

Objective #9: Skills and Resources for Library Innovation Team
Initial Work Plan

Charge:

Identify the skills and resources needed for library innovation and continued excellence and to develop new competencies through training and recruitment.

Overall Approach:

The innovations team intends to use an action research strategy, which is an interactive process of data gathering, reflection, implementation, and evaluation. The process provides staff and management opportunities to reflect on and assess their policies and practices; to explore and test new ideas, methods, and strategies; to assess how effective the new approaches were; to share feedback with others in the organization; and to make decisions about which new approaches have the greatest potential for advancing CUL strategic priorities.

Action Research Cycle

See Diagram 1 (attached) for an overview of the Phase I process described below.

Phase 1: Spring Semester 2005 - Spring Semester 2006

Step I: Data gathering (Begins spring 2005)

Objectives:

- 1) Gather data on organizational and personal attributes that facilitate or hinder innovation including:
 - A. Individual employee traits such as skills, knowledge and experience.
 - B. Organizational values, managerial practices, human resource programs and processes.

- 2) Benchmark best practices for improving and sustaining innovation, while avoiding staff burnout. Particular attention will be paid to:
 - A. Training programs
 - B. Recruitment and retention practices
 - C. Management practices

Strategy: Three-pronged approach to data gathering detailed below:

1) Internal data gathering:

(Subgroup members - Lydia Pettis (*lead*), Howard Raskin, Michelle Paolillo)

Objective: Describe the current climate for innovation at CUL from employee's perspective. Identify employee nominated best practices, conduct interviews, focus groups and other strategies as necessary to describe the current state of innovation from both management and staff points of view.

2) External Data Gathering:

Subgroup members: Deb Schmidle (*lead*), and Linda Bryan

Objective: Benchmark best practices for promoting and sustaining innovation, while avoiding staff burnout from peers and innovation leaders outside library profession. Conduct phone interviews. Make site visits to the most promising organizations when feasible.

3) Literature Review

Subgroup members: Lynn Thitchner (*lead*), Camille Andrews, and Michelle Eastman

Objective:

Identify empirical research on competencies for innovation and excellence in library services. From the research, compile a list of high level competencies for staff. Compile implementation suggestions on how organizational acquire/maintain staff with these competencies through training and recruitment. Compile other practices – organizational values, management practices, and leadership that enable innovation.

Step II: Synthesis of Findings (Begins summer 2005)

Objectives:

Describe the current climate for innovation at CUL. (The narrative will describe 1) the characteristics (knowledge, skills, and abilities) of an innovative Library worker and 2) the characteristics of an innovative CUL culture/climate.)

Assess CUL's strengths and weaknesses at the individual and organizational level. (The description provides a baseline for measuring progress after improvement strategies are implemented.)

Identify and close the gaps between the current and ideal states for CUL's innovation and continued excellence.

Select first-round implementation strategies which are defined as initiatives that are easy to implement and hold promise for the high-impact results.

Recommend promising strategies and develop implementation plans as appropriate approvals are received.

Milestone Deliverable: A report or presentation to LMT of our initial findings that will include: 1) a gap analysis between the current state of innovation at CUL and the ideal state, 2) a list of suggested areas for improvement: training, recruitment, management practices, policies, etc. 3) a "quick start" implementation plan, 4) a list of recommendations for the most promising interventions which need further development, and 5) a revised draft of measures of success.

Step III: Implementation Phase (Begins fall 2005)

If an organization is to be innovative, healthy and resilient, individuals within that organization must be able to manage change effectively. Data gathered over the past two years by Library HR and University Organizational Development Services indicates a need for more in-depth training and experience on managing change well.

Beginning Fall Semester 2005, Library Learning Opportunities will offer innovation-relevant courses including:

- 1) Crucial Conversations: This skills-based communication training is based upon the principles of mutual gains bargaining. The ability to find mutual purpose and to hold productive conversations about changes to the status quo are essential skills for innovation. Rollout plans include training for 1 class of 12 employees in 2005 Fall Semester.
- 2) Managing Organizational Change: Based on the research and teachings of William Bridges, a leader widely recognized for his ability to help people deal productively with change, this program teaches managers who are responsible for change implementation how to assist people through transitions as a result of reorganizations or other organizational changes associated with innovation. Roll out plan includes training for 60 supervisors.
- 3) Individual Transition in Organizations: This course, also based on Bridges' work, is a tool-based program for employees whose roles, careers, and lives are being impacted by transition as a result of change. Roll out plan includes training for 70 employees during 2005 Fall Semester.

Other training programs will be implemented as recommendations of the innovations team and other priority teams are approved.

Step IV: Evaluation and Action Research Phase II Cycle (Begins winter 2006)

This step will beginning with assessment and reflection of Phase I, then continue with a new round of implementation and evaluations. Measures of success will be finalized, measurement instruments created, and initial assessments conducted.

Measures of Success for CUL Innovation Using a Balanced Score Card Approach

A Balanced Score Card is an approach to measuring and managing the value created when investments are made to an organization's intangible assets. Investments in innovations will yield long-term result that can be measured in increased productivity, improved services and other outcome measures; however, short-term evidence of the impact of innovation is difficult to measure. The Balanced Score Card approach attempts to measure progress toward the desired state from multiple perspectives. Five possible perspectives that hold promise for assessing the impact of innovation improvement strategies:

1. **Organizational Perspective: CUL culture and values**
2. **Employee perspective: increased skills, resiliency, and ability to innovate**
3. **Learning & Growth Perspective: individual and organizational learning**
4. **Internal Perspective: CUL practices and procedures**
5. **Customer Perspective: value-added services, products, and/or relationships with users.**

The finalized measures of success will evolve **as work through the action research process progresses**. Measures of success will be aligned with and focused on CUL's strategic plan rather than increasing CUL's capacity for innovation simply for innovation's sake. Final measures of success will submitted for approval in 2006.

Initial Draft of Measures of Success for Increasing CU's Capacity for Innovation

Perspective	Objective	Strategies	Measures
<i>Organizational</i>	Foster a healthy organizational climate to ensure sustainability of continuous innovation (while avoiding staff burnout)	To Be Developed	<u>Examples:</u> Improvement in organizational score on Gallup Organization's 12 question organizational climate survey or similar instrument
<i>Employee</i>	Increase individual capacity to respond with resiliency (while avoiding burnout) during times of discontinuous change	To Be Developed	<u>Examples:</u> Increase in employees' perceptions that their opinions matter.

<p><i>Learning and Growth</i></p>	<p>Increase the transfer of tacit knowledge of employees throughout CUL.</p>	<p><i>To Be Developed:</i></p> <p><u>Examples:</u> Enhance existing opportunities for sharing lessons learned from experiments/new initiatives.</p> <p>Create new opportunities for learning from our collective experiences.</p>	<p><u>Examples:</u> Increase in the number of CUL-sponsored opportunities for exchange of ideas.</p> <p>Increase in perception of employees that sponsored events are useful.</p>
<p><i>Internal processes:</i></p> <p>Recruitment practices:</p> <p>Training</p> <p>Management practices</p>	<p>Hire staff with core competencies in innovation.</p> <p>Existing staff have competency in innovation</p> <p>Promote risk taking while ensuring responsibility and accountability</p>	<p>To Be Developed</p>	<p><u>Examples:</u> Increase in number managers screening candidates for core innovation competencies.</p> <p>Number of programs and % of training budget dedicated to improving innovation</p> <p>Increase in employees' perception that they can honestly and respectfully disagree with management.</p>
<p><i>Customer (ultimate long-term measure of success) Customer satisfaction with value-added to products, services, and relationships with CUL employees.</i></p>	<p>Users are satisfied with value-added to products, services, and their relationships with CUL employees.</p>	<p>To Be Developed</p>	<p><u>Examples:</u> Use metrics such as ARL, Libqual, etc. to measure: Increase in the number of value-added product and services to provided users</p> <p>Reduce the time it</p>

			takes to deliver enhance functionality of services/products to users. Extend existing and/or new products and services to new markets of users
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