# We're doing what now? Navigating Organizational Change

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Engineerica Webinar

- Introduction

- About Me, the U of U, and Inside Track

- States of change management

- Change management framework

- Outcomes of change

About me
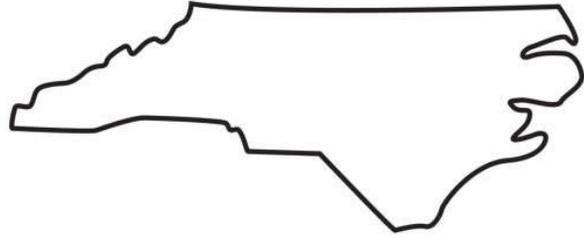
About the University of Utah

- R1, 4-year, Doctoral –granting University

- Headcount: 34,705 (f'22)

- First-year retention: 87%

- 6-year graduation rate: 67%

- 2022 Rose Bowl Champions

UNIVERSITY INNOVATION ALLIANCE

Association of American Universities

THE UNIVERSITY OF UTAH®

About InsideTrack

- Mission to fuel social mobility through the transformative power of coaching

- Since 2001, InsideTrack has served:
  3.1M Learners | **325+ Partners**

- **Direct Success Coaching**
  Evidence-based and research proven
  Tailored to support the entire student journey

- **Capacity Building**
  Sustainable Coaching Development
  Training & Certification
  Strategic Consultation & Change Support
  Diagnostic Assessments

insidetrack®

20-YEAR
Impact Report

THE POWER of COACHING

IMPACT REPORT

insidetrack.

LEARN MORE:
insidetrack.org

A part of the nonprofit Strada Collaborative

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Developing knowledge, skills and beliefs

InsideTrack Coaching helps students:

- Clarify goals, identify potential obstacles and create a plan to overcome them
- Establish a personal connection with their institution and available resources
- Stay connected to their reasons for pursuing education

PROVEN RESULTS:

+34% IMPROVEMENT
in first-year
persistence

+18.7%
higher first-year
retention rate

7.7 POINT GAIN
in freshman
persistence

+13% GRAD RATES
in a peer-reviewed study of
10,000 adult students at
8 institutions

1. What are some reasons for organizational change?

2. What is an example of an organizational change you have experienced?
   a) Who initiated the change?
   b) Did you have a say?
   c) How was it communicated?
   d) How did people feel during and after the process had ended?

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Why Change is HARD...
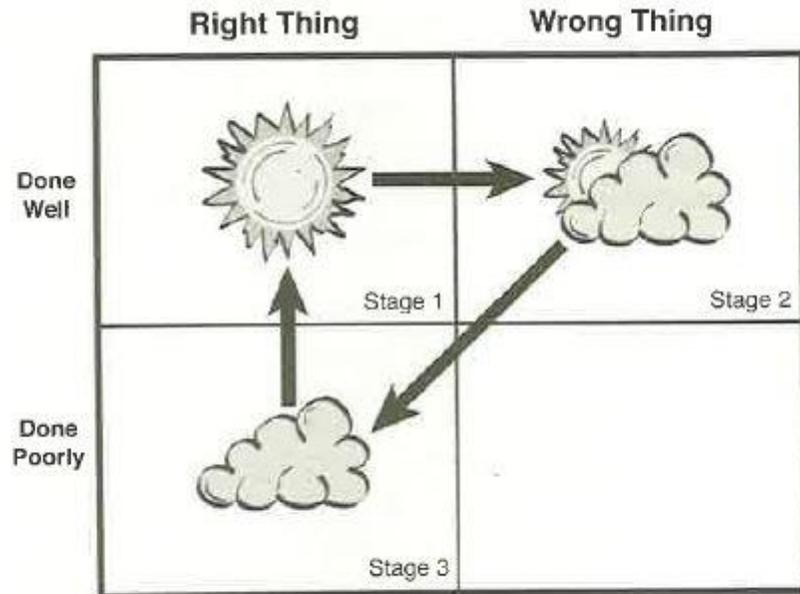
Figure 1.4 Matrix of the fundamental dynamics of change.

Source: Black, J.S. (2014). *It Starts with One: Changing Individuals Changes Organizations*. (3rd ed.). Pearson Education.

Stage 1: We're doing the Right Thing WELL!
(the sun is shining brightly!)

Then the Right Thing changes and...

Stage 2: We're doing the Wrong Thing WELL
(the sun goes behind a cloud)

So we start to learn to do the new Right Thing and....

Stage 3: We find ourselves doing the [new] Right Thing POORLY (it's all cloud now)

But never fear...

Stage 1 (again): We learn to do the [new] Right Thing WELL! (and the sun shines again!)

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States of Organizational Change
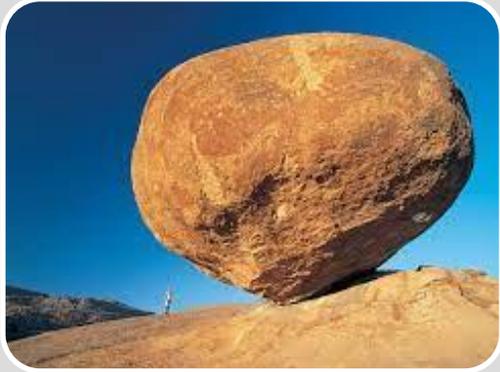
Current State
- How things are now

Transitional State
- How to move from now to the future

Future State
- How things will be done tomorrow

How things look now (before the change)

- Student Success Advocates (11)

- Existed for 10+ years

- Well–loved across campus

- Mobile services

- Programmatic emphasis

- Training: emphasis on campus connections vs. structured meeting facilitation

- Advocacy model could create student dependency in the service

- Program outcomes: unclear connection to university metrics

current State

How things will be done tomorrow

- Transition to a Student Success Coaching model with an accompanying deployment strategy

- Structured, rigorous, and proven training methods

- Creating a campus culture of coaching

- Accountability in data and assessment

- Maintain essential aspects of the former program

Future State

The bridge between: ADKAR

Prosci® ADKAR® Model

The five building blocks of successful change

Reinforcement to sustain the change ("I will continue to ...")

Ability to implement required skills and behaviors ("I am able to ...")

Knowledge on how to change ("I know how to ...")

Desire to participate and support the change ("I have decided to ...")

Awareness of the need for change ("I understand why ...")

Proci® ADKAR® Model of Change Management, from Proci® https://www.prosci.com/change-management

The bridge between: ADKAR

Prosci® ADKAR® Model
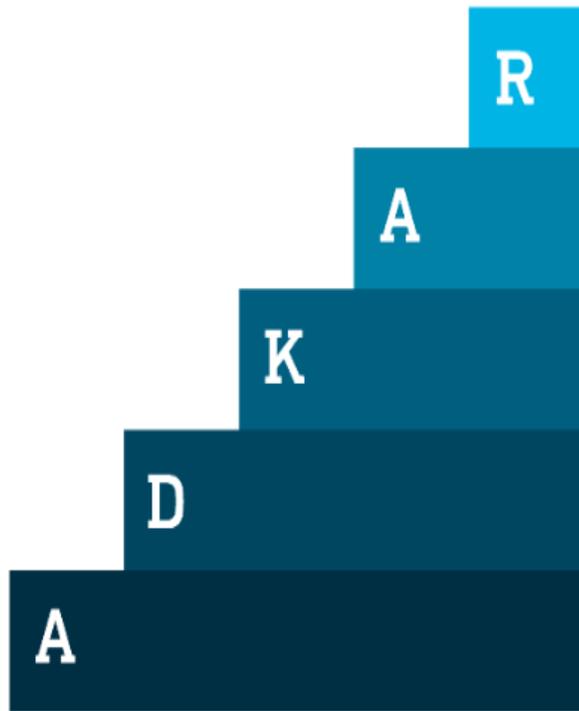
The five building blocks of successful change

| A | | **Awareness** of the need for change ("I understand why ...") |

The bridge between: ADKAR

Prosci® ADKAR® Model

The five building blocks of successful change

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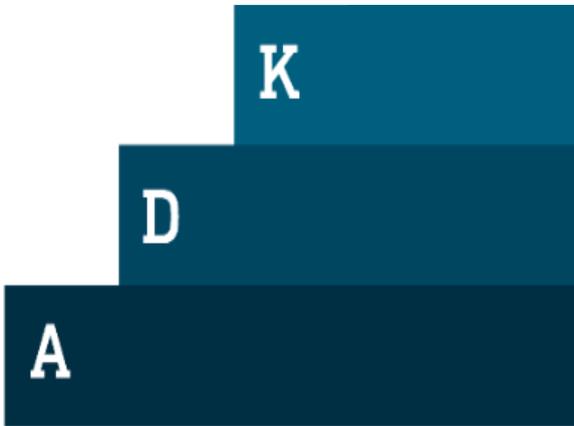
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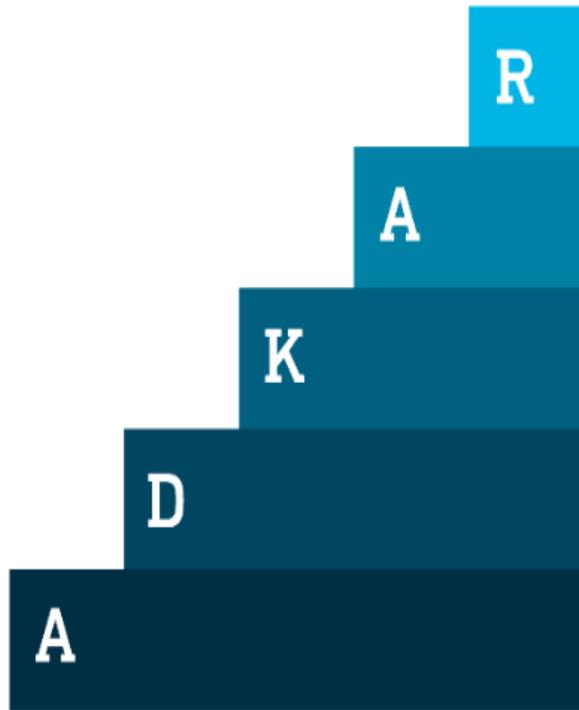
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Without ADKAR

Without Awareness and Desire

- Employees asking the same questions **over and over**
- Lower **productivity**
- Higher **turnover**
- **Hoarding** resources & information
- **Delays** in implementation

Without Knowledge and Ability

- **Lower utilization** or **incorrect usage** of new systems
- Employees **worry** whether they can be successful in the future
- Greater impact on **students**
- Reduction in **productivity**

Without Reinforcement

- Employees **revert** back to old ways of doing work
- **Utilization** is less than anticipated
- The organization creates a **history** of poorly managed change

How to move from now to the future

- Establish the why (Awareness)

- Create and fill new positions

- Train (Knowledge)

- Determine assessment priorities

- KEEP TALKING!!!

Transitional State

# Design thinking option – D4G

Liedtka, J, King, A. & Bennett, K. (2013). Solving problems with design thinking. Columbia University Press.
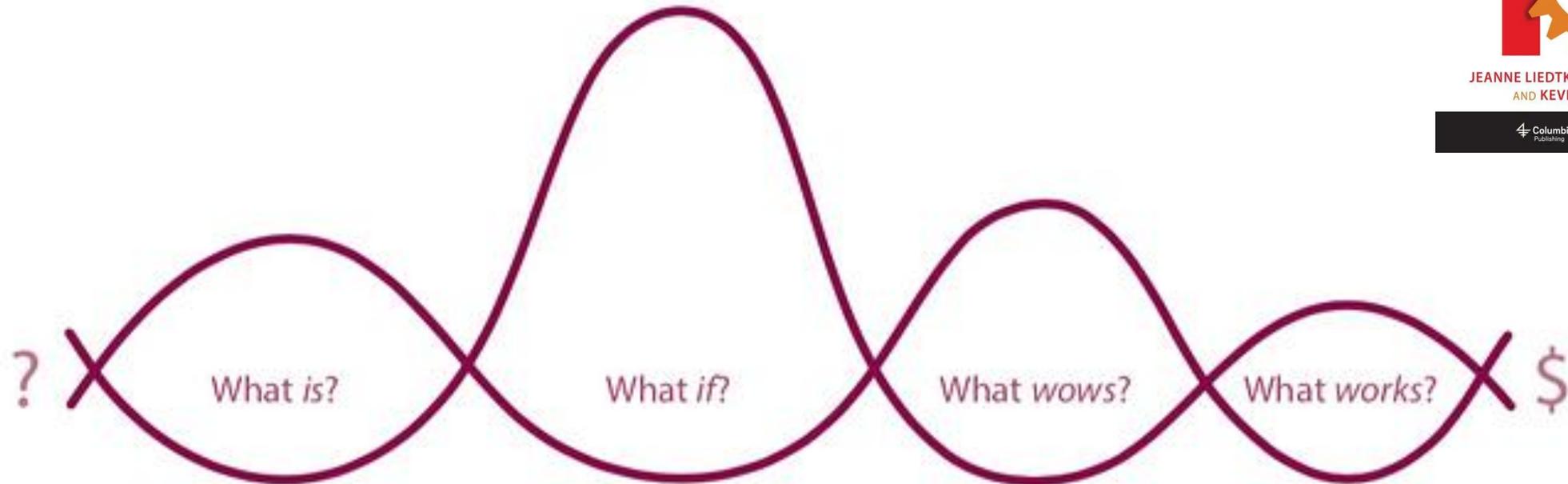
Why the change is worth it...

Dear April,

Thank you for inspiring me to do better! It has been a wonderful semester doing lots of fun and productive meetings with you ♡

I will miss our regular meet-ups!!

I will keep in touch and share good news with you.

I wish you all the best ♥

Best,

2023 · 04 · 26
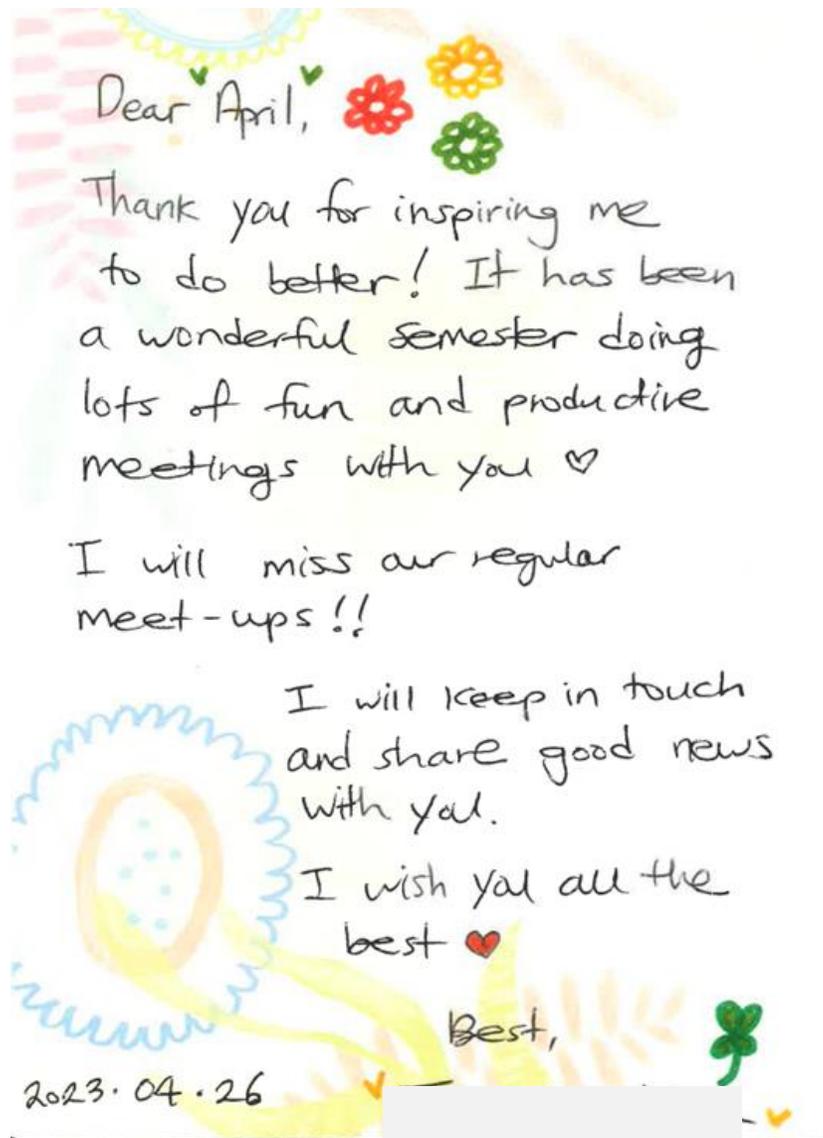
"I don't think I have any questions at the moment, our last meeting was really helpful and I have been using some of the resources you told me about. Thanks again for the continued support this semester!"

Thank you. Truly I appreciate all your help and the fact you care

Just wanted to let you know that I did great on my anatomy exam! I got 90%! Thanks for supporting me through this semester, I couldn't have done it without you!
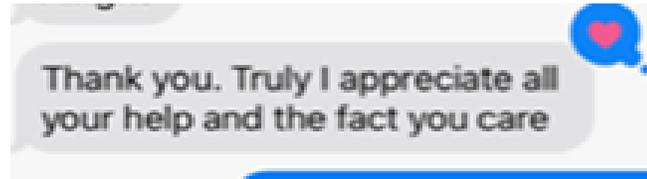
"Thank you for helping me handle this situation and talking through my nerves, it was really helpful and I appreciate you."

" Thank you for your support throughout the semester. I truly enjoy our small meeting every week. If it is possible, I would love to work with you in the next semester too. Thank you so much for your kind words and encouragement. Those mean a lot to me. Hope you have a wonderful day and great summer."

Why statements

Elements of a "Why" statement

- Presents the future state or vision
- Identifies how the current state does or cannot achieve the desired vision
- Uses data or relevant comparisons
- Does not blame a person, group, or department
- Outlines an implementation timeline (if applicable) and what next steps will look like

Why Statements: Components of our why

The Student Success Advocate program is being reimagined to a Student Success Coaching program to:

- provide greater accountability in data and assessment as well as alignment with department and university goals and metrics – clearly show the connection to student success

- create a structured and rigorous training program using proven methods

- Reduce confusion and scope creep by clearly distinguishing this service from others across campus

New coaching positions will be posted soon, with a start date of May 1, 2022. We are partnering with Inside Track for coaching training, assistance with assessment, and guidance to assist with the transition. The three-day Foundational Coaching Training will being on September 26, 2022 assistance in creating a coaching culture on campus.

Practice developing a why statement

You are the dean of a college at a regional four-year doctoral university and have been appointed to reorganize existing university divisions to create a new student success division. This division will encompass Undergraduate Education, Student Affairs, and Enrollment Management departments. This reorganization is a way to centralize critical units connected with the student experience. A task force is planned to determine how the units will be organized, with some potentially being consolidated or dissolved. This process will take six months to a year. Most staff are concerned about their jobs.

Develop a compelling why statement that:
- Articulates the need for change so people understand why it is happening
- Briefly outlines the change process
- Helps staff know they have a part to play in the change
- Provides a mechanism to communicate any concerns

Thank | U

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