Human-Centered Approaches to Change Management Across Higher Ed

Laurie Burruss, Moderator
Panelists: Jay Field, Rae Clemmons, Bridget Wikidal

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#EDU19
Human-Centered Approaches to Change Management Across Higher Ed

Laurie Burruss
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Oct 17, 2019
Change in Higher Ed

- Change is hard, but necessary for higher education to thrive and survive.
- Our future depends on institutional creativity to transform higher education from within.
- Human-centered change management reshapes learning as an ecosystem—questioning the old and reshaping the new.
- It’s an exploration of processes for preparing, managing, and supporting change at your institution.
Agenda

Panelist Introductions

Shared Experiences in Change Management: The Good, the Bad & the Ugly

Q & A from the Audience

Wrap-up from the Panelists
Panelists

Laurie Burruss
Education Innovation Advisor
LinkedIn Learning
Pasadena City College, USC, ArtCenter

Rae Clemmons
Associate Vice President for Technology & Chief Information Officer
Texas Woman’s University

Jay Fileld
Vice President of Product Development
Quottly

Bridget Wikidal
Senior Director Project & Change Management Office
California State University Office of the Chancellor

#EDU19
Change Management:

business practices & procedures that address the human & cultural aspects of organizational change.

—Adapting to change
—Controlling change
—Effecting change

Higher Education is under significant pressure to change.

- Become more operationally efficient & effective
- Improve student outcomes
- Increase access to higher education
- Control costs
- Recruit & retrain top faculty, researchers, administrators, & staff
- And more

Changing an IT organization is difficult.

Cultural, institutional, and individual resistances operate like inertia to thwart improvements.

Most people like structure, consistency, & repetition, so finding those who truly embrace change, with its uncertain & ambiguous nature, is rare.

—Marc Hoit, Vice Chancellor for IT & CIO, North Carolina State University

Recurring Themes in Education

• Change is learning, and learning is change.
• There is a profound difference between “change” and “progress.”
• Individual learning & organizational learning are inextricably linked.

How does change happen?

https://thundervalley.org/change/theory-change
80% of changes FAIL to stick
The Change Manager Process

FAILURE

Don’t do this

- Poor planning & communication.
- Insufficient support from leadership.
- Lack of technology to implement & sustain the change.
- Primary focus on systems vs. people.
- Inadequate change leadership/management skills.
- Lack of positive & transparent reinforcement.
- Failure to understand relevance & to measure the progress.
Do this

• Create the need.
• Build a strong team.
• Nail down the vision - who, what, why, how.
• Communicate often.
• Empower your army to take action
• Benchmark often & early with several quick wins.
• Build organic enthusiasm.
• Solidify the change.
The need to shift mind-sets is the biggest block to successful transformations. The key lies in making the shift both individual and institutional—at the same time.

-Scott Keller and Bill Schaninger

<table>
<thead>
<tr>
<th></th>
<th>Continuous Improvement</th>
<th>Competitive Counteraction</th>
<th>Metamorphic Transformation</th>
<th>Inventive Disruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Doing what you’re doing now, but better!</td>
<td>Outsmarting the competition.</td>
<td>Going from a cocoon to butterfly.</td>
<td>Creating something brand new out of nothing, answering the call of an audience that hasn’t yet been addressed.</td>
</tr>
<tr>
<td>02</td>
<td>EX: Southwest Airlines addressing competitors’ complicated baggage pricing models.</td>
<td>EX: Netflix moving from a library of DVDs to an online media streaming platform and content creator.</td>
<td>EX: Uber changing the taxi cab industry.</td>
<td></td>
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</tbody>
</table>
Creating Strategic Change

- **Experiment**
  - High Frustration with the status quo
  - High Perceived need for dramatically different results
- **Transform**
  - Low Frustration with the status quo
  - High Perceived need for dramatically different results
- **Incremental Modification**
  - Low Frustration with the status quo
  - Low Perceived need for dramatically different results
- **Create a Burning Platform**
  - High Frustration with the status quo
  - Low Perceived need for dramatically different results
Making the Case for Change

**Why?**
The need for change. This is “why” this change is happening.

**What?**
The vision for the change (future state, “what” you want to do).

**Who?**
Key/critical stakeholders “who” are impacted by the change.

**How?**
“How” the change will be executed (feedback loops & measurement).

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**Decision Validation**

**Alignment**

**Engagement**
<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Used for</th>
<th>Who’s impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systemic</td>
<td>Management of the systemic changes associated with IT applications, architecture or infrastructure</td>
<td>• Systems implementations • Software upgrades • Other IT changes</td>
<td>- IT Professionals</td>
</tr>
<tr>
<td>Project</td>
<td>Management of scope or schedule change for a specific project.</td>
<td>• All projects</td>
<td>- Project Core Team • Extended Team</td>
</tr>
<tr>
<td>Organizational</td>
<td>Planning &amp; implementing the tools, processes, skills &amp; principles for managing the people side of change to achieve the required outcomes of a project or initiative.</td>
<td>• All projects • Many system implementations • Most software upgrades • Many other IT changes • Org restructuring • Introducing new channels, brands or business models</td>
<td>- Targeted employees or departments • Ancillary employees or departments • IT Professionals • Stakeholders</td>
</tr>
</tbody>
</table>
## 5 Phases of Change Management

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
</table>
| **01:** Change formulation & refinement | - Understand the reason for change.  
- Create a picture of the change outcomes.  
- Identify change agents & the organization’s capacity to change.  
- Determine the steps needed to execute change; work backwards. |
| **02:** Create a change plan | - Highlight what WILL & WILL NOT change.  
- Treat it like a project; create a schedule & a risks & contingency plan.  
- Build & maintain staff support systems.  
- Create a resistance plan that targets the perceived, negative, & self-interests issues. |
| **03:** Provide early examples of the desired change | - Demonstrate success of areas to change.  
- Allow managers to show their commitment to change.  
- Observe how change impacts different groups.  
- Offer more time to work on outcomes - a Business Impact Assessment. |
| **04:** Implementation & Support | - Provide proper education; offer training to implement the change.  
- Train staff who can help others; use your champions.  
- Focus on “Day 1” change activities separately from your 2nd wave of changes.  
- Focus on overall results. |
| **05:** Reinforcement & Adjustment | - Measure performance against the initiative’s outcomes; focus on gradual improvement.  
- Be open to making gradual adjustments to your change.  
- Focus on staff with new or significantly changed roles.  
- Address staff concerns & offer support at all times. |
Models of Change
Aligning the goals of your change with the perceived mission & purpose of your school.

Communication
Support dialog across the campus org chart.

Innovation
Participate in information gathering & sharing.

Collaboration
Integrate strategies that resulting business impact.
McKinsey’s 7-S Model

7 core interlinked areas where a change in one element causes changes in others.

Hard Elements
- Strategy
- Structure
- Systems

Core = Shared Values

Soft Elements
- Shared values
- Style
- Staff
- Skills
Kotter's Theory

Step 1: Form a guiding coalition
Step 2: Create a sense of urgency
Step 3: Develop an inspiring vision
Step 4: Convey the new vision
Step 5: Empower others to enact vision
Step 6: Generate short-term wins
Step 7: Sustain acceleration of the vision
Step 8: Institute a permanent change

Creating a climate for change
Engaging & enabling the whole organization
Implementing & Sustaining
# Kotter’s 8-Step Change Model Template

<table>
<thead>
<tr>
<th>Description of Change</th>
<th>Enter your strategies to drive the change at each stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create urgency</td>
<td></td>
</tr>
<tr>
<td>2. Form a powerful coalition</td>
<td></td>
</tr>
<tr>
<td>3. Create vision for change</td>
<td></td>
</tr>
<tr>
<td>4. Communicate vision</td>
<td></td>
</tr>
<tr>
<td>5. Remove obstacles</td>
<td></td>
</tr>
<tr>
<td>6. Build on change</td>
<td></td>
</tr>
<tr>
<td>7. Author changes in future</td>
<td></td>
</tr>
</tbody>
</table>
**ADKAR Model**

**Awareness**
- What is and isn’t working in my organization
- What are my options
- Communication that there is a problem
- Focus attention on the most important reasons for change

**Desire**
- Communicate benefits for adoption of Scrum
- Identify risks involved
- Build momentum
- Address fears

**Knowledge**
- Learn new technical skills
- Learn to think as a team
- Learn how to time box
- Share information
- Set reasonable targets

**Action**
- Employ a suitable governance framework
- Training basics
- Start small
- Don’t do it by stealth
- Adjust processes that touch the Scrum teams

**Reinforcement**
- Engage a Scrum Coach
- Identify champions
- Share Scrum experiences
- Learn from early mistakes

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enablement zone  engagement zone

LEWIN’S CHANGE MODEL

Lewin’s Three Stage Change Process – Practical Steps

Unfreeze

- Determines what needs to change
- Ensure there is strong support from management
- Create the need for change
- Manage and understand the doubts and concerns

change

- Communicate often
- Dispel rumors
- Empower action
- Involve people in the process

refreeze

- Anchor the changes into the culture
- Develop ways to sustain the change
- Provide support and training
- Celebrate successes
Kubler-Ross Grief Cycle

Denial
Avoidance
Confusion
Elation
Shock
Fear

Anger
Frustration
Irritation
Anxiety

Bargaining
Struggling to find meaning
Reaching out to others
Telling one’s story

Depression
Overwhelmed
Helplessness
Hostility
Flight

Acceptance
Exploring options
New plan in place
Moving on

Information & Communication
Emotional Support
Guidance & Direction

Kubler-Ross Change Curve
The Process of Transition
- John Fisher, 2012

Fisher’s Personal Transition Curve

Kubler-Ross Change Curve
Influence Model

Role modeling
“I see my leaders, colleagues, and staff behaving differently.”

Understanding and conviction
“I understand what is being asked of me, and it makes sense.”

“I will change my mind-set and behavior if…”

Confidence and skill building
“I have the skills and opportunities to behave in the new way.”

Reinforcement mechanisms
“I see that our structures, processes, and systems support the changes I am being asked to make.”

Change story
Ongoing, two-way communications
Language and rituals

Senior leaders and team
Influence leaders
Critical mass of employees

Field and forum learning
Technical, relational, and adaptive skills
Refreshing the talent pool

Organization design
Business processes and supporting systems
Consequence management

Effective Change

- Set an appropriate direction
- Find relevant behavioral indicators
- Identify tipping points
- Create an environment supportive of the new values and behavior
Key Contributors in Change
Build a team that supports and energizes the campus community.

**Senior Leaders**
C-team, senior leaders, administrators and visionaries

**The Sponsor**
Originator of proposal of change

**The Change Agents**
Others who support the change process

**Middle Management**
Managers/deans at various levels who are engaged & effective as advocates for change within their areas

**A Variety of Teams**
Various team structures utilized for more effectiveness in supporting change
### Stakeholder Analysis

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/ Company</th>
<th>Position</th>
<th>Advisers</th>
<th>Objectives, Requirements, and Interests</th>
<th>Influence</th>
<th>Project Contribution</th>
<th>Resistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald Rosco</td>
<td>Management</td>
<td>General Manager, San Francisco</td>
<td>CFO</td>
<td>Increase sales and room occupancy; meet budget</td>
<td>High</td>
<td>Provides information and approves deliverables</td>
<td>Concerned about budget</td>
</tr>
<tr>
<td>Jonathan Perfington</td>
<td>Management</td>
<td>President and Managing Director, North America</td>
<td>CFO</td>
<td>Increase sales, customer satisfaction, and brand recognition; meet budget</td>
<td>High</td>
<td>Approves deliverables</td>
<td>Not convinced goal will be achieved</td>
</tr>
<tr>
<td>Jennifer Dawson</td>
<td>Management</td>
<td>Conference Center Director</td>
<td>Marketing Director</td>
<td>Increase conference center bookings; increase customer satisfaction</td>
<td>Medium</td>
<td>Provides information and approves deliverables</td>
<td></td>
</tr>
<tr>
<td>Mark Tristener</td>
<td>Management</td>
<td>CFO</td>
<td>President, Marketing Director</td>
<td>Increase sales and meet budget</td>
<td>Medium</td>
<td>Approves expenditures</td>
<td>Concerned about budget</td>
</tr>
<tr>
<td>Arnold Falsafe</td>
<td>Marketing</td>
<td>Marketing Director, North America</td>
<td>President</td>
<td>Increase brand recognition; increase customer satisfaction</td>
<td>High</td>
<td>Funds project</td>
<td></td>
</tr>
<tr>
<td>Jennifer Vespes</td>
<td>IT</td>
<td>IT Director, San Francisco</td>
<td>General Manager, IT Lead</td>
<td>Update technology</td>
<td>Medium</td>
<td>Provides information and supports work</td>
<td>Concerned about budget</td>
</tr>
<tr>
<td>Brett Dolrichio</td>
<td>IT</td>
<td>IT Lead</td>
<td>General Manager</td>
<td>Update technology</td>
<td>Low</td>
<td>Provides information and supports work</td>
<td>Concerned about schedule</td>
</tr>
</tbody>
</table>
Myths about Change

1. The Consensual Myth
   “We’ve all agreed…”

2. The Change-Event Myth
   “Well the hard work is done... now all you have to do is implement it.”

3. The Silver-Bullet Myth
   “Just follow this 5-step method to successful change & all will be well.”

4. The Brute-Logic Myth
   “I’ve told them 3 times now, and they still can’t see that these changes will make it much more exciting.”

5. The Linear Myth
   “It’s easy! We just do these 5 steps... and it will be working.”

6. The Knight-on-the-White Charger Myth
   “Now that we’ve got a better [dean], this [faculty] will really take off.”

7. The Either/Or Myth
   “There’s nothing I can do—I’m the victim of forces beyond my control.”

Lessons Learned

1. There are far more options for improvement or innovation than there is time & resources to address them.

2. Change is not an event but is a complex & subjective learning & unlearning process for all concerned.

3. Enhancement in learning programs generate a need for improvements in the systems & infrastructure that underpin them.

4. Change is a mix of external forces & individual action.

5. The change process is cyclical, not linear.

6. Change does not just happen—it must be led.

7. Change is the results of a team effort made up of appropriate & well positioned people involved in the process.

8. We must look outside as well as inside for viable change ideas and solutions.

Resources

Articles, Books, Journals
- **ADKAR: A Model for Change in Business, Government and the Community**, Jeffrey Hiatt
- **PMI: Managing Change in the Organization “A Practice Guide”**
- **HBR’s 10 Must Reads on Change Management**

Certificates/Accreditation:
- **CMI**
  change-management-institute.com
- **Prosci**
  prosci.com
- **PMI**
  pmi.org
- **ATD**
  atd.org
- **eCornell**

LinkedIn Learning Playlist & Courses
- **Collection: Change Management** (18 items) Curated by Laurie Burruss
  https://www.linkedin.com/learning/collections/649397822959357440
- **Learning Path: Managing Change**
  https://www.linkedin.com/learning/paths/managing-change?u=104
- **Learning Path: LTS CSO Change Management Learning Path**
- **Learning Path: Digital Transformation for Leaders**
  https://www.linkedin.com/learning/paths/digital-transformation-for-leaders?u=104
- **Learning Path: Become a Project Manager**
  https://www.linkedin.com/learning/paths/become-a-project-manager?u=104

Change Management Templates & Excel Spreadsheets
https://www.dropbox.com/sh/20ywrxqh845xabq/AACiY_WPDPijdV5wJy9bL5/n?dl=0

All articles & images attributed in presentation.
Thank you