported before you begin to design it or you can use this process as a way to request support for a new initiative.
- Specify the amount of time that you’ll need to create your concept. Do you need time for preparation? Does anyone need to be trained?
- Identify potential partners both internal and external who might be involved if they have not already been part of the original planning process.

Evaluation: In this final stage, you’ll decide how well your solution works. To begin, you will revisit your original target audience. Does your idea align with the values of this group? What will they think about your concept?

After this initial stage, you will need to identify indicators for success. This could range from counting attendees at an event, to data on increased student learning, to satisfaction measures. You’ll want to continue meeting with your team to move from a prototype to a full implementation of your idea. And, as in the other stages of the design thinking process, continue collecting stories of how things are going—these will help you iterate your ideas as well as share out your results with stakeholders.

Why We Like This Strategy: Design thinking encourages the generation of a huge number of ideas, which can lead to some off-the-wall and creative solutions. It’s also meant to center user experiences and bring in a large number of voices. The success of this process can vary greatly based on the facilitator, however, so you’ll want to make sure that you choose someone who can openly encourage ideas!

Strategy J: Equity-Centered Design

Equity-centered design is related to design thinking: Both approaches were developed at the Stanford d.School. Design thinking has been criticized as being one-size-fits-all and insufficiently aware of different participants’ positionality. Equity-centered design adds in two additional stages, *notice* and *reflect*, that are meant to help build both self- and interpersonal awareness. Even more than design thinking, equity-centered design demands that practitioners engage in a design process that centers empathy.

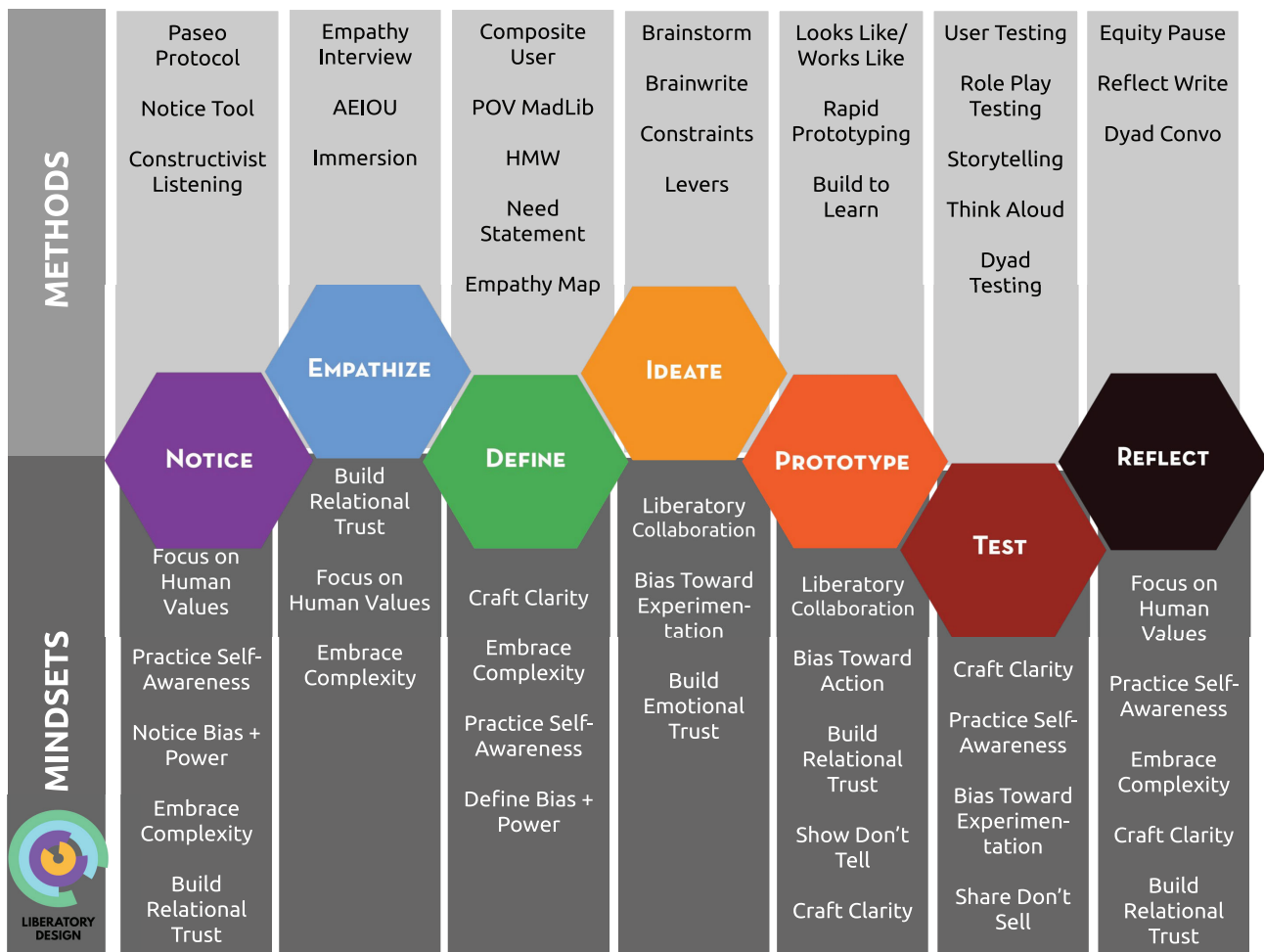


Image credit: Stanford School of Design: David Clifford, Stanford d.school & design school X.

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The first step of this process focuses on building empathy by examining biases and power structures inherent in approaches to managing change. This entails:

1. Building awareness of and about the impact of our beliefs and biases as they relate with/to our users and their context
2. Exploring who are we, who our users are, and each person's unique perspective
3. Making power dynamics explicit
4. Surfacing equity challenges we/they are dealing with
5. Questioning how collaboration can help address these challenges

While the core of equity-centered design looks like design thinking, the beginning and end stages require teams to complete additional activities to help create a shared understanding of your users. It also weaves additional reflective and critical practices into each stage of the process, which requires time. However, just like in design thinking, you'll need to identify patterns and themes before focusing on one or two potential solutions to investigate further. These additional steps can create the conditions for a more inclusive imagining process, as well as a more complex understanding of both users and team dynamics.

Equity-Centered Design Template

Notice

- What biases are you or could you be bringing to this process?
- What are the systemic inequities your design might be propagating?
- Are there any voices/perspectives that might be excluded from this design and/or design process?

Empathize

- How can you better understand who your users are and what their challenges are especially in terms of the discrimination they are facing whether implicit or explicit?
- How can you build trust with your users so that they are providing you with meaningful and authentic feedback?

Define

- How can you define those challenges as well as make the biases within them more explicit?

Ideate

- What are some ways in which your solutions are addressing these inequities?
- Do the solutions themselves favor one group over another or do they have built-in assumptions that can be challenged?

Prototype

- How can you ensure your model(s) are reflective of their user populations and their needs?

Test

- Are there any unintended consequences to your design—especially those that might further marginalize vulnerable populations?
- How can integrate user feedback into your design so that you are making changes that are truly valuable?

Reflect

- How have the biases you uncovered at the beginning of this process been addressed—have they? Why or why not?
- Have you provided an opportunity for your users to reflect on the changes made to the model(s) based on their feedback? If not, how can you do that?

Why We Like This Strategy: Equity-centered design acknowledges systematic structures that may unintentionally cause solutions to fail, due to bias, power dynamics, and trust. By addressing these questions throughout the process, you can imagine solutions that consider these issues and create more accessible and equitable solutions. This is another process that will benefit from a skilled facilitator.

***As you consider and choose between these various strategies for engaging with external stakeholders, you will want to consider how you are working with human subjects. Most academic institutions will require that you undergo IRB training if you want to share and/or publish the results of these activities. If this is your intention, you'll want to plan this from the beginning to make sure that you are obtaining the appropriate consent from participants and handling your data collection ethically and responsibly. Your institutional IRB office can provide you with local guidance; most institutions don't require this step for internal evaluation, but, again, this will vary based on your final intent. If you are not collecting sensitive or personal data, or working with vulnerable populations (though this again will vary by institution—some institutions now consider college students as a vulnerable group), you might expect to be exempted from IRB oversight, but will still have to go through the initial process in order to obtain the necessary approvals.

One more final suggestion: As you think through these processes and start to institute the ones you think will work best for your context, make sure that they happen under realistic circumstances, not falsely positive ones. Don't start with the most enthusiastic stakeholder group or the most easy-to-use tool—try to break things and put them under strain and stress. For example, you might discuss what would happen if you had a line of unhappy students waiting at your service desk or in the classroom. Come up with scenarios that might apply at your organization. As unpleasant as it is, you might want to talk to the folks you think could be less enthusiastic about your idea; they might give you more insight than those who will be excited no matter what you do.

With that, we hope you'll go forth and explore these strategies in more depth on your own and try one out for your own change process!

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SECTION V

Building a Change Process Team

In this section, we will share strategies for establishing a productive team dynamic from the start of the change process, as well as acknowledge the challenges of change. By now, you should have identified the broad strokes of the change you would like or need to make. If you still aren't sure, please refer back to previous sections to continue exploring how to identify problems and gaps.

At this point, you will probably be ready to pull together a change team (or you may be asked to join one). Depending on your positionality in the change process, you'll have different levels of agency. We strongly advocate for bringing together a diverse team of library workers to plan for and implement your change process. In addition to making sure that your team is demographically diverse, also consider factors like type of library role and years spent working at your organization.

Establishing Shared Values and Collaborative Practices

A strong, positive team dynamic is likely the most critical piece for ensuring the success of your change process. It's frequently cited that an estimated 50-60% of new work teams fail (e.g., Tudor & Trumble, 1996; Parisi-Carew, 2015), but there is a paucity of empirical research of *why* teams tend to fail. However, common issues that are often discussed as reasons for the failure of teams include:

- Lack of trust
- Lack of shared goals and values
- Lack of conflict-resolution strategies
- Lack of clarity of roles
- Lack of clarity on how to work together
- Lack of leadership

Without a mutually understood set of values, processes for handling disagreements and conflict, and a commitment to a shared process, your change process can be derailed by misunderstandings or resentments. These foundational discussions are often overlooked

or elided in favor of jumping directly into a project and producing results but taking time to focus on team formation can set you up to be in the minority of teams that succeed. You will not foresee every possible bump in the road, but you can certainly lay the groundwork for working through any unexpected challenges together. The next set of team exercises will guide you through these foundational components of team building.

▶ **EXERCISE 9: AGREEING ON SHARED VALUES**

This is an exercise that should be completed in a real-time meeting (physically or virtually) with all members of your team. Ask all team members to bring their self-reflection exercise to the meeting. Plan to spend about an hour on this activity.

1. From the below list of values, have each person on the team select the five that resonate most with them for their work-life. Don't overthink this, and spend only 3-5 minutes on deciding!

Acceptance	Creativity	Humility	Reliability
Accountability	Curiosity	Humor	Resourcefulness
Achievement	Decisiveness	Inclusiveness	Responsiveness
Advocacy	Dependability	Independence	Responsibility
Ambition	Diversity	Individuality	Risk-Taking
Appreciation	Empathy	Innovation	Safety
Autonomy	Encouragement	Intuition	Security
Boldness	Equity	Joy	Self-Control
Calmness	Evidence	Kindness	Seriousness
Caring	Excellence	Loyalty	Simplicity
Challenge	Fairness	Optimism	Speed
Cleverness	Flexibility	Open-mindedness	Thankfulness
Collaboration	Freedom	Originality	Thoughtfulness
Community	Fun	Perfection	Trustworthiness
Commitment	Grace	Preparedness	Understanding
Compassion	Growth	Punctuality	Uniqueness
Consistency	Honesty	Recognition	Usefulness
			Utility

2. Go around the group and write out all of the values that have been identified as important to people on the team. Are there some that recur? Are there any that seem in tension with one another?
3. Now that you have your full list, work together to get your list down to no more than 10 core values.

4. What would these values look like in action in a team setting? Define them and suggest specific actions that will promote them within your team and process. What is the recourse when these values are violated?

Group Norms, Meeting Facilitation, & Logistics


Once you have established a set of values that you all feel comfortable with, it's time to make some choices about concrete actions and behaviors for creating a culture of respect and empowerment in your group. Any kind of change process will involve challenges in the transition, but if you can model openness, transparency, and inclusion from the beginning in the group that leads the change, that can be a strong starting place for getting buy-in from across your organization. Adopting practices that encourage staff members from across the organization to contribute and lead change also has the benefits of enriching the final proposal with more experiences and expertise as well as broadly providing professional development opportunities for leadership.

We recommend reading and discussing as a team (see the reference list at the end of this section for full citation information):

AORTA (Anti-Oppressive Resource and Training Alliance)'s terrific facilitation guide for running meetings:

- Plan to have an agenda every time you meet. This will help keep you on track, make sure work happens in meetings and moves forward, and provides documentation of what you have accomplished and agreed to.
 - Decide on community agreements or ground rules such as how to handle conflict, how to make decisions, and who is ultimately responsible for the final outcome. Having a structured conversation early on to discuss group norms will help set the tone for how you'll work together. This is especially important if you have concerns about domineering voices in the group, or there is not a clear consensus amongst members what the group's goals are, or what work needs to happen in order to move forward. By adopting one or several of the suggested agreements (or other agreements you find useful for your context), you will have a foundation to use to course correct if your group norms are being violated. Also consider what typical ground rules that groups set might inhibit ideas and discussion in your group.
 - Would it help for your group meetings to have a designated person to facilitate each time? Should it rotate?
 - Are there any other suggestions for meetings in this document that you might find helpful?
 - Does it make sense for your team to be a safe space, a brave space, or neither?

Now is also an excellent moment for your team to create a shared space for documentation, beginning with writing down your group values, behavioral norms, and ground rules for meetings and communication. This could be housed on your library's wiki, a



team Google Drive, or other cloud-based space that everyone on the team can access. Consider if you want to make the space open to the whole library, have certain parts readable by everyone in the institution, or keep it exclusive to group members while the change process is active.

Change is Hard

Yup. That's just true. And if change were easy, there would be no need for this guide. We would all just recognize when a change needs to occur, make the change, and go about our lives! However, we all know that's not really how it goes. Now that we've established how your team might work together, let's think more broadly about how change might affect people outside your team as well, and possibly the whole library.

There are multiple ways and moments when the change process can break down. By identifying possible challenging aspects ahead of time, it can help you plan for possible friction points and establish exactly why individuals are struggling with your change. In their "Four Ways to Know Whether You are Ready for Change," Chris Musselwhite and Tammy Plouffe (2010) propose four areas related to change that can present challenges:

- **Change awareness:** An organization's ability to redefine itself as necessary
- **Change agility:** The organization's ability to engage people in pending changes
- **Change reaction:** The ability to appropriately analyze problems, assess risks, and manage the reactions of employees
- **Change mechanisms:** The ability to encourage clear goal alignment across functions, integrate a change into existing systems, and enforce accountability

Next, we'll explore some of the specific reasons why change is difficult, utilize empathy-based approaches to understanding how change affects others (and yourself!), and explore your library's cultural tolerance for change and how it might be improved before launching into the change process.

Empathy-Based Approaches to Change

Throughout this guide, we try to take a person-centered approach to change leadership. By this we mean that we try to think through how change might make every individual in an organization feel and try to manage to and through those responses. Again, that does not mean that you should stop your change because some people don't like it, or that you should cater to strong emotions. It simply means that we encourage you to empathize with the feeling that change can be challenging and try to incorporate strategies that might make it a bit easier for others to come along. One way to do this is to reflect on your own experiences, which is where we will start in this section.

▶▶▶▶ **EXERCISE 10: PAST EXPERIENCES WITH CHANGE, PART 1**

1. Think about a change that you have experienced that you did not initiate. It can be something from your professional life, personal life, or somewhere in between.
2. What made you feel engaged and included in this change process? What, if anything, makes you feel positively towards it?
3. What made you feel alienated or upset by this change process? What, if anything, makes you feel negatively towards it?
4. Thinking about your responses to the previous two questions, identify at least one behavior, structure, or process that you would want to incorporate into your own change leadership practice.

Now that you've reflected on your own experiences with change, let's think about some of the most common reasons that change is challenging for people to try and develop a deeper understanding of how colleagues might be feeling.

Fear

It's often said, and very true, change is very scary for many people. In the workplace, change can mean dramatic alterations in roles, taking on new or different duties that require learning something new, or even losing one's job. Individuals may be afraid of looking incompetent in taking on new tasks or roles, fearful that they will have to do more work, or concerned that things will be in a constant state of upheaval. So fear can be a very natural response to changes in the work environment, and is often at the root of resistance and recalcitrance. When planning your change, invite colleagues to share their concerns so that you can clearly address them in your process. You might not be able to make everyone happy, but you can show that you took them seriously.

Comfort

When you have been doing the same thing for a long time, it can be daunting to think about change. If something seems like it is working well enough, someone might feel like there is no reason to change it. It can be challenging to get out of your comfort zone, and change often asks people to do just that. Consider the specific dimensions of the changes and communicate the benefits of your idea, while also acknowledging what may be lost from their current process.

Uncertainty / Confusion

“Why is this happening? Things were fine!” is a common refrain in organizations undergoing change. If the rationale for the change process isn’t clear and goals are not articulated, people may be confused about the need for change, which may lead to them not buying into the process. Making time and space for people to ask questions can help to clarify confusing aspects of the process and invite comment on proposed changes.

Professional Identity

If the change challenges something that aligns with the way someone perceives their professional role, it can exacerbate the above emotions. Someone may (understandably!) feel that the change devalues work that they did and skills that they brought to an organization, possibly for a considerable portion of their career. A project or service they created may now be considered for discontinuation. We recommend directly discussing and appreciating the value of past contributions with the affected person or group, while still openly acknowledging the need to make the change.

▶▶▶ EXERCISE 11: HOW TOLERANT IS YOUR DEPARTMENT/LIBRARY TO CHANGE?

Consider all the people who will be affected by your change process. On a scale of 1 (not at all) to 5 (extremely applicable), how much do each of these statements describe the group affected by change?

1. People look forward to change and view change as generally positive.
2. People feel that decision makers are open to their feedback and course corrections are made based on input from across the organization.
3. People don’t feel like they will be “in trouble” if they try something new and fail.
4. There are always small changes happening in the organization, not just large, one-time changes.
5. Individuals are recognized for bringing new ideas to the table, even if they don’t always pan out.
6. There is support and resources for trying out new ideas.
7. The larger organization has a vision and large-scale goals, but the actual implementation details are left to individual departments or staff members.

8. People feel safe in voicing their opinions and ideas, and know their input will be acknowledged and considered.
9. It is rare to hear comments like “we tried that fifteen years ago and it didn’t work, so why would we try it now?”
10. There is a mix between ways of implementing new ideas—not everything is a pilot project, but not everything is immediately fully implemented either.

Scores of 25 or below: Your group is not a fan of change, and you are likely going to need to do significant work on culture shift around dispositions toward change. You may have to take your process more slowly or involve more feedback loops than in a different organization. You might also try some of the strategies we outline below.

Scores of between 26 and 40: Your group may have some trepidation around change and the change process. Look closely at some of your responses to the questions above. Are there certain statements that have lower scores? Are there any ways that you can brainstorm how to address them in your change process planning (e.g., adding in a clear way to collect and acknowledge feedback)?

Scores of 41 and above: Your group likely already has a relatively high threshold for tolerating change. This is a good sign for your change process, but you’ll still need to keep the values of your change process front of mind to make sure you maintain people’s positive feelings toward change!

Understanding and Creating Psychological Safety

We have good news: The way your team, department, or organization is today does not seal your fate forever. There are strategies that you can use to increase risk tolerance and openness to change among your colleagues.

Psychology safety in work teams was first introduced by Harvard psychologist Amy Edmondson (1999). This construct refers to the team belief that it is safe to take risks within the work environment. Katz and Miller (2019) has created a framework for how all of these pieces might fit together within organizational culture and ways to develop what they call “interaction safety,” which is at the heart of inclusive leadership (and should ideally also be at the center of your change efforts). When interaction safety is a priority, people trust their colleagues and feel there is an open environment in which people can speak up, bring different points of view to the conversation, and share even incomplete ideas that others will build upon. People feel the freedom to bring new ideas to their team and their organization; they feel the freedom to take risks; and they feel the freedom to be their best selves.

You may be able to tell if interaction safety is embodied by your organization if there are shared feelings that:

- We’re all on the same team and the same side.

- All team members have the intention and the competence to add value.
- The best solutions are those that consider all angles and incorporate all relevant perspectives.
- The best route to success is building on one another's ideas rather than tearing them down.
- We can achieve more together than we can alone.

They also outline four levels of interaction safety which we argue play a crucial role in fostering how an organization views and implements its change initiatives. Think about where your organization is on this spectrum.

Level One: On Your Own

People may experience behaviors that range from bullying to verbal or physical harassment and abuse to less overt actions of sarcasm, ridicule, and put-downs. In a Level One organization, people are basically on their own, trying to survive with little support or recourse.

Level Two: Lip Service

The organization may begin to recognize that it is important to foster interaction safety, but does little to make it a reality in the interactions between people or those in leadership roles. The Level Two organization may say that interaction safety is important, but there is little training or enforcement to support it. When an incident does occur, it is addressed as a “one-off” situation with little real change or problem-solving to get to the root cause.

Level Three: Islands of Safety

Organizations place a strong focus on creating interaction safety and are actively working toward making it a reality. However, the practices are not evenly distributed throughout the organization, and while some in the organization may experience interaction safety within a team or department, it is still not the norm. The organization is actively working to make interaction safety a norm by providing training and tools, but not all the leaders are on board.

Level Four: Way of Life

The organization understands that interaction safety is critical to organizational success. However, while people experience interaction safety that enables them to feel the freedom to engage, they also recognize that constant effort is needed to maintain that level of trust and engagement. The organization is focused on ensuring that interaction safety is sustained and is constantly working to improve the culture to enable individuals and the organization to positively move forward.

Carefully considering where your organization is currently situated will give you important insight into how to approach your change—especially if you are looking to undertake

a change at a Level One organization, where significant repairs to morale and trust may be needed. No matter where your organization falls, consider the following positive practices to employ at work and during your change. While it might be easy to think that *of course* we already employ the following practices and to instead point the finger at our colleagues for bad behavior, it's important to critically consider our own blind spots and how we can contribute to a more inclusive work culture. In which of the following areas do you think you could personally improve?

- Don't punish failure.
- Strive for transparency around failure.
- Help people step up into conversations and discussion, especially if they are finding it hard to enter the conversation.
- Speak up when you observe behavior that targets others, including jokes at others' expense.
- Establish a clear and open way to collect and respond to feedback. For example, make notes available to the entire library on a shared network and spell out processes and decision-making guidelines so that everyone knows how this work is happening and feels invited to share their input.
- Give clear, specific, and actionable feedback without attaching personal judgement.
- Invite alternative ideas and do not penalize those who share honest feedback. (However, feedback should be given in good faith. Creating shared ground rules is a good way to set the tone around group discussions. For example, you might state that vigorous debate about ideas is welcome but that a discussion of specific people is not.)
- Hold yourself accountable, especially when you mess up (which you will)!

▶▶▶ **EXERCISE 12: REFLECT ON PAST CHANGE EXPERIENCES THAT DIDN'T GO WELL. WHAT CAN YOU LEARN FROM THEM AND BRING INTO THIS CHANGE PROCESS?**

1. Reflect on a past change experience that didn't go well. What went wrong? (This could be your knowledge of the inner workings of the process, the way you personally felt about it, staff dissatisfaction you later heard about, etc.)
2. What was your role in the change process? How did you feel about the process? Did this differ from how you felt about the outcome?
3. Were there any aspects of the change process that did go well?
4. What is the most important takeaway or lesson that you want to apply to future change processes?

NOTE: You may also want to test out this exercise with a focus on change experience that went well (rather than one that didn't go well), or even try both. Remember to focus on the process rather than the outcome of the change experience.

Change Process Values & Practices

As your group develops your project plan, you'll begin to articulate the outcomes you are striving toward. However, your values and approach toward the process tends to go unspoken unless you make discussing it intentional. Other things will demand your individual and collective attention but it's critical that you don't neglect this conversation.

The exercises below will encourage you to come back together as a group to discuss your past experiences with change—good and bad—and prepare to draft a shared list of the values and practices you'd like to bring into this change process. This conversation should build off of your team's previously discussed shared values that you explored in the first exercise in this section. The values you select as central to your team's process should be broad (for example, “transparency,” “efficiency,” or “equity”). As you discuss what you've come up with, you might find that your values directly contradict one another's. Take time to unpack these ideas. Begin to draft practices that specifically apply to your project context (for example, “documentation that can be shared with all library staff” or “a library-wide forum to discuss the change” or “meetings where all committee member perspectives are heard and valued”).

▶▶▶ **EXERCISE 13: PAST EXPERIENCES WITH CHANGE, PART 2**

Come together as a group with Part 1 of this exercise completed individually by all. Ask if anyone wants to share their previous experience (but no one has to volunteer). Then compile the list of behaviors, structures, and processes that everyone identified as being desirable in the change process. Do any reappear multiple times?

▶▶▶ **EXERCISE 14: DEFINING YOUR OWN RULES**

Think about the ideas that you've read so far, as well as your team values. Use this space to determine how you all want to work together moving forward. We include some guiding questions below to help you create a group document that can be referred to throughout the change process. Consider additional questions relevant to your team that you may want to discuss and document at the beginning of your time working together.

- Who will create the agenda for meetings?
- How will you ensure that everyone's voices are heard and considered?
- How will you resolve conflict?
- How far in advance should documents be distributed, if they are going to be discussed?

EXERCISE 15: MAP CHANGE PROCESS VALUES TO PRACTICES

Building on the first exercise in this section, consider how you might map the values related to process (rather than just team dynamics) to the practices you will employ in your change process.

Values	Practices

Change in Action

MIDDLE MANAGER AT A LARGE INSTITUTION

“In our libraries we have re-envisioned our teaching and learning practices to focus on integrating academic literacies, including research, writing, reading, speaking, and listening. This has resulted in the development of several programs that have departed from more traditional library practices. We looked for examples of other institutions doing this kind of work but found no other models, so we’ve been making it up on our own. The programs included are a research and writing studio, a series of integrated research and writing workshops, and now the integration of speaking and listening practices.

I have experienced many different feelings over time ranging from “oh crap, this whole thing was a big mistake” to “wow, we’ve really built something unique and innovative we should be proud of.” The process did go well overall, but that doesn’t mean there weren’t bumps along the way as we learned what needed to be done. Bringing together different academic cultures and practices, most notably librarians and writing professionals, is no easy feat. However, we have seen how this new approach is truly more student-focused, allowing us to support students throughout the overall inquiry process instead of sending them all over the university like a ping pong ball. The response from faculty has been generally positive as well, resulting in enhanced assignments and teaching practices, while better integrating us as professionals into workshops for classes. In many cases we’ve had to engage in a steep learning curve and rethinking of our traditional practices.

Don’t change for change’s sake, but at the same time if you are not constantly changing then you are probably missing opportunities to make your library the most relevant and impactful library it can be. Often in academia we look for others doing something similar to what we want to do before we are brave enough to give ourselves permission to try out an idea. However, we have learned that being bold and challenging our own assumptions about practices can have great outcomes. It’s important to try and make sure that everyone is included in the change discussions, but you may still need to make programmatic change even if some personnel are change resistant. Often there are personal reasons why they feel resistant to change that are about fears of being relevant to the work. After talking these

through often people are able to engage productively with the change process. However, that can take a lot of time too.”

MIDDLE MANAGER AT A COMMUNITY COLLEGE

“Change in our academic library has been constant in the last few years. One of these changes has been a reduction of staff due to retirements. With two retirement incentives within five years, our library has sustained a reduction in professional faculty (librarians) with selective minimal replacements due to budgetary constraints. During this time, our team of 13 librarians were reduced to nine librarians. The greatest impact was on our technical services units: cataloging and acquisitions. Public services was prioritized for replacements, leaving the reference unit with a loss of one position. To manage the loss of the head librarian in print acquisitions, the cataloging unit and the acquisitions unit were merged and renamed the technical services unit. Originally four librarians strong, combining the units enabled three librarians (one periodical acquisitions, one acquisitions/cataloger, and one cataloger) to easily absorb the outstanding responsibilities. My role in this change process was one of participant and planner. Because I had a significant part in creating and implementing these new processes, I felt confident that the change would be a positive one as it allowed us to objectively look at and update all workflows. We were able to redesign the workspace and felt merging the faculty and staff efficiently absorbed the impact of losing a librarian. This change went well.

A few years later when yet another technical services librarian retired with again no replacement, the impact was far greater. My role was less participatory and more impacted, as this change in the number of technical services librarians was dictated by budgetary constraints. I did not feel good about this change process. Without a role in this change process, it did not go well for me. As the only librarian with both cataloging and acquisitions skills, I was faced with overwhelming job responsibilities.

An important takeaway is to involve those most impacted in the change process. Library roles are morphing and workflows are adjusting. Encouraging participation in the change process for all involved (librarians and support staff) may ensure a better outcome. Those most familiar with workflow details can offer valuable insight in the application of change and the distribution of work. Change can be positive as it allows greater opportunity to look closely at old and perhaps outdated processes and revise them for greater efficiency.”

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SECTION VI

Models of Change and Transition

Frameworks for Understanding Change

In this section, your team will adopt a mutually understood model of change (or more than one!) that helps your team conceptualize a meaningful process. A helpful framework can introduce discrete steps into your process, point out aspects of the process to focus on for deeper analysis, and make your change more understandable to both your team and an external audience, all of which will be useful when you begin planning your project in earnest. We've selected five well-known change models that specifically take the people affected by the change into account—we think this is an important distinction, as some frameworks (like logic models) transform people into inputs and outputs, dehumanizing the process. In this section, we'll introduce some of the more popular frameworks for understanding change, consider the advantages of each, and lead you through a process to select one that resonates most with your team.

Appreciative Inquiry Model

Appreciative inquiry starts by focusing on an organization's strengths, possibilities, and successes while viewing the overall context as rich with possibilities and opportunities. It begins with thinking about options and a desired future then determining what the organization needs to do to get there. Here are the specific steps of this model:

Define: What is the topic of inquiry? It is important to define the overall focus of the inquiry. Definition is used to clarify the area of work to be considered. Despite being the starting point of the cycle, it's a recent addition. Definition defines the project's purpose, content, and what needs to be achieved. In this phase, the guiding question is, "What generative topic do we want to focus on together?"

Discover: Appreciating the best of what is. Discovery is based on a dialogue, as a way of finding what works. It rediscovers and remembers the organization or community's successes, strengths, and periods of excellence.

Dream: Imagining what could be. Imagining uses past achievements and successes identified in the discovery phase to imagine new possibilities and envisage a preferred future. It allows people to identify their dreams for a community or organization having discovered what is best. They have the chance to project it into their wishes, hopes, and aspirations for the future

Design: Determining what should be. Design brings together the stories from discovery with the imagination and creativity from the dream, bringing the best of what is together with what might be to create what should be—the ideal.

Deliver/Destiny: Creating what will be. The fifth step identifies how the design is delivered and how it's embedded into groups, communities, and organizations. In early appreciative inquiry development, it was called “delivery,” based on more traditional organizational development practice.

Why we like this model: This model focuses on the positive attributes of the process and seeks to energize employees around a future that they can help to actualize. It assumes good intentions, strong motivation, and a shared sense of purpose towards achieving goals.

To learn more:

Introduction to Appreciative Inquiry. (n.d.). *The Appreciative Inquiry Commons*. <https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/>

Bridges' Transition Model

In thinking about change management, William Bridges poses an interesting idea—that change is really not the issue at hand and that, in fact, most “changes” are actually transitions rather than true changes (Bridges & Mitchell, 2000). Bridges argues that change management is more about coordinating the process of transitioning from one stage to the next rather than mitigating a sudden, system-altering occurrence which may well be outside of the control of the organization.

Letting Go

This first phase of transition begins when people identify what they are losing and learn how to manage these losses. They determine what is over and being left behind, and what remains. These may include relationships, processes, team members, or locations.

- Identify who is losing what. Respect these feelings even if you don't share them, and be prepared for strong emotions!
- Provide information regularly and repeatedly.
- Spell out the change and set a reasonable pace.
- Mark milestones with an actual ending: ceremonies, discussions, whatever makes sense.
- Respect the past but don't relive it.

Neutral Zone

This is the space where the old is gone but the new isn't fully operational. It is when the most critical psychological realignments take place and is at the very core of the transition process, where anxiety, confusion, and uncertainty are high. Some folks want to go back to the past, while others want to move forward. In this time, it's important to:

- Redefine the neutral zone and replace negative metaphors with positive ones. Make the transition itself a project.
- Provide support systems and keep expectations reasonable.
- Maintain connections and allow for open sharing of concerns.
- Use a transition monitoring team who can represent the organization and can raise difficult issues.
- Give permission to rethink situations and solutions, encourage experimentation, and transform problems into challenges.

New Beginnings

Beginnings involve new understandings, values, and attitudes. This is where new roles, understanding of purpose, and how to contribute and participate most effectively is clarified.

- Explain the basic *purpose* behind the outcome being sought.
- Create an *image* of how the outcome will “look and feel.”
- Prepare a *plan* for phasing in the outcome.
- Give each person a *part* to play in both the plan and the outcome.
- Clarify and communicate the purpose.
- What will people experience that will be different?
- Outline the *transition* migration path (getting from here to there).

Why we like this model: Change is often not a one-time event, so thinking about it as an ongoing process helps to lessen the negative impacts. In addition, by focusing on what employees are feeling and thinking, the organization can help address issues of anxiety and uncertainty as well as excitement as part of the process and in a transparent way instead of pretending those emotions are not there.

To learn more:

Bridges, W., & Mitchell, S. (2000). Leading transition: A new model for change. *Leader to leader*, 16(3), 30-36.

Bridges Transition Model. (n.d.). William Bridges Associates. <https://wmbridges.com/about/what-is-transition/>

Lewin's Change Management Model

One of the oldest (from 1947) and most popular change management frameworks, the Lewin model consists of three steps:

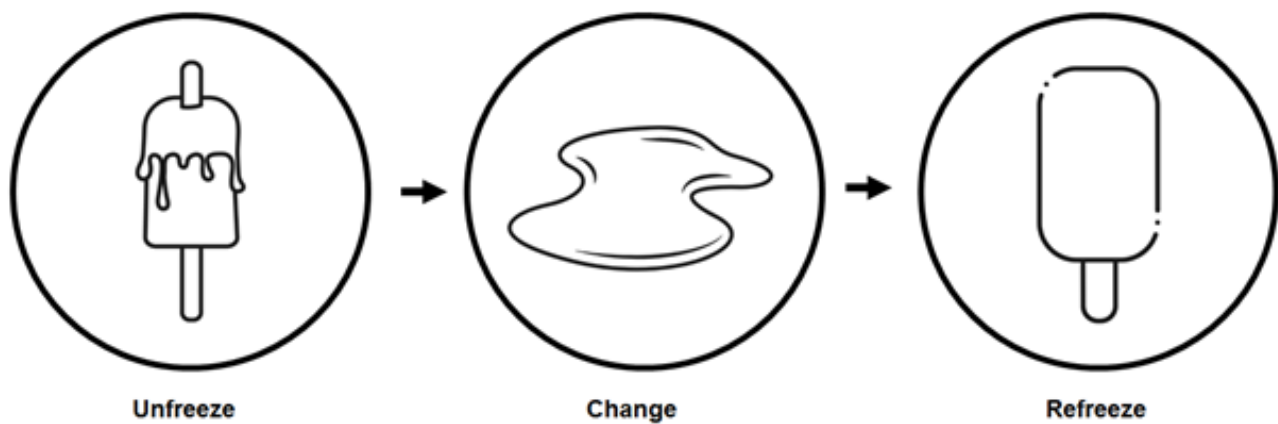
- Unfreezing

- Changing
- Refreezing

In the first step (“unfreezing”), a team takes a deep look at their current processes and practices to uncover both causes and effects. This not only helps identify what specifically needs to change, but also provides evidence for why the change is necessary.

The second step (“changing”) is relatively self-explanatory. In this step, the change is enacted, and education of the broader organization occurs.

In the final step (“refreezing”), the change becomes the new normal and periodic assessments and check-ins must occur so that there isn’t backwards movement to the previous way of doing things.



Why we like this model: Kurt Lewin was an educational theorist and social psychologist, an early and strong advocate for active learning, and deeply concerned with the human element of change. The Lewin model centers collecting evidence and educating people affected by the change. To fully engage with the Lewin model can be time consuming, but the benefits can significantly outweigh the costs, if you’ve successfully brought everyone in the organization along with you.

To learn more:

Lewin, K. (1947) Frontiers in group dynamics: Concept, method and reality in social science; equilibrium and social change. *Human Relations* 1(1): 5–41.

Cummings, S., Bridgman, T., & Brown, K. G. (2016). Unfreezing change as three steps: Rethinking Kurt Lewin’s legacy for change management. *Human relations*, 69(1), 33-60.

The Kubler-Ross Change Curve

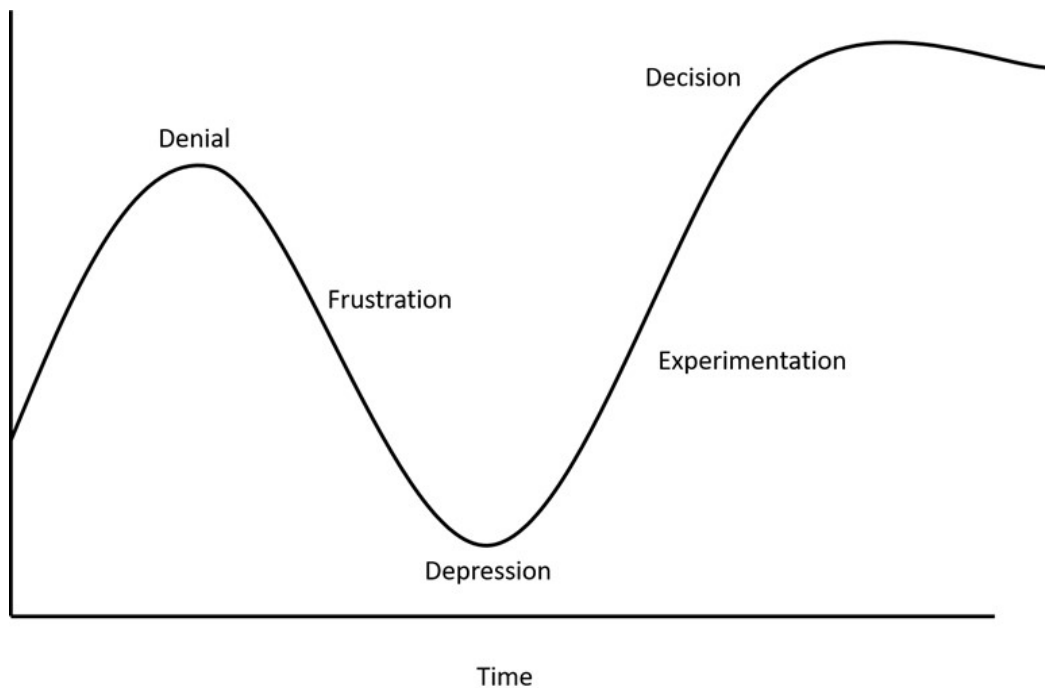
Elisabeth Kubler-Ross was a psychologist who was most famous for describing the stages of grief in her famous book *On Death and Dying*. And, indeed, her framework for describing change is based on those five famous stages:

- Denial

- Anger
- Bargaining
- Depression
- Acceptance

This model describes the human response to change, which can be perceived as a loss of something that people cared about: a process, a system, a role, or even a colleague. Individuals can jump around through the five stages, spend varying amounts of time embodying them, and move backwards and forwards. The stages are slightly changed to reflect the work environment, but they more-or-less map to the original context as people work through hard feelings about change:

- Denial
- Frustration
- Depression
- Experimentation
- Decision



Why we like this model: The Kubler-Ross framework centers the emotional response of your colleagues to a change. If you understand that people will go through all of these stages, you can prepare to coach them through it. For example, if you know that a normal response to change is bargaining, you can consider in advance what aspects of the change you might be open to revisiting or changing.

To learn more:

Friedrich, E., & Wüstenhagen, R. (2017). Leading Organizations Through the Stages of Grief: The Development of Negative Emotions Over Environmental Change. *Business & Society*, 56(2), 186–213. <https://doi.org/10.1177/0007650315576151>.

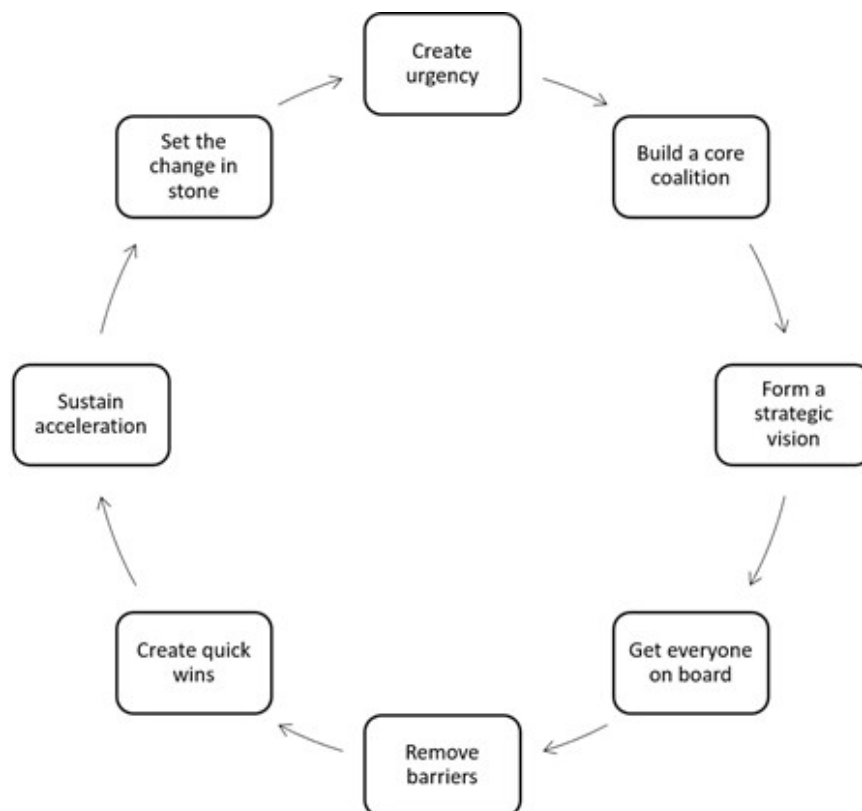
Kübler-Ross, E. (2014). *On death and dying: What the dying have to teach doctors, nurses, clergy and their own families*. Scribner.

Kotter's Theory of Change

This eight-step framework for change is becoming more and more popular (and serves as the framework for the recent ACRL publication [Leading Change in Academic Libraries](#)). It focuses on creating buy-in from people across the organization.

1. Create a sense of urgency.
2. Build a core coalition.
3. Form a strategic vision.
4. Get everyone on board.
5. Remove barriers and reduce friction.
6. Generate short-term wins.
7. Sustain acceleration.
8. Set the change in stone.

Kotter's model focuses on the change leader and their role in getting change to happen, and can be used like a checklist to make sure that certain elements are in place before moving on to the next stage. One caveat to this model is that you want to ground your change in reality—creating a false sense of urgency or need can erode your trust with your teammates and lead to the failure of your project. If a change needs to happen, it needs to happen—this first step will help you to articulate that.



Why we like this model: The Kotter model is pretty straightforward to understand, and focuses on bringing people in an organization along with the change. Each of these steps can remind you to communicate clearly with others in the library, though it doesn't specifically ask for feedback. We like the focus on creating motivation across the organization, and the reminders to keep everyone who is affected aware of what is happening.

To learn more:

Kotter, J. P. (1988). *Leading change*. Harvard Business Press.

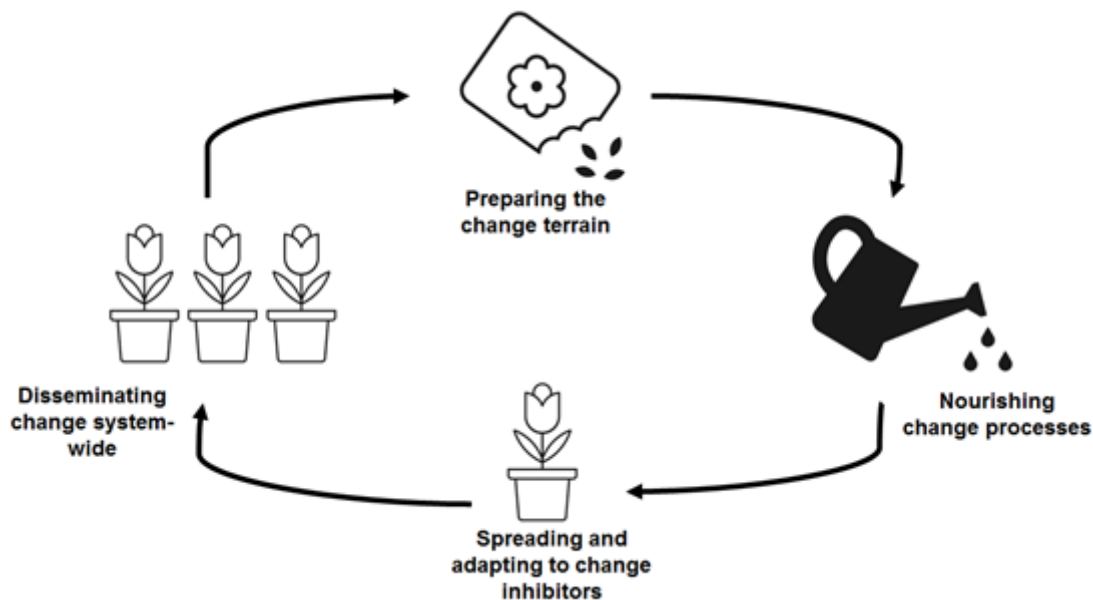
Kotter, J. P. (1995). *Leading change: Why transformation efforts fail*. Harvard Business Review.

Ecosystems Approach to Transformational Change

This recent framework from the Center for Creative Leadership (2014) takes its inspiration from nature, where change is constant and creatures within ecosystems have to find ways to adapt to changes or become extinct. This model envisions four stages of change:

- Preparing the change terrain
- Nourishing change processes
- Spreading and adapting to change inhibitors
- Disseminating change system-wide

The ecosystems approach imagines the process evolving from a first stage, where information is gathered and early-adopters try out the change, to a final stage where all barriers are overcome, all problems worked out, and the whole organization is on board with the change. In a transformational change system, change is endemic to the system and each adopter brings other adopters along.



Why we like this model: This framework imagines that change that works best is evolutionary and broadly adopted and believed in by people across the system. It imagines that change agents are spread throughout the organization—though a single person might start with an idea, it can't take off unless other early adopters truly believe in it and spread it to other people. Like many of the other frameworks presented here, it not only envisions a single change, but an institutional culture of approaching change that incorporates many voices, empowers individuals across the organization, and becomes self-sustaining.

To learn more:

Dinwoodie, D., Criswell, C., Tallman, R., Wilburn, P., Petrie, N., & Quinn, L. (2014). *Transformational change: An ecosystem approach*. Center for Creative Leadership. <https://doi.org/10.35613/ccl.2014.1020>

The ADKAR Model

Another popular model across business sectors for leading change is the ADKAR model, developed by Jeff Hiatt (2006). It proposes five steps in the change process, specifically focusing on the people who will be affected by the change:

- Awareness of the need for change
- Desire to support the change
- Knowledge of how to change
- Ability to demonstrate skills and behavior
- Reinforcement to make the change stick

This model describes an approach to implementing change, more than developing a change—the first step assumes that the change team already has their solution in mind.

Why we like this model: The ADKAR model focuses on the behaviors, affect, and orientations of the people within a change system. It specifically guides change leaders through a process to help colleagues come to terms with and adapt to a change, as well as reminds leaders to close out the process through reinforcing desired behaviors. Its focus on creating conditions for individuals to succeed within a changing system is a collegial approach to change.

To learn more:

ADKAR Change Management Model Overview (n.d.) Prosci. <https://www.prosci.com/adkar/adkar-model>

Hiatt, J. M. (2006). *ADKAR: A model for change in business, government and our community*. Prosci Learning Center Publications.

Change in Action

LATE-CAREER LIBRARY WORKER IN A SMALL LIBERAL ARTS INSTITUTION

“MBA literature and lingo—overused as it may be—can be helpful in providing a path and direction for managing change, whether we refer to Kotter’s 8-step change model or

Bolman and Deal's reframing of organizations. The results can be energizing and provide a new sense of purpose."

LIBRARY WORKERS AT A LARGE INSTITUTION

"The library had to reduce collection expenditures by over 20% in a two-year period. In addition, the library received single-year cuts that equaled another roughly 20%. At the same time, the department normally responsible for collection management, content, discovery, and delivery services was operating with less than 50% of its staff due to a wave of retirements and university restrictions on hiring. The views of two project team members are represented here: one subject-liaison librarian and the department head from content, discovery & delivery services.


The change process was designed around the ADKAR change management model, introduced to library staff by a representative from HR who was able to help define roles and processes. This training helped guide the roles of project team members, which has helped keep work evenly distributed among the team. Additionally, the change process also included a communications manager who has the authority to speak for the project team and also fields complaints, comments, and concerns from stakeholders. The implementation of this process has been especially well-received by faculty.

It is, however, easy to slip back into old routines of more rushed decision making and less than optimal communication to stakeholders when deadlines are tight, and all project team members still have their primary job responsibilities to complete.

This project required complete, accurate data and broad involvement from stakeholders. The team gathered and analyzed three years of usage data. In addition, subject-liaison librarians developed, deployed, and analyzed surveys to gather input from university faculty and subject librarians over the span of two fiscal years.

Though the change itself—massive cuts to the library's subscriptions—is negative, the process itself is producing a number of positive outcomes, both external and internal. Externally, we involved faculty heavily in determining which resources would be considered for cancellation through surveys and through presentations by subject librarians at department meetings. This approach engaged faculty in the process and also fostered engagement with the library more broadly, building on and strengthening existing relationships between subject librarians and the faculty they support. This engagement was demonstrated dramatically when the survey was sent out to faculty. Our overall response rate was around 60%, with a majority of the responses received in the first few hours. This response rate is especially impressive given that this is a time of significant change and reorganization campus-wide, yet faculty made it a priority to engage with our work.

Internally, the combination of a dramatic budget cut and extremely low staffing levels in content, discovery, & delivery services forced a much greater collaboration between collection staff and subject-liaison librarians. Previously, our two departments had been quite siloed, with subject-liaison librarians having limited involvement in collection decisions and little exposure to the collection budget or purchasing models for electronic resources. These librarians were asked to engage in this process in ways that they had



not before. The project manager and two other subject-liaison librarians were asked to be a part of the project team.

This project had a huge impact on the work the three subject librarians have been doing on a day-to-day basis. The project takes about 15 hours a week per person, which has meant working closely with supervisors to adjust other work responsibilities. However, this change to the work of the three subject librarians on the team will end as members begin to rotate off the project team.

Collaboration between our two departments was essential to the success of the project and has laid the groundwork for a more collaborative and informed approach to collection strategies going forward. Collection staff have a richer understanding of curricular and research needs, and subject librarians have a richer understanding of the collection budget, how collection decisions are made, and how library materials are packaged, licensed, and sold.

The use of the ADKAR change management model in this project was surprisingly straightforward and helped all members of the project team better understand the process of change management and the value of following an established change management model. Using the ADKAR model helped participants better understand their roles, and a commitment to transparency and communication helped foster stakeholder engagement.

Several takeaways have emerged from our project. Sometimes it takes a crisis to force us to throw out old models, break down silos, and create new ways of working together to solve problems. From that crisis you can build new relationships and processes that can be applied to future initiatives. Finally, a change is much more likely to succeed if it is supported at the highest levels of the organization, so it is essential to have a high-level sponsor. The support of our dean and university librarian has been critical to the success of our project.”

How to Use Change Frameworks

Frameworks for leading change can be useful for providing a general structure for your change process, reminding you about moments to check in with people affected by change, and considering your library’s culture toward change. They aren’t meant to be prescriptive, but they can be helpful for ensuring that you’ve spent enough time thinking through the problem, impacts of potential change, and bringing people on board with your change. Frameworks can also help to conceptualize stages of your process, including assessment and iteration.

▶▶▶▶ **EXERCISE 16: SELECTING A CHANGE MODEL FOR YOUR TEAM**

Now that you've read a little bit about the five models for change, use the questions below to examine your team's needs and values. Your responses will help you reflect on the change frameworks that most align with your needs. We suggest trying to map out your process with the framework that you selected in the last exercise. Are there any moments in the framework that surprise you? Any that seem particularly helpful?

1. When thinking about your change, do you think that you will need more help managing the process, or people's response to the process?
2. Your change will affect... A small team? Multiple departments? The whole library?
3. The people likely to be affected by change are ... excited about change? Hesitant? Hostile?
4. Your team likes ... clear steps? General frames?
5. How far along into your evidence-gathering are you?

SECTION VII

Planning and Communicating the Change


Are you a project management fan? You might be eager to devour this section to perhaps pick up some new tricks... or maybe you're gritting your teeth and thinking of all the reasons why project management is tedious and likely unhelpful for your particular change. Of course, institutional culture and norms play into this too, with your comfort level probably influenced by whether you're situated in a project planning and management-oriented organization or not.

This section will help you make a concrete plan for implementing your change. It's easy to focus on the outcome we want rather than the process of getting there; however, we suggest separating out the change process from your desired outcome. A thoughtfully crafted change process sets you up for a more favorable change outcome, and in many cases, the way you go about the change ends up being significantly more impactful within your organization than the outcome. The process is what can build trust even if there is a difference in opinion about the outcome—or alternately, it can significantly diminish trust and morale across the organization.

You have likely used various project planning and management approaches before. In this section, we'll focus on how to create a project plan in order to document your approach for internal purposes as well as to start generating language that can be used to communicate the change externally. We will also describe some common terms and methods related to project management, but it's worth noting that this guide will not necessarily advocate for specific approaches over others. We have found that any approach will work well if there is collective buy-in and consistency, so for this reason we simply suggest picking the approach that works best for your change.

Project Management

Let's start with the basic terminology: A project has a defined objective with a start and a finish; project management is the application of knowledge, skills, tools, and techniques



to carry out a project; and a project manager is the person who oversees and helps keep the project on track from start to finish. Talking about project management concepts like these can sometimes feel uncomfortably corporate, and in a library context, the concepts may be more or less formal. It is likely that the first two terms, a project and project management, are pretty self-explanatory, but we would like to unpack the project manager role a bit further.

Your organization may not formally define the project manager role, but you may find yourself inhabiting it from time to time. It is worth considering who, if anyone, will fill this role on your project team—the chair of your group, or a team member? Performed well, your designated project manager can be a huge help in helping create and checking in on important milestones, keeping their eye on the overall timeline, and ultimately moving your team more efficiently through your change process. Performed poorly, a project manager could sink morale with what could be perceived as an unearned authority to probe about deadlines and push the team toward milestones. As discussed in previous sections, deciding and clearly documenting roles is critical, and this is one role to consider when doing so. If anything, a lightweight project manager designation where the project manager is not responsible for all the documentation but merely helps the group keep their eye on the timeline can be a good compromise between the more formal responsibilities that might be undertaken in a corporate environment and what your change needs. If you choose to have a project manager, we suggest making sure that everyone fully understands what the role entails so that the project manager feels supported and empowered, and the team recognizes their benefit.

Project Management Approaches

Odds are that at some point you've heard the intriguing terms “waterfall” and “agile” being tossed around, especially if you work in library technology. These are two common project management approaches. Though they are frequently used in the context of software development, libraries can gain insight from the concepts underpinning them (particularly if your change is tech-inflected).

- **Waterfall:** The waterfall method is a phased project management methodology. If you've ever looked at a Gantt chart you've seen how useful it can be to visualize how phases build over time, with dependencies in tasks. You can't move on from one phase to the next until a set of tasks are completed. This approach may be helpful if you have a lot of detailed tasks that you must finish in order to move along to the next phases.
- **Agile:** This approach, taken from the software development community, is intended to be iterative, breaking the project into smaller chunks or “sprints” that each build in a feedback mechanism. This approach may be helpful if you have fewer dependencies over the trajectory of the project and anticipate that you'll be incorporating a lot of feedback as you go.

There is growing literature on project management in libraries. We highly recommend browsing the Digital Library Federation (DLF) Project Managers Toolkit (2020), which provides additional information on project management approaches in a library context.

Additionally, while this guide focuses on a team's journey through a specific change process, if you are a manager considering how to balance a variety of ongoing projects you may find "Project Portfolio Management for Academic Libraries: A Gentle Introduction" useful (Vinopal, 2012).

Prioritizing Process

We won't lie: There's a reason why documentation, and project plans in particular, sometimes get a bad rap. They can take a lot of time to create and move up and down the chain, so long that they can become outdated by the time they are officially approved by the powers that be. They can be rather mysterious, describing things you might hear mentioned offhand and wonder with hurt feelings why you weren't involved or hadn't heard about it through an official channel. They might not be updated promptly or at all, relegating what began as a useful document to something completely irrelevant. For these reasons and many more, some of us might have a bone to pick with project plans. This is our attempt to carve out new space to think about not just the project plan as a fixed document, but as a means of documenting steps in your process to give library workers a solid foundation to do meaningful and impactful work. This document can look different depending on your context but there are a few constants that we would recommend, outlined below.

Project Charter vs. Project Plan

A project charter is, generally, a relatively brief overview of a project. A quick internet search will show that there are many varieties of project charter, but generally it will provide an overview of the scope, participants, and objectives or goals of the change. This might be created via a few different scenarios: Usually, either an administrator creates a charter and passes it along to the project team, or the project team is tasked with creating a project charter in order to gain approval from the administrator(s). Alternately, the project charter might be skipped entirely in lieu of a project plan. Whatever your circumstance, a project charter that outlines at a fairly high level the needs and scope can help ensure that everyone is on the same page before you get started with a significant change. If you have been asked to lead a change and haven't received a project charter from your administrators, it's worth broaching the conversation about whether they would like to take the first pass at this document or if your project team should. In some cases, there may be requirements or preferences that the project team does not know that can be communicated up front, rather than coming out later after the important thought work is underway (a demoralizing yet sadly common occurrence).

Whether you are working from an initial project charter or not, a project plan is phase two: building off the initial document to flesh out the details that will make or break your project. This is the document we highly recommend that each project team develop and use. Whereas in the project charter you might have included eight-week phases to complete the work, in the project plan you would further break down those phases into tasks and sub-tasks. This will serve as your detailed roadmap of the change process.

Your project plan might look something like this, with more or less detail depending on whether your project has been approved or not.

Project Plan

Last Updated [add date]

Project Name	
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Project Description / Overview	
Goals	
Scope	
Out of Scope	
Deliverables	
Risks	

Communication Plan

Project Team Roles & Responsibilities		
Person	Role	Responsibilities

Implementation Plan & Project Milestones
PHASE I —
PHASE II —
PHASE III —

Here are a few of the areas you will want to carefully consider with your change team as you develop your project plan.

Scope (and Out of Scope)

When you define your scope, you set the boundaries around what you are seeking to accomplish. It is beautiful to articulate the scope of your project. Suddenly, the looming, intimidatingly amorphous thing has edges, a shape you can take and break down into times and tasks. Suddenly, you start to feel like maybe you could do this thing. And you can!

We also advocate for documenting what is out of scope. We have all been part of projects where all of a sudden, you find yourself in a completely new place than where you thought you were headed. How did that happen? Scope creep. A tidy way to manage this is to explicitly denote what is out of scope. Out of scope might mean it's just too huge to tackle, or perhaps it's a sort-of, kind-of related to what you're doing but it would take you off task and keep you from your main objectives. Something that is out of scope could create a distraction that you would probably do well to collectively decide not to worry about, even if it is important and something you care about. For this reason, even if it initially feels strange to think about, we recommend discussing and documenting what is out of scope. Even if you feel like your project team is on the same page, this can be very helpful to communicate to administrators and colleagues beyond the project team.

Scope and out of scope can be moving targets, to an extent, but hopefully when certain unexpected considerations come up during the project, this can help your project team more quickly identify whether it is within scope or not based on what you included early on. Just remember that if your scope changes significantly, you will likely need to run this by your library leadership or other project sponsors.

Roles and Responsibilities

If we are used to working with the same people day in and day out, it can feel silly to explicitly define roles and responsibilities, but as the project goes on this becomes important scaffolding. Roles to consider designating for your project might include project manager, note-taker, executive sponsor, or subject matter expert(s) for topic areas.

We believe that project plans are ultimately about respect, for our time and the time of our colleagues. Defining roles in a project plan is a way to encapsulate expectations, reclaim time for important work, and to hold us accountable; yes, this can be top-down accountability, but it's also a supremely effective way of managing up in order to move good ideas forward. One way to engage administrators is to include them on a project plan, either as project sponsors or another designation, noting what they will be responsible for. Example responsibilities could include participating in critical discussions, providing targeted feedback, or evaluating your team's recommendation for possible resource allocation. All of this would need to be worked out with those individuals, of course, but it can be a nice way to make sure you'll have administrators on the hook to

give time-sensitive feedback and (hopefully!) be ready to champion your team's work when the project concludes.

Timeline

A timeline is a critical tool for your change team, the crux of your project implementation. There's an expression that a task takes the amount of time you give it—and those of us who have spent time putting off something for months before finishing it in a three-hour cram session know the deep truth in this statement. Suddenly we wonder what it was that was so hard about the project; we wonder why we didn't just *do the work* sooner. Timelines impose structure, accountability, and greater urgency, even for a project that might not be inherently time-bound. It can help ensure that everyone is on the same page and that the workload is shared. It can also be an excellent tool to plan around stretches that may be too busy for certain team members but clear for others. Rather than restricting you, a timeline is the key to freedom, momentum, and progress! This also allows you to build in the buffer time you'll surely need to account for unexpected delays.

In Closing

Beyond these core aspects of a project plan, there is a lot of room for customization. And really, it doesn't even need to be that long! There are lots of examples of project plan one-pagers, which can be just as effective as more detailed documents. What matters is getting into the habit of documenting your project work. When ideas are documented, they can be shared, discussed, and built upon. Suddenly, the gaps in your plan and any misunderstandings among members of your project team will reveal themselves—ideally prior to causing any setbacks or wasted time.

Project planning and management is something that takes practice, trial and error, and honing effective habits before it can feel like, well, less of a time suck. We are strong advocates for project management because we believe it is a critical organizational practice to ensure intentionality and respect for the time of all individuals involved—and it helps projects stay on track! Also, as we will discuss next, project planning can be unmistakably helpful in gaining buy-in across your organization.

▶▶▶ **EXERCISE 17: FILL OUT A STREAMLINED PROJECT PLAN THAT WILL IMPACT THE TIMING OF YOUR CHANGE PROCESS**

1. As a group, list key dates that might impact your change process.
2. What roadblocks can you anticipate? Where might you build in extra time in case something takes longer than anticipated or is delayed?

➔ **EXERCISE 18: CREATE A DETAILED PROJECT PLAN, INCLUDING A TIMELINE, ROLES, AND DELIVERABLES**

Communicating the Change(s)

Ideally, you will consider a communication plan within your project plan, but given that this is a really important thing to do well, we want to give a bit more space to exploring it. When you make a change, you'll need to share with a diverse array of colleagues across the library and institution, including administrators, colleagues who will be directly affected, and other library staff.

Socialize the Project and Invite Feedback

Consider the stakeholders in your project. Who will be directly affected? Who might be surprised, maybe unhappily so, if they hear about it through the grapevine? Tell people about it. Share early drafts. Ask for input. You'll have the best sense for how this works in your organization, though we also want to note that you may actually need to do things radically differently than they have been done before which may feel, well, uncomfortable. It can be vulnerable to try to change the culture in your organization, but communicating more openly in the early stages of a project is a great place to start.

We suggest keeping the following principles in mind as you plan for communicating the change:

- Communicate clearly. Use language that is simple and straightforward to minimize confusion or misunderstanding.
- Create multiple ways for people to engage and give feedback. Examples include virtual and in-person, individually and in a group, anonymously and not.
- Be realistic. Build in buffer time, especially around times of the year that may be particularly busy (the beginning of a new academic year, for example, or the holidays).
- As a project team, make a widely shared commitment to being as transparent about the change process as you are able to be, and prove this through your actions. Realistically, not everything can always be shared openly due to confidentiality and privacy considerations, so you may want to indicate that you will share as openly as you can but that the specifics of some decisions will not be able to be shared, and that you'll state if that is the case. By showing your openness, you will earn your organization's trust. (Note: Transparency must be supported fully by administration in order for the project team to be empowered, so the onus is on administration to support this stance first and foremost.)
- Make a plan for acknowledging feedback that has been given at some point in your change process—both feedback that was incorporated into the change process and, even more importantly, feedback that was not.

Sometimes we hear about change and wonder why we hadn't heard about it earlier, and it's easy to feel excluded and shut out. Similarly, we've likely all been in a situation where we were asked for our feedback, either as an individual or as part of a group, but it didn't really feel genuine... it just kind of felt like someone wanted to check the box that they sought input. When communicating change is forgotten or mismanaged, it can readily lead to disillusionment and a loss of trust that is hard to rebuild. Invite your organization to share their ideas for additional ways you might engage people across the organization, and remember: If you realize, through critical feedback or otherwise, that additional communication is needed, that's okay! We are all human and we make mistakes. Acknowledge the ways you'll be addressing the feedback and make it happen.

➡ **EXERCISE 19: CREATE A COMMUNICATION PLAN IN ORDER TO COMMUNICATE THE CHANGE TO INTERNAL AND EXTERNAL STAKEHOLDERS**

This model, based on a template created by the UC San Diego Library (2018), invites you to consider your core project stakeholders, how you might communicate with them, what needs to be shared, and at what frequency. It's easy to get bogged down in your initial planning, so we like this model because it is simple while still getting at the core things you'll need to consider. You can always refine this later; just focus on starting to draft out ideas below.

Stakeholder	Method	What type of update?	Timeframe/Frequency/Trigger

After drafting out your ideas and discussing them within your team, we suggest folding them back into your overall project plan timeline, which may expose gaps or introduce new ways to engage stakeholders in your organization.

A Communication Checklist

- Are you clearly communicating pertinent information to all stakeholders?
- Are there multiple ways for stakeholders to engage and give feedback?
- Did you leave ample time for stakeholders to engage and give feedback?
- Do you have a plan for acknowledging feedback that has been provided to you during your change process, even if you choose not to incorporate it into the change process?

Change in Action

MID-CAREER LIBRARY WORKER FROM A SMALL INSTITUTION

“Last spring and summer I was tasked with investigating whether we should merge our two service desks, the reference desk and the circulation desk. I called several meetings with members of public services to get maximum involvement and input from anyone who might be affected. Together we conducted a literature review on the benefits and challenges of a merged service environment, including staffing, supervision, and workflows. We then considered three models and chose an integrated service desk model in which reference librarians co-staff the desk with circulation staff and students. Student positions were also revised. We then met in small working groups to determine core competencies for service and physical changes to the desk. The new information desk was launched at the beginning of the fall term.

I met regularly with public services staff to assess the progress of the merged service desk and adjust policies and services to meet our needs. Library staff mentioned that they liked having all services in one location. The single desk was an easy transition for patrons and reference and circulation staff now work together to solve problems. While not all librarians approved of the change, some librarians mentioned that they enjoyed being more “hands on” with the collection and working closely with circulation staff. Merging reference and circulation policies requires agreement and some librarians did not want to perform circulation tasks. Some circulation staff were hesitant to learn new tasks. However, the merged service desk provided a way for us to capture data regarding activity that previously took place at the circulation desk.

This year we also created a new service model for access services. Previously, it was managed by a librarian and three staff supervisors. The new model resulted in a restructuring of the department. The librarian position was eliminated, a new manager was hired, supervisor positions were changed, and less student workers were hired. This change included multiple discussions with library administrators and HR, revising existing job descriptions, creating new job descriptions, and having difficult conversations with various employees. I found this work to be challenging and rewarding.

I would recommend that others undertaking a similar change process get as much buy-in from your staff as you can early on in the process. Most of the time there will not be 100% agreement, and that is okay. Change doesn't require complete agreement or support from library staff, but allowing them to speak into the process, ask questions, and give feedback creates a team environment and a sense of “collective ownership” for the changes. When we thought about merging our desks, I really didn't know what the outcome would be. I thought we might do a literature review and decide against it, but it turns out that most library staff wanted to try something. Maybe they all thought we would do it anyway, no matter what their opinion. In the end, it was a relief to hear them discuss the various models and choose one they thought might work.

Having a timeline is also very important. We did most of our work over a summer and the new initiative began the first day of the fall term. That's a short turnaround time, but recognizing that everyone has a different "speed," it's best to have a firm timeline and stick to it. In our case, we didn't even have the new desk constructed, but we thought it best to implement the model at the beginning of the term, primarily so we didn't confuse our patrons."

MID-CAREER ADMINISTRATORS FROM A LARGE INSTITUTION

"In fall 2010, the library leadership began to evaluate the need for digital scholarship services by meeting with various faculty constituencies and also by surveying the landscape of peer and aspirational peer institutions. Our roles were head of research services and business instruction librarian/head of usability. Both positions enabled us to guide the organization forward and serve as change agents for the library.

At the time, the library was undergoing fairly significant organizational change in other areas to become more up-to-date and better respond to faculty and student needs. Those other changes included space planning and redesign, updating collection management processes, and adding copyright expertise. The creation of the Digital Scholarship Lab (DSL) included adding new services such as journal publication, data services and data management planning for faculty researchers, consortial repositories, media technology support, and usability support for non-library projects. Positions from the library's Information Commons were reallocated to the DSL and subsequently filled from new hires. In doing this, the organization was able to offer new services without the need for additional funding.

There were significant efforts to communicate and publicize the services with faculty. Although the new digital scholarship services were consolidated as part of the newly formed unit, the library adopted a hybrid approach to launching and supporting the new services. In particular, the DSL utilized a pre-existing network of subject matter experts: subject librarians, to disseminate news and information to their respective communities. This approach enabled us to communicate internally to library personnel and establish a mechanism for external collaboration. From the beginning, faculty were very receptive to the new services and reached out extensively to collaborate. Involving subject librarians in the initial consultation eliminated the initial communication barriers. Given the other changes already underway in modernizing the library, some library staff were understandably anxious about the new DSL services. Taking a slow and deliberate approach to launching and communicating digital scholarship helped to alleviate those concerns. With time, digital scholarship services have been accepted as essential by the library staff.

Since the inception of digital scholarship, the library has continued to evaluate needs and adjust services accordingly. Some of the earlier services (such as usability for the campus) have been deprecated. Other services, including a gaming lab, makerspace, and visualization lab have been added. Over the years, the library has undergone additional reorganization and digital scholarship has been rebranded. The focus has been to establish a cohesive set of services and technology-rich spaces that support digital scholarship activities as opposed to defining what digital scholarship means. This change was gradual and due in part to the campus demand cross-disciplinary learning spaces. Those changes were perhaps easier

to implement than the initial creation of digital scholarship services because the library is now looked upon internally and externally as innovative and responsive.

Overall, the process of introducing a new set of innovative services went very well. The services were clearly defined, understood, and requested by faculty, and, over time, the library staff who had been uncertain about the change came to understand its importance. Having a clear vision of the change, the potential impact of that change on stakeholders, and being as transparent as possible about the change process were key factors in our success. Having change agents provide regular and clear communication about the new work being done, the scope and impact of that work, and the reasons for the new work were important steps. Additionally, it is important to identify key stakeholders early on and obtain support and buy-in from those stakeholders. Having administrative support can get you started but long-term success requires institutional awareness. Working with established communities and networks to identify early adopters can expedite the change.”

MID-CAREER MIDDLE MANAGER AT A LARGE RESEARCH INSTITUTION

“When we moved from Innovative Interfaces Sierra to Ex Libris Alma, the system librarian and the technical services manager co-chaired the project. Being part of the leadership of the change was generally positive. Overall we thought it went well because we involved people whose work was impacted by the change along with the managers of the departments that were impacted. It was a large committee and people were concerned that it was too large. The transparency that people had into what was happening was worth managing the large group.

As part of the change process we created structures for change. For example, we created a weekly “Alma drop-in time” meeting and invited everyone who would be impacted by Alma to the meeting. The meeting was three hours long on Tuesday afternoons. It was optional. If you had questions, you could ask them. If you wanted to view videos on your own or with a group, you could do that. Or if you wanted to use the time for something else that was fine too. This time that was set aside was an acknowledgement that it was okay to use space and time to learn about the new system.

Senior management also supported the changes by organizing stress relieving activities like puzzles, visiting therapy dogs, and time for socializing and games. We celebrated milestones throughout the project with an ice cream social and other similar activities. We appreciated this involvement from senior management. We were able to focus on the technical and project management aspects of the change while confident that people had some choices in managing the stress and anxiety that change often brings.

There are fewer silos post-implementation. Cross-departmental communication has become the norm. Post-implementation involved solving many smaller problems and creating new procedures to match the capabilities of the new system. One lesson that others can apply from what we learned is the importance of involving everyone who wants to be involved even if the group is large. Change is a creative process and the combination of those who are close to the situation and those who may not know much about it can lead to great discussions.”

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SECTION VIII

Evaluating and Sustaining Change

At this point, you have a project underway. Your work isn't over, though! As you're likely realizing (and experiencing), there's still important work to be done in support of your project. In this section, we'll discuss what happens when things don't go the way you planned, measuring the success of your change, and maintaining your change over time.

Setbacks During Your Change Process

It's inevitable that you'll stumble at some point during your change process. Maybe it's increasingly obvious that your timeline is too ambitious, or a critical partner left the organization, or your available resources changed unexpectedly. Perhaps it was a mistake that the project team made, or maybe something happened that was completely beyond your control. These setbacks can have different impacts on the project trajectory and potential outcome. How can you get back on track and learn from setbacks?

Knowing how to recover is most important! There is no magic process for how to course correct, other than deliberately and constructively reflecting and taking action to move forward. It begins with knowing where the problem occurred—was there lack of clarity about expectations, too complicated a process, or a deviation from the project plan? Discussing these issues openly and with the same point of reference will help further the notion that failure is an inherent part of change and if you anticipate it, embrace it, discuss it, and learn from it, it will only serve to strengthen your efforts.

Having a discussion before the change process begins is also helpful. Acknowledge that failure will happen! This is important, enabling you to set expectations about what to do when it does and how the organization is prepared to handle it. Building in extra time for projects to unfold or meetings to happen will also help you make failure a part of the process as opposed to an unexpected catastrophe that derails all of your work. Give yourself plenty of time to change course and adapt at the start so that you can easily accommodate changes in timelines, goals, and plans—because they will happen.

Use Project Check-ins to Course Correct within the Project Team

To keep your team effective, it makes sense to build reflection into your process. This reflection is especially useful for long-term projects so that your team doesn't gradually slide into an unproductive working style. Having project check-ins at regular intervals will allow everyone to tap into their feelings and modify behavior incrementally, rather than waiting for a breakdown in the team to prompt an emergency check-in.

In structuring a project check-in, consider timeboxing (or deciding upon a fixed time allotment) to keep things active in your session, and invite team members to use Post-its to jot down thoughts, ideas, and feelings. In one version of this exercise, you can ask team members to describe whether they are happy, sad, angry, or any other emotion. Another approach invites team members to note what they feel the team should stop doing, start doing, or continue doing.

Maintaining Trust within Your Organization as Change Unfolds

Keep communicating as transparently across your organization as you are able. Even if you are still trying to gather information and don't have the full picture of the change process, it will engender confidence and build trust if you are able to share what is happening. One approach to helping build trust is to make publicly available all of the documents and decisions that you are using to manage the process. This can include items such as meeting behavior guidelines that everyone agrees to adhere to, meeting minutes (some things may be confidential, but at least having the broad category of the discussion topic available if not the discussion itself), who makes what types of decisions, and what the actual process of the decision is. Post these on your intranet, shared drive, or another accessible place so that everyone can see what you are working from.

Another way to help increase transparency is to share information about areas like budgeting, which often remain shrouded in mystery and therefore cause high levels of anxiety. Doing departmental roadshows and workshops might be more effective than having an all-library meeting. If you do want to have an all-library meeting, here are some additional practices to consider implementing:

1. Take questions ahead of time and answer them during the meeting.
2. Share information in small chunks and allow plenty of time for discussion.
3. Build in time for structured conversation and even some group activities during the meeting.

4. Stick to one or two major topics and avoid getting too deep into unnecessary details that could hinder people's ability to process the topics.
5. Follow-up with smaller groups and have individual discussions as needed.

If you are hearing that specific groups or individuals seem particularly concerned about or resistant to the change, do your due diligence to make sure your communication efforts are reaching them and that they feel they have a way to communicate their feedback to the project team. That being said, even if you have done your very best to take and address feedback, there may still be people who are unhappy. That's life! At that point, try not to take it personally and continue to be as transparent and open as possible. These people may eventually come around, but they also may not. Organizations change and we can do our best to bring everyone along, but at a certain point individuals will have to make a decision about whether they are willing to adapt or not. We can expect most people to eventually come to terms with change (see the Kubler-Ross change model), but some people don't ever leave the early stages. If you have done everything you can to create the conditions to support these people and they are still unhappy, you likely just have to accept that they are going to be unhappy. Not everyone will be pleased with every change, and your work as a change leader means continuing to support all staff and remaining open to alternate viewpoints, but ultimately helping your organization move forward through the change and not stay in limbo.

One way to work toward minimizing this outcome is to build in conversations with people affected by the change *throughout* the process, not just at the beginning or end. In those discussions, you might ask people to reflect on their concerns, as well as what some of the potential benefits to the change might be. Take that information back to your team, and think about if there are ways to address concerns; if not, think about why not and communicate it back. Yes, this will add time to your process and has no guarantee of a 100% success rate, but demonstrating that your internal stakeholders matter to you is critical for your project's success.

Closing Your Change Process and Assessing the Change

At a certain point, the active portion of your change process needs to end, which will allow your organization to settle into your new normal. While yes, "change is constant," it also doesn't do anyone any good to remain in a perpetual, psychologically draining limbo where a specific change is looming ominously with no end in sight. Hopefully throughout your change process there have been enough shifts and changes to show that iteration is constant, and that your organization is up for the important work of continuing to adjust over time. Even though your change process is completed, there will still be aftereffects that will require attention and ongoing discussion. It's important for managers and administrators, in particular, to communicate that they are still available to library workers, even as the work of the organization continues post-change.

When thinking about assessing and evaluating your change process, we recommend including assessments throughout your process. You might consider evaluation of your

change in two ways:

- **Formative assessment** is meant to give you information during the change process, so that you can use that information to adjust course, if necessary. This might include gathering feedback on certain discrete issues via surveys or focus groups, pilot testing, observations, and user experience testing.
- **Summative assessment** happens at the end of the change process and answers the big question of “did your change work”? It might include things like demonstration of value, articulation of what precisely the change accomplished (both quantitatively and qualitatively), and overall feedback.

Outcomes-Based Goals

This work gets down to the details in specifying what your goals are, how you will collect data, and how you will measure success. You can do this at two different levels, either in measuring the success of your overall change process or the success of a specific service, program, etc. that resulted from the change process. This second area can and probably should involve stakeholders, particularly those you involved earlier in the process, as most likely what you are talking about is an external-facing initiative (unless the entire change management effort is about what you are doing within the library and does not involve anyone else). It will therefore be important to know the goals of either scenario before you begin so that you can develop the assessment measures and the benchmarks you want to hit along the way. These are the main components of an outcomes-based approach:

Inputs: Materials and resources that the program uses in its activities or processes

- Internal example: Training documentation/sessions that allow employees to learn the new knowledge for the change you are working through
- External example: Details regarding the new liaison program you instituted campus-wide via a website, toolkit, flyers, etc.

Activities: These are the activities or processes that the program undertakes with the users (internal or external) in order to meet needs

- Internal example: This might refer to the actual change process—meetings, discussions, etc. Internal studies and evaluations like service blueprinting might also fit here.
- External example: This is where some of the stakeholder engagement strategies might apply—customer journey mapping, ethnographic studies, etc.

Outputs: These are the units of service regarding your program; for example, the number of people taught, the new skill sets learned, etc.

- Internal example: This is the actual work, method, or process that will have changed.
- External example: Same as internal—this is the nuts and bolts of your initiative.

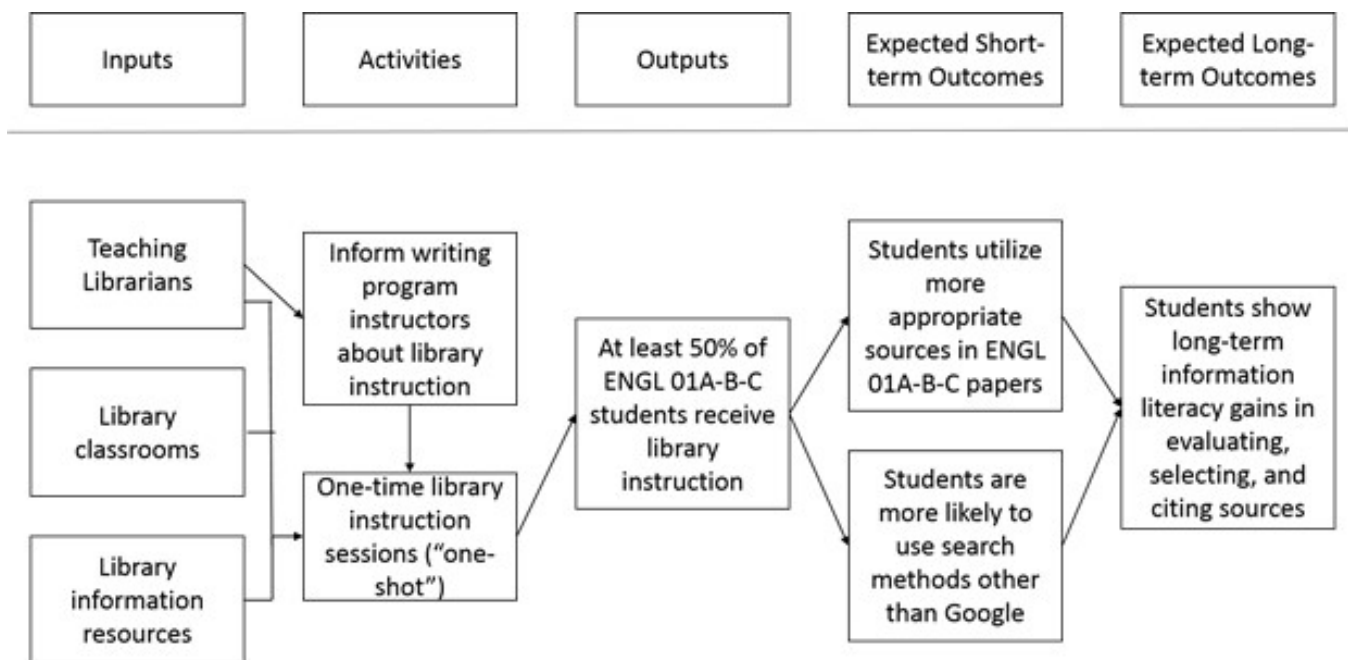
Outcomes: These are actual impacts/benefits/changes for users (internal or external) during or after your program—knowledge and skills, behaviors, values, etc.

- Internal example: What are the newfound relationships, collaborations, or skills that employees have developed or would be able to develop as a result of this change? What about new organizational benefits—improved processes, clarity of vision, different direction and focus?
- External example: What will users be able to do that they couldn't do before as a result of this initiative? Is it helping them do something easier or is it totally new? Is it filling a particular need or helping to alleviate a pain point?

Outcome targets and indicators: Number and percent of participants that you want to achieve the outcome; observable and measurable “milestones” toward an outcome target

- Internal example: You may be thinking about a department or set of specific individuals whom you especially want to participate. Expecting everyone to be on board is not realistic, so you want to think about what will be practical in order for you to move forward.
- External example: Who really needs to be on board and how will you know they are? For example, if you have 10 faculty who are interested in your new data management program, is that enough? If you start with 5 but build up to 10 would that work as well? What is your lowest threshold of success?

Example:



Post-Process Review

As you officially close out the active part of your project, it's useful to conduct a post-process review related to the overall change process and experience. This type of activity could be done with different groups but it usually makes sense to do with the project team itself, with a focus on the process. After all, your organization will continue to roll out changes large and small as time goes on. A post-process review helps you learn what you can from this particular change so it can be applied to future changes. It's easy to skip this part—really easy! It's one more meeting, after all. Stick with it and do a post-process review, with a resulting one-pager documenting your conclusions. At a later date, you could also add assessment data to document a more complete story of the specific change effects.

Open-ended questions that do not invite blame are advisable. Consider similar questions to what you may have used during a project check-in, and be mindful of your group norms.

- What went well?
- What could have gone better?
- What should we continue doing in our next change process?
- What should we stop doing in our next change process?

If you are concerned that some team members may not feel comfortable speaking openly, you may want to create and distribute an anonymous survey with these questions. Of course, if the team is small, this is less helpful to give cover for someone's identity.

Telling the Story of Your Change

▶ **EXERCISE 20: REFLECT ON YOUR PROJECT GOALS**

1. Reflect back on your goals at the outset of the project. Have you met them? Did you achieve the expected short- and long-term outcomes?
2. What were some of the conditions that led you to achieving the parts of the project that you consider successful? Did you have the correct inputs?
3. What were some of the barriers to achieving specific goals?
4. What did you appreciate about your change team and your process?

5. What would you change about your team dynamics and process next time?
6. How do other internal stakeholders in your institution feel about the change?
7. How do external stakeholders feel about the change?
8. Do you consider your change to be complete, or is there another stage to come? If so, what is it?

We would love to give you a simple instrument here for knowing if your change was a success. But the truth is that every change will need its own unique assessment that centers the goals and projected outcomes that you hoped and planned. You'll find some suggestions for resources at the end of this section.

Consider documenting all of these reflections and process documentation in a place where future project teams can learn from them.

Change in Action

MID-CAREER LIBRARY WORKER AT A MID-SIZE INSTITUTION

"I attempted to communicate about a budget deficit and develop a plan for reductions, only to have the budget change (as they are wont to do). I wound up having to walk back several communications. I would say I "Chicken-Little"-d it, concerned with capitalizing on a sense of urgency. While I was trying to communicate that the sky was falling, I could have been doing a better job educating colleagues about collections budgets and owning the uncertainty of our circumstances. It was definitely a change effort where I made a mistake that I learned from, and my poor communication hindered the process and even damaged my working relationships with collaborators. In cases where there is a chance that the scenario will change, it is crucially important to communicate that. It's the only way to maintain transparency and also ensure folks don't feel misled when the situation changes."

MIDDLE MANAGER AT A MID-SIZE INSTITUTION

"Our library was working on a major deaccessioning project. In past weeding projects, Excel sheets were shared with selectors and decisions were noted in the sheet and returned to our technical services department. The Excel sheets that were shared were rather unwieldy; no data was locked down and individual selectors would delete columns, move information around, etc. to make their reviews easier. Some selectors made decisions that were outside

of their purview, resulting in discussions and debates to determine who made the ultimate decision on whether an item would be retained. When I took over the project due to retirements in a department, I was managing the staff who would complete the work. We received a number of Excel sheets back where selectors had deleted important identifying data. In order to help my staff process the work, I worked on the Excel sheets to reduce the inconsistencies and to make sure identifying data was included (Alma MMSIDs). I consider myself very savvy in Excel processing techniques and was able to compile the data for easier review and processing. I spot checked a few entries and asked three staff members to spot check a dozen or so to make sure that they were correct.

Despite our spot checking, as we completed the work, we noticed that certain titles were ending up on the discard pile that shouldn't be there. One of our staff members noticed this right as we began discarding titles. We halted the project immediately and went back to confirm the lists were correct. As we parsed through the lists again, we noticed that my automated processing of the data had not been as error proof as we had hoped. The staff member who had found the error felt personally responsible for not verifying the correctness of the data; however, I had to reassure this staff member and others involved that I had created the erroneous list and also bore a fair share of the blame for the misinformed processes we had started. Upon further review, we found that we had only lost three titles that we had intended to keep, all of which were available on HathiTrust.

After this mishap, we, as a group, redesigned the ways we were collecting weeding decisions, particularly to make the Excel data decision-making process easier for selectors. We sent controlled Excel sheets around that only allowed for certain fields to be changed and we sent separate detailed lists to selectors that only pertained to the decisions we needed from that particular selector. The following weeding project, a substantial one with 70,000+ items that had to be reviewed, was ultimately successful and much easier to manage.”


MID-CAREER LIBRARY WORKER AT A LARGE INSTITUTION

“Last year, as a member of my library’s Diversity and Inclusion Committee, I did a lot of work to introduce the concepts of emotional intelligence and unconscious bias to library personnel. This year, we are hosting a screening of a documentary with a panel discussion on the subject of representation in the Library of Congress subject headings.

We haven’t done well sustaining these programs so I am not confident that what we learned lasted. Sustaining the change needs to be prioritized, just as much as the initiating event. Collaborative work is also very important. Sustaining change by a single entity, committee, or person is very difficult.”

Additional Resources

Association of College and Research Libraries. *Project Outcome*. (2019). <https://acrl.projectoutcome.org/>

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- Edmondson, A. C. (2011). Strategies for Learning from Failure. *Harvard Business Review*, April 2011. <https://hbr.org/2011/04/strategies-for-learning-from-failure>
- McNamara, C. (n.d.). *Basic guide to outcomes-based evaluation for nonprofit organizations with very limited resources*. <https://managementhelp.org/evaluation/outcomes-evaluation-guide.htm>
- Outcome Based Evaluation Basics*. (2015). Institute of Museum and Library Services. <https://www.ims.gov/grants/outcome-based-evaluation/basics>
- Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). *Evaluation: A Systematic Approach* (8th Edition). SAGE Publications, Inc.

Conclusion

Congratulations! You've reached the end of this guide. We hope you've found it useful as your team worked through a specific change at your library, or as a means to learn more about strategies you might employ in a future change process.

In compiling this guide, our hope has been that it will spark a community of practice that openly addresses not just what changes we are making, but how we are making them. Let's take the harrowing tales of change we dish about during side conversations at conferences with our closest colleagues and bring them into the open. Let's reflect: as individuals, as teams, as organizations. Let's talk about our missteps, learn from one another, and gently hold each other accountable. Let's strive for a new focus on process, not just outcomes. With new candor and frank dialogue, we can collectively ensure that libraries overwhelmingly adopt inclusive, person-centered change approaches.

We licensed this guide as CC-BY-NC so that others feel invited and encouraged to build on what we started. There are many other perspectives and strategies to address change in libraries, so let us ask you: What is missing from this guide? What would you add to the conversation? We look forward to learning from you too.

Brianna, Dani, and Cinthya
June 2020

APPENDIX A

Exercises

I. Exploring Your Role as Change Agent

▶ **EXERCISE 1: KNOW YOURSELF [PAGE 5–6]**

- What qualities do you value in a leader?
- How do you prefer to solve conflict?
- How tied do you tend to be to your own ideas?
- How do you like to give and receive feedback?
- What do you consider to be your best qualities?
- What do you consider to be your less advantageous qualities?
- Do you tend to like change? Why or why not? Is it different in your personal life and professional life?
- Jot down the names of a few leaders who inspire you. What attributes or values make them inspiring?
- What ideas do you have for bringing these attributes or values into your change process?

II. Imagining and Refining Your Change Idea

▶ **EXERCISE 2: DREAM A LITTLE [PAGE 11–12]**

1. What are our greatest strengths? Consider both individual and group strengths.
2. What are our best opportunities? Are there obvious places to grow, existing resources or programs to tap into, or clear needs?
3. What is your ideal future? This could be a well-articulated idea, or simply a list of desired qualities.
4. What are some of the indicators that will let us know if we've accomplished this ideal future?

III. Moving Forward with Analysis: Internal Strategies

▶ **EXERCISE 3: ASSESSING CHANGE READINESS IN YOUR ORGANIZATION [PAGE 13–14]**

Consider the following definitions:

- **Impeding:** The organization is not ready for change, there is a high resistance to change at most levels, and there is no momentum to consider change.
- **Entering:** The organization recognizes the need for change, but there is no clear path forward. There is no established action plan to initiate change processes and discussions.
- **Emerging:** The organization has discussed the need for change and is in the process of identifying what structures, supports, and resources are needed in order to move forward.
- **Adapting:** The organization is on a clear path to change and there are processes in place to support this direction, though there are still pockets of resistance to change. The people in these groups may be unclear why the change is necessary and how to go about moving from idea to action.
- **Transforming:** Change is systemic and distributed across the organization. Both internal and external stakeholders are fully engaged in continual change processes. Change is discussed and supported, and it is part of the overall, ongoing work of the organization.

Next, use the rubric below to select at which stage you believe your organization is currently situated at in relation to each element of change (listed on the left hand side):

Element of change	Impeding	Entering	Emerging	Adapting	Transforming
Leadership <ul style="list-style-type: none"> • Vision • Purpose • Urgency • Trade-offs 					
Communication <ul style="list-style-type: none"> • Clarity • Content and need • Transparency/Frequency 					
Capacity <ul style="list-style-type: none"> • Skills/knowledge • Mindset • Support 					

Resources <ul style="list-style-type: none"> • Time • Money • Staffing 					
Structure <ul style="list-style-type: none"> • Strategic plans • Processes • Pilots, prototypes, etc. 					

What did this exercise tell you about the areas of change readiness that could be strengthened in your organization? Keep in mind that this is just your (subjective) perspective and won't necessarily reflect your colleagues' perspectives. Even so, it can be helpful in beginning to think about change readiness and the most critical areas to focus on growing in your organization.

EXERCISE 4: FUTURES THINKING [PAGE 19–20]

This exercise combines elements of visioning and backcasting. Once you develop an idea of what future you want to explore, you will need to know the actual steps to take in order to turn that idea into a reality and what your timeline will be for doing so. A small amount of space is allotted for you to make notes below, though you may require more space to fully dive into this exercise.

Step 1: Context

Provide background information on what you are trying to accomplish, what your goals for the session(s) might be, what type of information you are looking for, etc. This will vary depending on your audience (library vs. other stakeholders) and you may have to provide more detail depending on the scope of the issues discussed.

Step 2: Brainstorm

Individually, take a piece of paper and list out the elements of your vision and the concrete things you see in the future based on whatever initial discussions took place.

Group similar ideas and give a heading to each of the groups. What is the common direction and the key elements of these ideas?

Step 3: Reflect

Form small groups and share each pair's work.

- How do these elements link to each other? Are they all-important or is there a hierarchy?
- Can you come up with a one sentence vision, or could you keep these separate elements of the vision as they are?

Each group should write a vision based on their conversations.

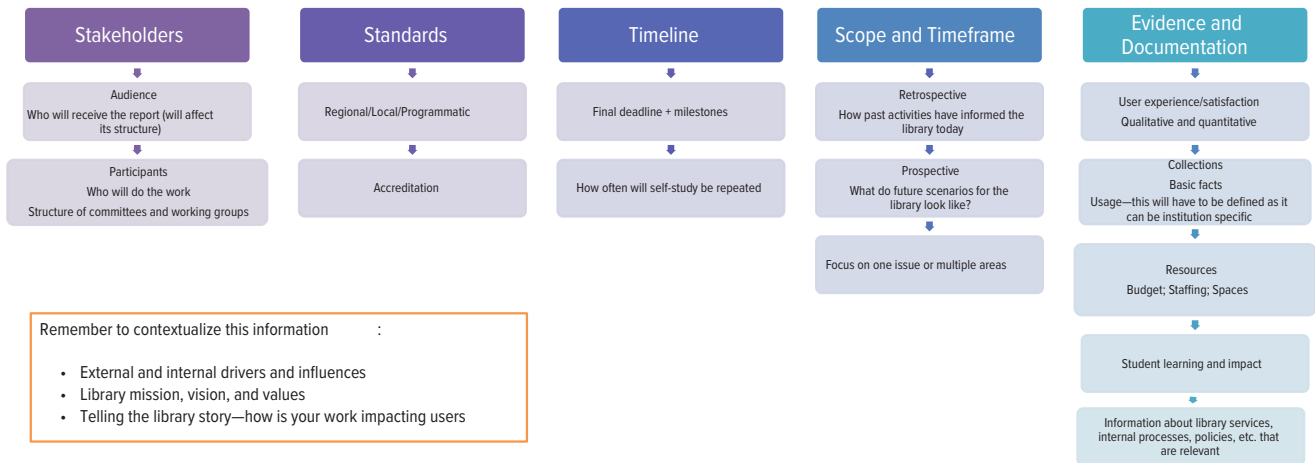
Step 4: Discuss

Each group should share its answers to the questions above. Next, transition to full group discussion about putting all of the visions together, common elements, etc. Describe the key events and steps that need to occur to achieve the preferred future that you have identified.

Map the key events on a timeline and identify the critical events that must occur if the preferred future is to happen:

1. Describe the key events and steps that need to occur to achieve the preferred future identified during the visioning session.
2. Map the key events on a timeline and identify the critical events that must occur if the preferred future is to happen. This can be separate from a roadmap, or this can be the roadmap itself; please see below.
3. For each event, identify what impact the event will have on delivering the preferred future, which stakeholders will benefit and which may feel that they are going to lose out, and supports and barriers to making this happen (these may be related to finances, personnel, etc.).

EXERCISE 5: SELF-STUDY TEMPLATE [PAGE 21]





➔ **EXERCISE 6: PROCESS MAPPING [PAGE 23]**

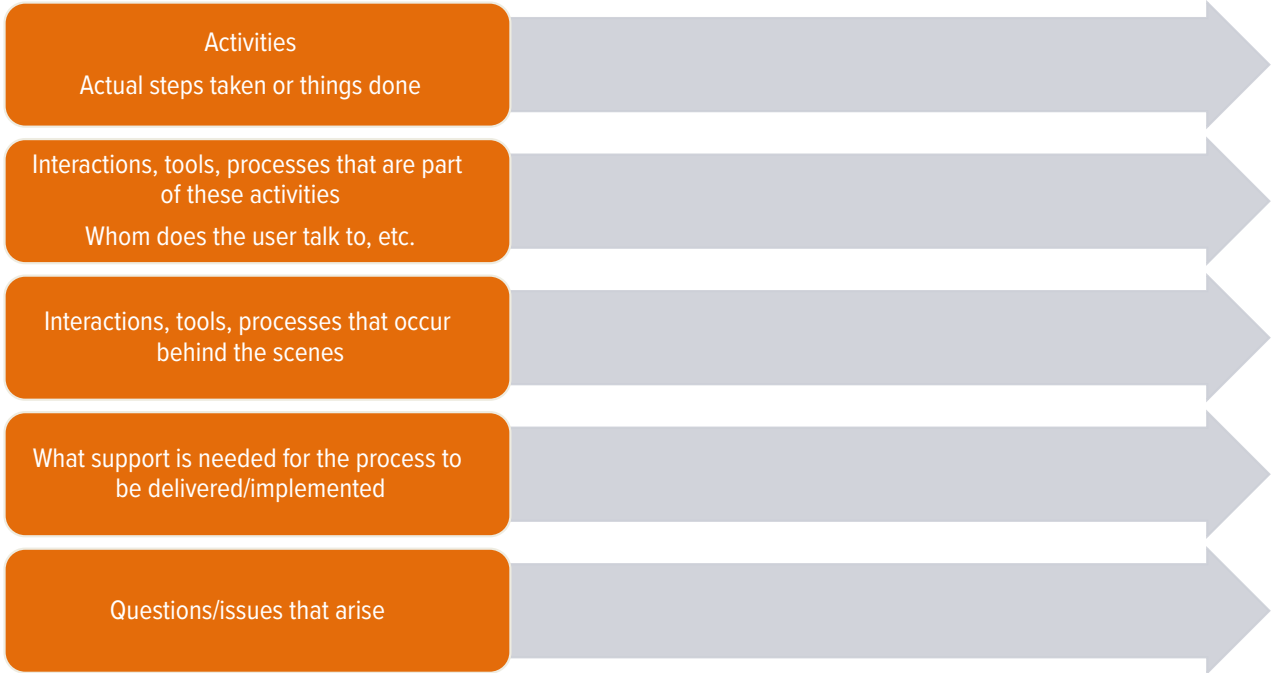
Templates available at <https://creately.com/blog/diagrams/process-mapping-guide/>.

EXERCISE 7: SERVICE BLUEPRINTING TEMPLATE

[PAGE 24]

Goals of the blueprinting activity:

Description of service:



IV. Moving Forward with Analysis: External Strategies

▶ **EXERCISE 8: ETHNOGRAPHIC APPROACHES [PAGE 29–31]**

Observations work well when you want to directly see what people are doing in a certain instance, space, or situation and you are not interacting with them in any way. Jot down responses to the following questions to start thinking through how you might begin making observations.

1. What is the purpose of the observation? (e.g., space usage, wayfinding, interaction with a service)
2. Will you use formal or informal methods, or both? Formal methods could include a checklist of predetermined criteria you are observing—for example, how often students stop by a desk to ask for help or something similar, repeatable, and structured. Informal methods might include collecting data and then making some decisions about themes, but you are not looking for anything in particular.
3. Who will you be observing, and why? Each user group may have different criteria (students, faculty, etc.)
4. What will your recording method be? Consider taking photographs, video, notetaking (tick marks, brief notes, etc). At what frequency will you record?

5. How will you cluster patterns and code the data? For example, if you are observing that most students are sitting in a specific space studying, you may want to make studying one of your theme headings and then compare that to something else such as relaxing. Usually this happens after you have gathered the data and it will allow you to see where the patterns emerge.


Additional considerations for conducting effective observations include:

- Make sure you are only noting what you are actually observing.
- Recognize your limitations and positionality. You will not be able to tell in all cases what is actually happening and why based on observation alone, so you will have to make sure you note what you actually are seeing versus what you are interpreting. For example, if you see students spending time on social media, you may interpret that as goofing off, but they may be engaged in academic work on those sites. It's hard to know from a distance.
- You will also have to define what you mean by the themes you select—most observable actions are clear, but in some cases, like what students are doing on a computer, it may be difficult to ascertain without being intrusive and asking.
- In order to gain a better understanding of why people are engaged in certain behaviors, it is often helpful to conduct related interviews, so that you have both your observation and the interpretation of that action from the user, as opposed to having only your interpretive data point.

Drawings are great if you want users to provide you with their ideas regarding a space or service design. There is a great deal of freedom for them with this approach, but this also makes drawing out themes and patterns more challenging because the drawings are not accompanied by an explanation, so here too you will have to make some assumptions.

1. What is the purpose of the drawing activity?

2. What is the prompt you want to give users? I.e. Imagine a space where you are seeking assistance with your research. What does your ideal space look like? What type of furniture is in that space? Who is there to help you? Prompts are very important because they will define how users will approach the activity. You don't want to lead them too much by providing too much detail for them, but they have to understand the basics of what you want them to accomplish.

- 
3. How much time will you allow for the activity?

 4. What materials will you need to provide to the user in order for them to complete the activity?

 5. How will you cluster patterns and code the data? For example, if you are observing that everyone drew some type of desk, that's something that should be noted as well as the shapes and other elements that are part of that overall design and what that means for your purposes—is it closed off, open, small, large, secluded, visible, etc.

Additional considerations for user drawings include:

- You can answer logistical questions that users have, but not *too* many, since the point of this activity is to let them decide what and how to represent their ideas.
- Don't be shy about asking for clarification if something is not clearly drawn or you are confused, as you will not be able to do that after the fact.

V. Building a Change Process Team

▶ **EXERCISE 9: AGREEING ON SHARED VALUES [PAGE 42–43]**

This is an exercise that should be completed in a real-time meeting (physically or virtually) with all members of your team. Ask all team members to bring their self-reflection exercise to the meeting. Plan to spend about an hour on this activity.

1. From the below list of values, have each person on the team select the five that resonate most with them for their work-life. Don't overthink this, and spend only 3-5 minutes on deciding!

Acceptance	Curiosity	Inclusiveness	Responsibility
Accountability	Decisiveness	Independence	Risk-Taking
Achievement	Dependability	Individuality	Safety
Advocacy	Diversity	Innovation	Security
Ambition	Empathy	Intuition	Self-Control
Appreciation	Encouragement	Joy	Seriousness
Autonomy	Equity	Kindness	Simplicity
Boldness	Evidence	Loyalty	Speed
Calmness	Excellence	Optimism	Thankfulness
Caring	Fairness	Open-mindedness	Thoughtfulness
Challenge	Flexibility	Originality	Trustworthiness
Cleverness	Freedom	Perfection	Understanding
Collaboration	Fun	Preparedness	Uniqueness
Community	Grace	Punctuality	Usefulness
Commitment	Growth	Recognition	Utility
Compassion	Honesty	Reliability	
Consistency	Humility	Resourcefulness	
Creativity	Humor	Responsiveness	

2. Go around the group and write out all of the values that have been identified as important to people on the team. Are there some that recur? Are there any that seem in tension with one another?
3. Now that you have your full list, work together to get your list down to no more than 10 core values.
4. What would these values look like in action in a team setting? Define them and suggest specific actions that will promote them within your team and process. What is the recourse when these values are violated?



▶▶▶ **EXERCISE 10: PAST EXPERIENCES WITH CHANGE, PART 1 [PAGE 45]**

1. Think about a change that you have experienced that you did not initiate. It can be something from your professional life, personal life, or somewhere in between.
2. What made you feel engaged and included in this change process? What, if anything, makes you feel positively towards it?
3. What made you feel alienated or upset by this change process? What, if anything, makes you feel negatively towards it?
4. Thinking about your responses to the previous two questions, identify at least one behavior, structure, or process that you would want to incorporate into your own change leadership practice.

▶ **EXERCISE 11: HOW TOLERANT IS YOUR DEPARTMENT/LIBRARY TO CHANGE? [PAGE 46–47]**


Consider all of the people who will be affected by your change process. On a scale of 1 (not at all) to 5 (extremely applicable), how much do each of these statements describe the group affected by change?

1. People look forward to change and view change as generally positive.
2. People feel that decision-makers are open to their feedback and course corrections are made based on input from across the organization.
3. People don't feel like they will be "in trouble" if they try something new and fail.
4. There are always small changes happening in the organization, not just large, one-time changes.
5. Individuals are recognized for bringing new ideas to the table, even if they don't always pan out.
6. There is support and resources for trying out new ideas.
7. The larger organization has a vision and large-scale goals, but the actual implementation details are left to individual departments or staff members.
8. People feel safe in voicing their opinions and ideas, and know their input will be acknowledged and considered.
9. It is rare to hear comments like "we tried that fifteen years ago and it didn't work, so why would we try it now?"
10. There is a mix between ways of implementing new ideas--not everything is a pilot project, but not everything is immediately fully implemented either.

Scores of 25 or below: Your group is not a fan of change, and you are likely going to need to do significant work on culture shift around dispositions toward change. You may have to take your process more slowly or involve more feedback loops than in a different organization. You might also try some of the strategies we outline below.

Scores of between 26 and 40: Your group may have some trepidation around change and the change process. Look closely at some of your responses to the questions above. Are there certain statements that have lower scores? Are there any ways that you can brainstorm how to address them in your change process planning (e.g., adding in a clear way to collect and acknowledge feedback)?

Scores of 41 and above: Your group likely already has a relatively high threshold for tolerating change. This is a good sign for your change process, but you'll still need to keep the values of your change process in front of mind to make sure you maintain people's positive feelings toward change!



▶▶▶ EXERCISE 12: REFLECT ON PAST CHANGE EXPERIENCES THAT DIDN'T GO WELL. WHAT CAN YOU LEARN FROM THEM AND BRING INTO THIS CHANGE PROCESS? [PAGE 49]

1. Reflect on a past change experience that didn't go well. What went wrong? (This could be your knowledge of the inner workings of the process, the way you personally felt about it, staff dissatisfaction you heard about, etc.)
2. What was your role in the change process? How did you feel about the process? Did this differ from how you felt about the outcome?
3. Were there any aspects of the change process that did go well?
4. What is the most important takeaway or lesson that you want to apply to future change processes?

NOTE: You may also want to test out this exercise with a focus on change experience that went well (rather than one that didn't go well), or even try both. Remember to focus on the process rather than the outcome of the change experience.

▶ **EXERCISE 13: PAST EXPERIENCES WITH CHANGE, PART 2 [PAGE 50]**

Come together as a group with the part 1 of this exercise completed. Ask if anyone wants to share their previous experience (but no one has to volunteer). Then compile the list of behaviors, structures, and processes that everyone identified as being desirable in the change process. Do any reappear multiple times?

▶ **EXERCISE 14: DEFINING YOUR OWN RULES [PAGE 50]**

Think about the ideas that you've read so far, as well as your team values. Use this space to determine how you all want to work together moving forward. We include some guiding questions below to help you create a group document that can be referred to throughout the change process. Consider additional questions relevant to your team that you may want to discuss and document at the beginning of your time working together.

- Who will create the agenda for meetings?
- How will you ensure that everyone's voices are heard and considered?
- How will you resolve conflict?
- How far in advance should documents be distributed, if they are going to be discussed?

▶ **EXERCISE 15: MAP CHANGE PROCESS VALUES TO PRACTICES [PAGE 51]**

Building on the first exercise in this chapter, consider how you might map the values related to process (rather than just team dynamics) to the practices you will employ in your change process.

Values	Practices

VI. Models of Change and Transition

▶ **EXERCISE 16: SELECTING A CHANGE MODEL FOR YOUR TEAM [PAGE 65]**

Now that you've read a little bit about the five models for change, use the questions below to examine your team's needs and values. Your responses will help you reflect on the change frameworks that most align with your needs.

1. When thinking about your change, do you think that you will need more help managing the process, or people's response to the process?
2. Your change will affect... A small team? Multiple departments? The whole library?
3. The people likely to be affected by change are ... excited about change? Hesitant? Hostile?
4. Your team likes ... clear steps? General frames?
5. How far along into your evidence-gathering are you?

▶▶▶▶ **EXERCISE 18: CREATE A DETAILED PROJECT PLAN, INCLUDING A TIMELINE, ROLES, AND DELIVERABLES [PAGE 73]**

<https://docs.google.com/document/d/1ylrWR4ySV0Y3Js1yzcJuZXjJLcBNyyGTJDgoQbrYH8/edit>

➡ **EXERCISE 19: CREATE A COMMUNICATION PLAN IN ORDER TO COMMUNICATE THE CHANGE TO INTERNAL AND EXTERNAL STAKEHOLDERS [PAGE 74]**

This model, based on a template created by the UC San Diego Library, invites you to consider your core project stakeholders, how you might communicate with them, what needs to be shared, and at what frequency. It's easy to get bogged down in your initial planning, so we like this model because it is simple while still getting at the core things you'll need to consider. You can always refine this later; just focus on starting to draft out ideas below.

Stakeholder	Method	What type of update?	Timeframe/Frequency/Trigger

https://wiki.diglib.org/File:UCSanDiegoLibrary_CommunicationPlan.png

VI. Evaluating and Sustaining Change

▶ **EXERCISE 20: REFLECT ON YOUR PROJECT GOALS** [PAGE 84–85]

1. Reflect back on your goals at the outset of the project. Have you met them? Did you achieve the expected short- and long-term outcomes?
2. What were some of the conditions that led you to achieving the parts of the project that you consider successful? Did you have the correct inputs?
3. What were some of the barriers to achieving specific goals?
4. What did you appreciate about your change team and your process?
5. What would you change about your team dynamics and process next time?
6. How do other internal stakeholders in your institution feel about the change?
7. How do external stakeholders feel about the change?
8. Do you consider your change to be complete, or is there another stage to come? If so, what is it?

We would love to give you a simple instrument here for knowing if your change was a success. But the truth is that every change will need its own unique assessment that centers the goals and projected outcomes that you hoped and planned for. You might find this guide to outcomes assessment design useful in thinking about developing your own metrics for success and outcome-based evaluation: <https://managementhelp.org/evaluation/outcomes-evaluation-guide.htm>

Consider documenting all of these reflections and process documentation in a place where future project teams can learn from them.