Leading change

Transitioning the library using change management and evidence based practice

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This is “a time of great transition in libraries”
Halling & Carrigan, 2012

- Interdisciplinary and international research
- Fiscal challenges
- Changing pedagogical approaches
- Ubiquity of access to online resources
- Shifting institutional priorities
“An effective manager perceives an organization not as an entity, but as a network of people whose abilities, talents, and feelings combine to bring about library service. The successful integration of change in a library rests on the manager’s ability to manage people during change. In fact, the reason most change fails is that managers do not take people into account.”

- Curzon, 2006
Change management

Organizational change requires people to change how they do their work.

Change management focuses on the people – building awareness of the need for change, desire for the change, and the knowledge and ability to successfully navigate the change.
Evidence based library and information practice (EBLIP)

EBLIP brings together research evidence, user needs and preferences, and professional expertise in a five-stage sequential process.

- Shaping the question
- Gathering evidence
- Evaluating the evidence
- Implementing the change
- Disseminating and evaluating the change
Why change management and EBLIP?

- EBLIP’s structured evidence-based approach brings rigour and credibility to the change process
- Change management focuses on helping people affected by change move through it in a positive way
USask approach

- **Phase 1**: Shape the question/vision, gather external evidence, and build awareness of the need for change
- **Phase 2**: Gather and evaluate local evidence and develop a desire for change
- **Phase 3**: Develop the knowledge and ability to change; implement the change, then assess the change and support it
USASK EXAMPLES
Using change management and EBLIP
Bringing a unit into the library

*Goal*: For the library to deliver effective, accessible, and streamlined student academic support programs.

- **Phase 1**: change was university-mandated; developed a vision; learned how other academic libraries provide this programming
- **Phase 2**: created working groups; met with students
- **Phase 3**: implemented the change within institutional timeframe; continue to assess and revise programming and ways of working together
Changing librarian roles

Goal: To establish a process to deliver relevant and responsive library services within the current librarian complement.

- Phase 1: need to respond to changing environment; external review of liaison model; service models from other libraries
- Phase 2: consultation with librarians; all shared in creating the solution
- Phase 3: developed thematic plans with action item teams; progressed the library toward goal
Developing a master space plan

**Goal:** To develop a multi-year, high-level plan that provides direction and vision for library spaces.

- Phase 1: need to respond to demand for different spaces; developed a vision; review of other spaces
- Phase 2: multiple avenues to gather local evidence; engage clients and library staff in shaping new spaces
- Phase 3: plan developed and shared with campus; process shared with library community; plan revised
Lessons learned

- Regular, consistent messaging repeating the ‘why’ of the change
- Incorporate professional expertise with local and external evidence
- Build desire through engagement
- Clearly explain new roles; support employees with training and time
- Assess; be prepared to adapt to the reality of implementation

And be sure to celebrate success!
Reference List


Images of the University of Saskatchewan by David Stobbe, stobbephoto.ca
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Questions?

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