

Strategy Planning Through Implementation

WACUBO BMI 2023

Ruth Johnston, Ph.D.,
RAJ Consulting
425-922-9049

ruthajohnston@comcast.net

[linkedin.com/in/ruth-johnston-ph-d-219988](https://www.linkedin.com/in/ruth-johnston-ph-d-219988)



Ground Rules

- Be on time, come prepared, and end on time
- Stay with agenda unless team decides to deviate or move on; keep on the subject and current issue
- Do work assigned between meetings if needed; follow through on commitments
- Give permission to question and be questioned
- Help include others, share the floor, and allow for all voices
- Free yourself of distractions (phones, e-mail)
- Minimize paper – go green
- If a member misses a meeting, take responsibility to catch up
- Have open, free communications
- Maintain a safe environment
- Assume best intent, don't take things personally
- Ask for clarity when needed
- Be positive – change is hard
- Celebrate success
- 80% is good enough!

Agenda

- Session One: Strategy Planning Overview
- Session Two: SWOT, Mission, Vision, Values and Strategy Mapping
- Session Three: Action Planning and Lean Process Improvement; and Demonstrating Knowledge
- Session Four: Leading Change and Course Summary



Case Study Work and Teams

- In teams, you will complete work assignments and report out at last session
 - ✓ SWOT analysis
 - ✓ Strategy map (mission, vision, values, strategic goals)
 - ✓ Activity Scope related to one strategic goal
 - ✓ Presentation

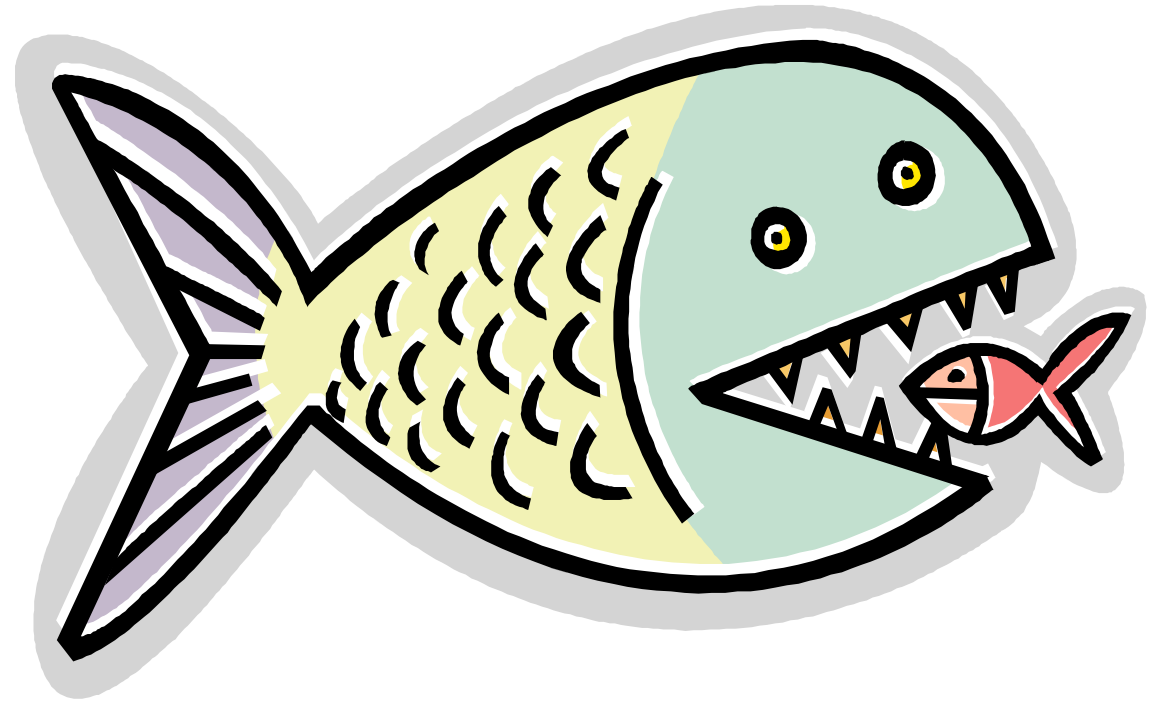


Session One: Strategic Planning Overview



But first, what about culture?

Culture can eat strategy for lunch, but without strategy you cannot change the culture! -Peter Drucker



What is Strategic Planning?

“Strategic planning is the process by which the guiding members of an organization envision its future and develop the necessary procedures and operations to achieve that future.”

*- J. William Pfeiffer, Leonard D. Goodstein,
Timothy Nolan of University Associates, Inc.*

and

Continuum

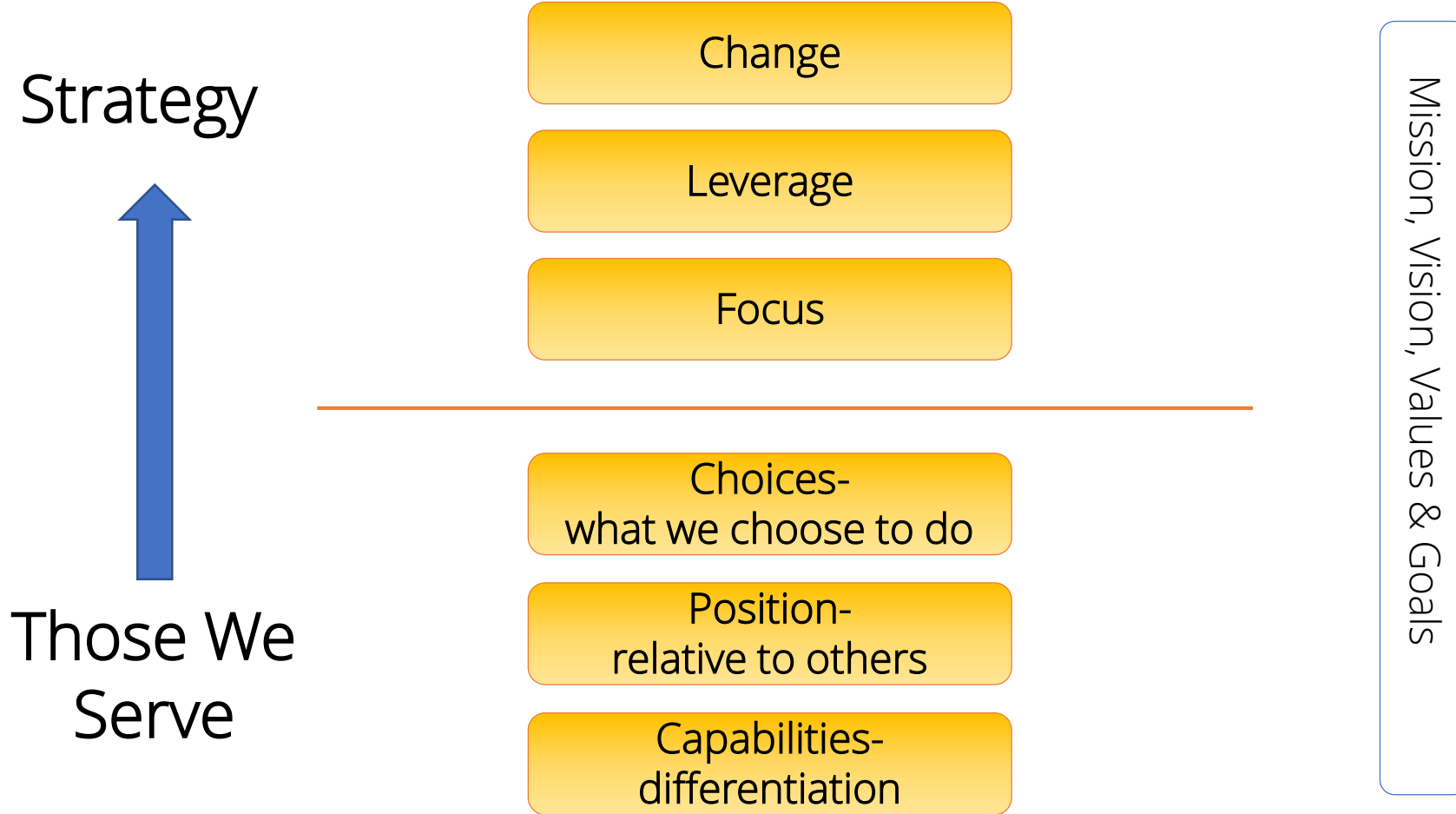
Each of these components needs the other two in order to make an impact in an organization



Engage, Envision and Transform

- Strategic planning is aimed at **engaging with work groups to envision the future and manage the inevitable changes** caused by economic conditions, leadership, student, patient, or organizational needs and technology. It assists organizations to **help shape the future**, rather than to simply prepare for or adapt to the future. It also looks very carefully at current performance and allows for analysis of the gaps between the present and the envisioned future.
- Because all levels of staff and faculty are to be included in this process, all tasks and positions are open to evaluation. The Applied Strategic Planning Model looks at the values held and articulated by the organization and fits those values into the mission of the organization and the plans that are made. **Decisions are made more easily and are consistent with predetermined goals, values and missions.**
- Another goal of strategic planning is **to transform the strategic plan into individual plans and actions** and to reward behavior accordingly.

Strategy is about...



Assumptions Around Strategic Planning

- The process of planning is as important, as the product.
- It can be painful.
- It requires changing the culture of the organization.
- It is a crafting process.
- It develops the form and function of the organization.
- An organizational development tool designed to influence the future, to anticipate and respond appropriately to changing times, to increase productivity and to develop consensus and commitment.
- Strategic planning is about shaping change.

Strategic Planning Features

- Strategic decision making means its leaders are **active** rather than passive about their position in history.
- Strategic planning **looks outward** and is focused on keeping the organization in step with the changing environment.
- Strategy making is **competitive**, recognizing that organizations are subject to economic market conditions and to increasingly strong competition.
- Strategic planning **concentrates on decisions**, not on documented plans, analyses, forecasts and goals.
- Strategic planning is people **acting decisively** (and roughly in concert) to carry out a strategy they have helped devise.
- Strategy making is a **blend of rational and economic analysis, political maneuvering and psychological interplay**. It is therefore participatory and highly tolerant of controversy.
- Strategic planning concentrates on the **fate** of the organization above everything else.

10 Principles of Strategy Through Execution

1. **Aim High** – lead, communicate, set lofty goals, demonstrate courage and commitment
2. **Build on Your Strengths** – what makes us distinctive?
3. **Be Ambidextrous** – must be able to manage strategy planning and execution equally well
4. **Clarify Everyone’s Strategic Role** – and expect action in alignment
5. **Align Structures to Strategy** – reorganize if needed, collect metrics
6. **Transcend Functional Barriers** – don’t allow for silos, working independently, create cross functional teams
7. **Become Fully Digital**
8. **Keep It Simple, Sometimes**
9. **Shape Your Value Chain** – engage your partners
10. **Cultivate Collective Mastery support** - encourage, be flexible

“Fit for Growth”

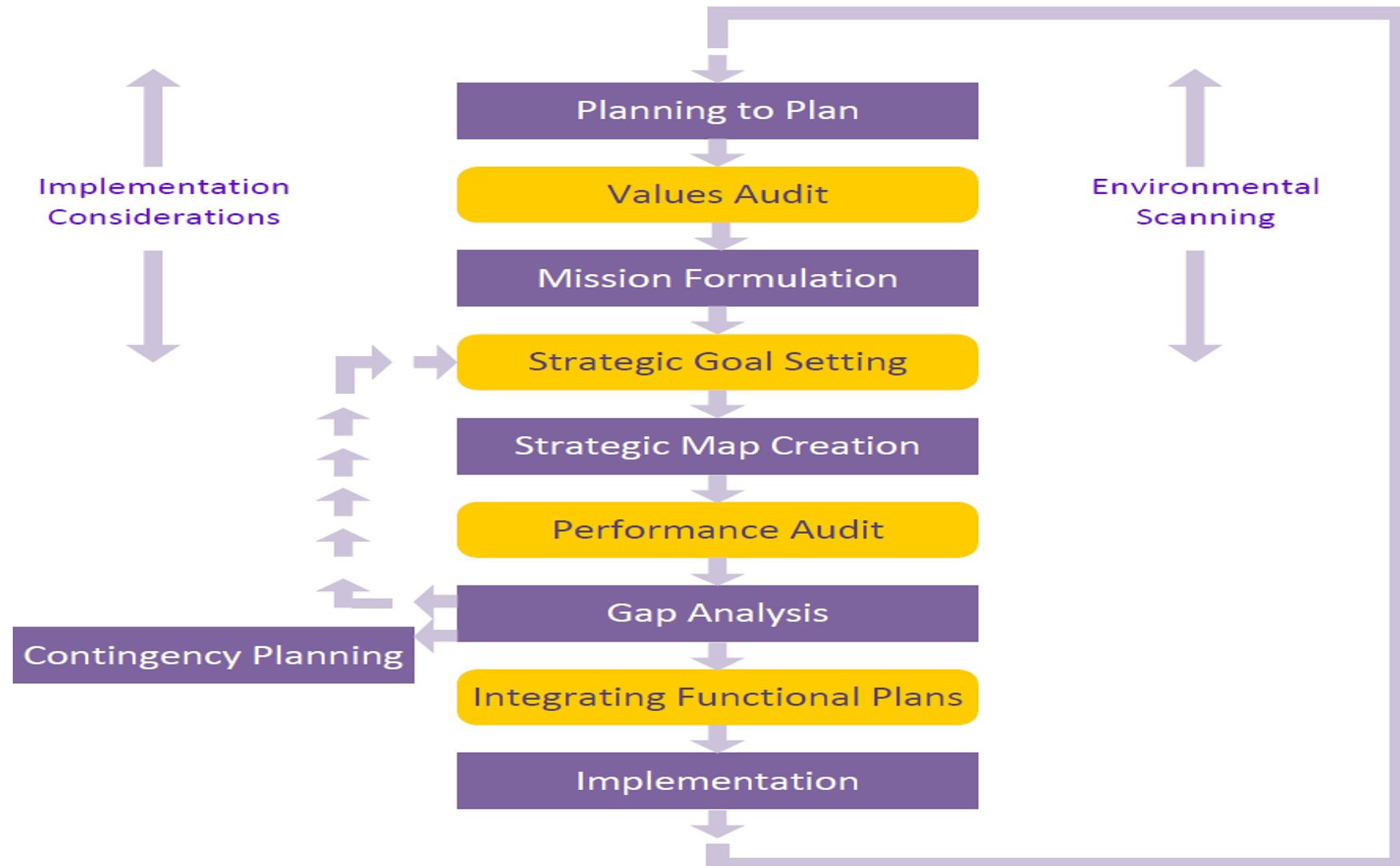
Benefits of Strategic Planning

- Increased effectiveness
- Increased efficiency
- Improved understanding and better learning
- Better decision making

-John Bryson and Farnum Alston

Strategic Planning Model

J. William Pfeiffer, Leonard D. Goodstein,
and Timothy Nolan of University Associates, Inc.



Phase of Planning: Planning to Plan

- Usually done in conjunction with the top-level management in the organization, school or institution, this phase includes decisions on who will be involved in the process, how long it will take, who will perform certain tasks or roles, and other similar logistical issues.
- **Outcomes:**
 - Identification of the planners and their roles (usually no more than 12)
 - Understanding and support for planners to reallocate their responsibilities in order to participate
 - Awareness of the strategic planning model and the established time frame (for ex., 3–10 days in planning meetings over 9–12 months)
 - Determination of organizational assistance needed to enhance the planning effort

Organizational Support for Strategic Planning

Instructions:

This instrument will help you and your fellow participants examine the strength of support in your organization for effective strategic planning. Sixteen conditions which foster effective strategic planning are listed below. Consider to what extent each condition is present in your organization and state your feelings by circling the number that best corresponds to your opinion. Add all of the circled numbers and write the total in the box provided.

	Not Very Present	Some-what Present	Mostly Present	Almost Completely present
1. Clarity of responsibilities between operation units	0	1	2	3
2. Successful history with planning and implementation	0	1	2	3
3. Prior skills in planning	0	1	2	3
4. Effective communication and feedback systems	0	1	2	3
5. Rewards for long-term thinking and action	0	1	2	3
6. Available information on the organization's business activities	0	2	4	6
7. Available information on the organization's business environment	0	2	4	6
8. Sufficient time and attention given to planning tasks	0	2	4	6
9. Good relations between segments of the organization	0	2	4	6
10. Desire among managers to do strategic planning	0	2	4	6
11. Financial and political stability	0	3	6	9
12. Willingness to take calculated risks	0	3	6	9
13. Demonstrated creativity	0	3	6	9
14. Demonstrated flexibility and adaptiveness to change	0	3	6	9
15. Skill at group process and interpersonal relations	0	3	6	9
16. Commitment of the senior leader to planning	0	3	7	10

Total Score (100 possible)

Phases of Planning: Values Audit

This phase includes two parts:

- A discussion of core values the organization wants to embrace and how those values are articulated or presented to the staff and constituencies. This is a very important section of the strategic planning process because the values held and espoused directly affect what will or will not be accomplished within the work unit.

Outcomes:

- Agreement on shared organizational values
- Statement of organizational values
- Understanding of organizational culture and operating philosophies

Phases of Planning: Mission and Vision

- The group reviews or writes a mission statement that clearly defines answers to three questions and defines the most important element: 1) what function is performed, 2) for whom and 3) how. Identifying the answers to these questions is often fairly-easy writing the mission statement to the group's satisfaction is most difficult. This should articulate the purpose of the organization and often doesn't change much.
- The group then writes a vision statement, a stretch into the future, of what it wants to achieve or be known for in the future. Sometimes groups combine mission and vision, for a visionary mission.

Outcomes:

- Identification of organization's primary mission and what makes it distinctive
- Understanding of who the organization is primarily serving
- Understanding of how the organization does its work
- Agreed upon mission statement (clear, brief, realistic, reflective of values, energizing)
- Agreement to a vision statement

Phases of Planning: Strategic Goal Setting

This phase envisions the future and defines goals and directions in the context of the functions it wants to perform. It looks at how to measure success, how to achieve it and how these elements fit within the mission of the unit. Decision making criteria is also determined in this phase.

Outcomes:

- Understanding of planners' orientation to creativity and risk
- Identification of critical success measures
- Understanding of primary functions/program areas
- Understanding of the kind of culture needed to support the plan

Big Hairy Audacious Goals (BHAG)

"A true BHAG is clear and compelling, serves as unifying focal point of effort, and acts as a clear catalyst for [team spirit](#). It has a clear finish line, so the organization can know when it has achieved the goal; people like to shoot for finish lines."

— Collins and Porras, [Built to Last: Successful Habits of Visionary Companies](#)

Martin Luther King: I Have a Dream:

<https://www.youtube.com/watch?v=3vDWWy4CMhE>

JF Kennedy: Why we go to the moon:

<https://www.youtube.com/watch?v=RaRC6YuYCQ>

Phases of Planning: Performance Audit

- This audit analyzes the current or recent performance of the organization. Discussion of internal strengths and weaknesses and external opportunities and threats is held. This phase looks at communication methods, how tasks get completed, how duties are allocated and assessment of productivity.

Outcomes:

- Determination of how the performance audit will be conducted
- Understanding of strengths, weaknesses, opportunities and threats to the organization (SWOT)
- Measurement of the current performance of the organization

Phases of Planning: Gap Analysis

- The gap analysis is a comparison of the performance audit and the envisioned future. Plans are made to address any gaps.
- This phase can be disheartening to some if the gaps are large between current and desired performance.

Outcomes:

- Identification of the gaps between current performance and desired performance
- Development of strategies to bridge the gaps, such as broadening the time frame, reducing the scope of the objective, reallocating resources to focus effort, or obtaining new resources

Phases of Planning: Contingency Planning

- This phase includes considerations of any opportunities or threats which may occur to jeopardize the strategic plan. Examples might include changing economic times, a decrease in enrollments, leadership shifts or the assignment of new divisions or functions. The planners will develop indicators and plans to deal with contingencies based on factors that could affect the organization.

Outcomes:

- Understanding of the most important and probable internal and external vulnerabilities of, and opportunities for, the organization
- Understanding of the point at which to take action if the contingency comes true
- Developing and integrating

Phases of Planning: Action Plans

- This phase includes the development of the action plans and budgets (general-not overly detailed) by the units/teams. Plans may include impact to financial, human resources, operations, customer service and even marketing. The plans should ideally be completed before budget decisions are finalized so that they may be prioritized and incorporated. Plans are then checked against organizational values and the mission statement. This phase entails group agreement to work together, share resources and support each approved plan.

Outcomes:

- Consideration of appropriate organizational structure needed to make the plan successful
- Identification of functions to submit supporting plan
- Overall resource review (budgets, resources needed, etc.)
- Understanding of predicted conflict between areas

Phases of Planning: Implementation

- The final phase involves taking the action plans and integrating them within the organization. Implementation is the step in the strategic plan when the plans become functional. A review of the process, plans to evaluate progress, and a reward system need to be incorporated in this phase as well. Finally, the plan should capture the commitment of the organization, be consistent with its values, beliefs and culture, and spur the unit into action.

Outcomes:

- Creation of a communications plan to reinforce the strategic plan with all impacted
- Identification of any changes needed to support the plan, e.g., management structure, reward system and/or information systems
- Identification of ongoing training and tools needed to manage strategically

Leading the Effort: Your Role

The leader/planner role varies depending on the leader's skills, abilities and interests, and those of the organization he or she is leading. However, Mintzberg identifies several key qualities of the planner:

1. **Planners are crafters:** they must have intimate knowledge of the area being studied and be flexible to shift as needed (think of a potter).
2. **Planners see patterns in action** and plan for the future with consideration from patterns from the past.
3. **Planners understand that strategies need not be deliberate**, they can emerge and form, as well as be formulated.
4. **Planners manage strategy**—they are involved, responsive, sensitive, encouraging, have individual vision and are continuous leaders.
5. **Planners manage stability**—they know the subject area, detect discontinuity, manage patterns and reconcile change and continuity.

Leadership Considerations

- Who should be involved with the effort?
- Who else outside the organization should I talk to?
- What changes are occurring in your organization, in the state, nation or globe that might influence your plan?
- How will you communicate about the planning effort and final plan?
- What is your role as coordinator of the effort: a visionary, a doer, a meeting leader, a member, etc?

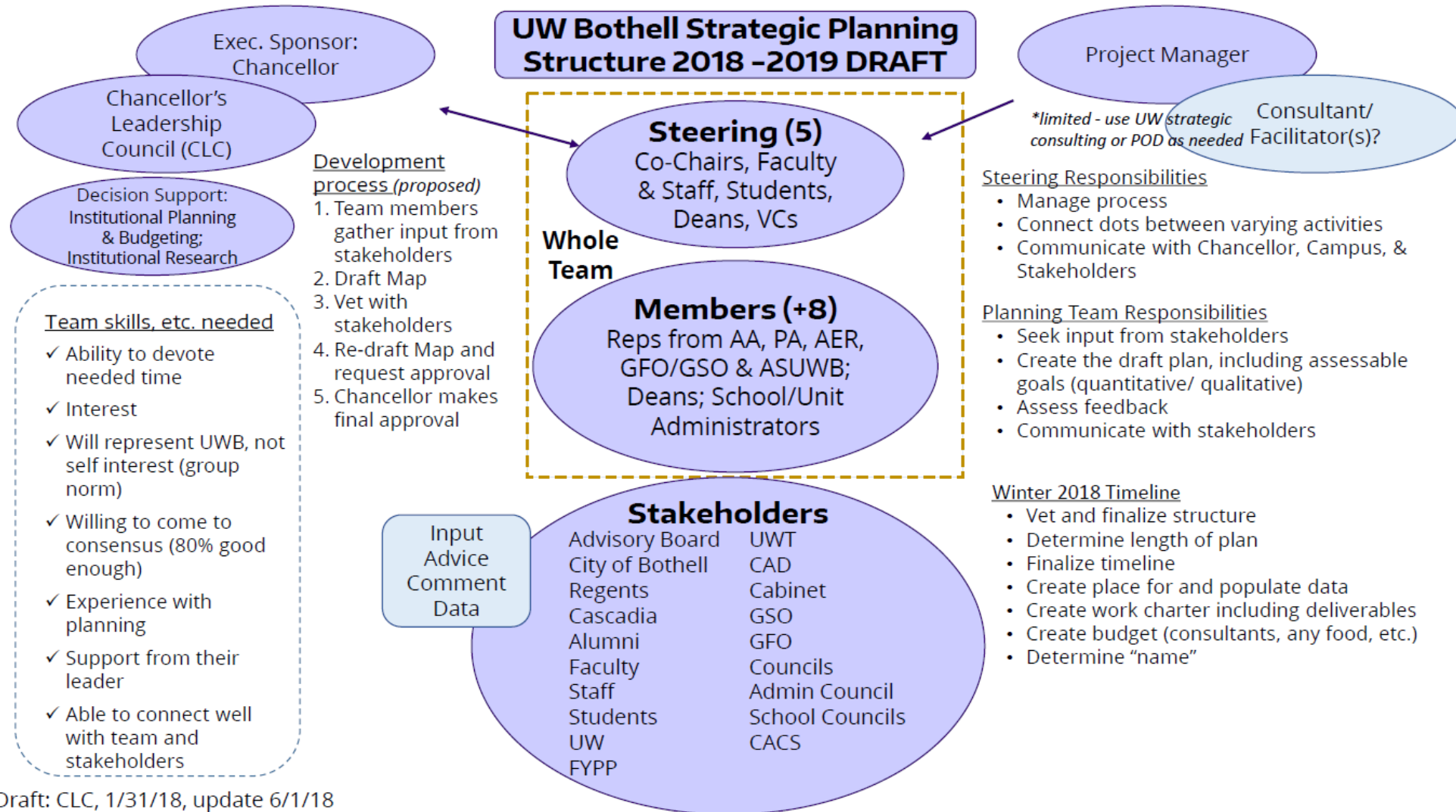
Structural Alternatives

- Do it alone and present to organization/guiding members
- Do it alone, ask for response and revise based on input
- Charter strategic planning team to lead effort
- Leader drafts plan for consideration
- Leader leads team-based effort to draft plan
- Team prepares plan and presents to leader
- Find a consultant/facilitator to lead team through the effort
- Check with other leaders and institutions for their models

Role of Strategic Planning Project Manager

- Serve as point of contact for the leader, sponsor and team members (resources, process, conflict management)
- Regularly connect the leaders/sponsors with each other to share information and learning
- Set clear expectations for teams, taking lead from sponsor
- Assure strategic alignment of activities toward achievement
- Provide feedback and communications to team leaders and members
- Collect information and metrics and report on team progress
- Assist teams to prepare for updates
- Identify and provide training as needed for individuals, teams or all involved
- Assist team over hurdles/barriers

Who is Involved...You!



Draft: CLC, 1/31/18, update 6/1/18

Planning to Implementation Flow

Strategy

Brings Forth



Activity Scopes

Brings Forth



Initiative and Project Profile

College of Veterinary Medicine and Biomedical Sciences
Strategy Map 2014-2017 Draft 6.0

Mission: We increase the health of animals, people, and the planet through innovative and evidence-based teaching, research, outreach, and clinical service. Through our actions, we empower the next generation of leaders to change the world.

Values: Team, Accountability, Collaboration, Transparency

Balance Value to Those We Serve (S)
 Enhance educational opportunities and career services for all students. (S-1)
 Enhance research, teaching, and service to students, faculty, and staff. (S-2)
 Lead initiatives to solve major health issues confronting students, people, & the planet. (S-3)
 Foster mutually rewarding, long-term partnerships with clients, donors, donors, and industry. (S-4)
 Develop collaborations to advance programmatic diversity. (S-5)

Achieve Operational Excellence (O)
 Maximize college-wide productivity and engagement. (O-1)
 Optimize operational org structures and shared services. (O-2)
 Ensure transparent leadership and shared governance. (O-3)

Ensure Our Financial Future (F)
 Develop and diversify funding sources and invest in new opportunities. (F-1)
 Increase revenue and invest in new opportunities. (F-2)
 Create new and strengthen existing relationships with state & federal agencies. (F-3)
 Make our college the higher education community's preferred choice. (F-4)

Create the Organization of Choice (C)
 Enhance collaboration and communication to improve productivity, quality, and efficiency. (C-1)
 Build and sustain a culture of personal & professional development. (C-2)
 Enhance program and processes to increase diversity among students, faculty and staff. (C-3)

Personal & Professional Development – Activity Scope Date: January 29, 2014

Background / Problem Statement
 There is not a consistent personal development process leading to best of breed professional development. Best employees engage because they don't see their future and lack of engagement. It is an opportunity to support leadership of others and provide for the future. The work of professional development is to build a culture of excellence, innovation, safety, security and comprehensive programs toward success.

Mission of the Activity
 In order to achieve mission, vision and values develop and institutionalize a set of activities and processes to enhance future leadership planning, succession, employee alignment, and engagement.

Specific Goals / Objectives
 1. Establish a meaningful mission statement.
 2. Identify competencies in roles for all PDCOs.
 3. Develop a process of entry level individuals want to do and the specific position requirements, now and into the future.
 4. Develop required capabilities to get all employees oriented to the college in personal professional skills, technical, overall orientation
 5. Identify skills and knowledge gaps and targeted skills and knowledge for all employees.

Strategy it Aligns With
 Organization of Choice - C-3
 What Measures Will You Use: baseline, progress, outcomes

Sponsor/Owner
 Gregg Dean, Department Head, Microbiology, Immunology & Pathology (DMIP)

Project Leader / Manager
 Becky Trentlage, Business Officer, DMIP

Facilitator (if there is one)
 N/A

Team Members
 Gail Gumminger, Administrator, VTH
 TBD - Vet Technician, VTH (Gail Gumminger to identify)
 Christy Corral, Director of Human Resources, College Office
 TBD - Research PI, ERHS (Gregg Dean to identify)
 Carol Deane, Asst. to Deat. Head, Biomedical Sciences

Populates

CVMS - <Initiative Name>
 Owner - <name>

Project Profile

Description, Objectives and Goals

Metric and Measures

Key Deliverables/Milestones

	Q1 FY2015	Q2 FY2015	Q3 FY2015	Q4 FY2015

Executive Dashboard

Periodic Program Status

Program Roadmap

Strategy	Initiatives	Target Measures	Phase	Phase Status	Status Comments/Risks/Barriers	Sponsor	Project Manager
S-1 Enhanced Educational Opportunities and Career Services				Green		Dea	
O-3 Increase and improve teaching, research and service facilities.				Green		Thom	
O-4 Optimize operational org structures and shared services				Green		Mark	
O-5 Ensure transparent leadership and shared governance				Green		Chris	
F-2 Diversify funding sources and invest in new opportunities.				Green		Jan	
C-3 Build and support a culture of personal and professional development				Red		Gregg	
				Yellow			

DRAFT

5/6/2014	Improvability and Reliability	Q3 2014	Q4 2014	Q1 2015	Q2 2015	Q3 2015	Q4 2015	Q1 2016	Q2 2016	Q3 2016	Q4 2016
C3 Organization of Choice - Program Roadmap		X	M	J	J	A	S	S	S	S	S
Improve Community Engagement											
Engagement Survey											
Develop Support and Software program											
Develop Support and Software program											
Faculty and Student Survey											
Faculty and Student Survey											
Faculty Action Plans to Address Challenges											
Faculty Action Plans to Address Challenges											
Plan for FY 2015											
Plan for FY 2015											
Improve Professional Development											
Evaluation Process											
Evaluation Process											
Evaluation Process											
Evaluation Process											
Implement											
Implement											
Implement											
Implement											
Monitoring											
Monitoring											



Balanced Scorecard Strategy

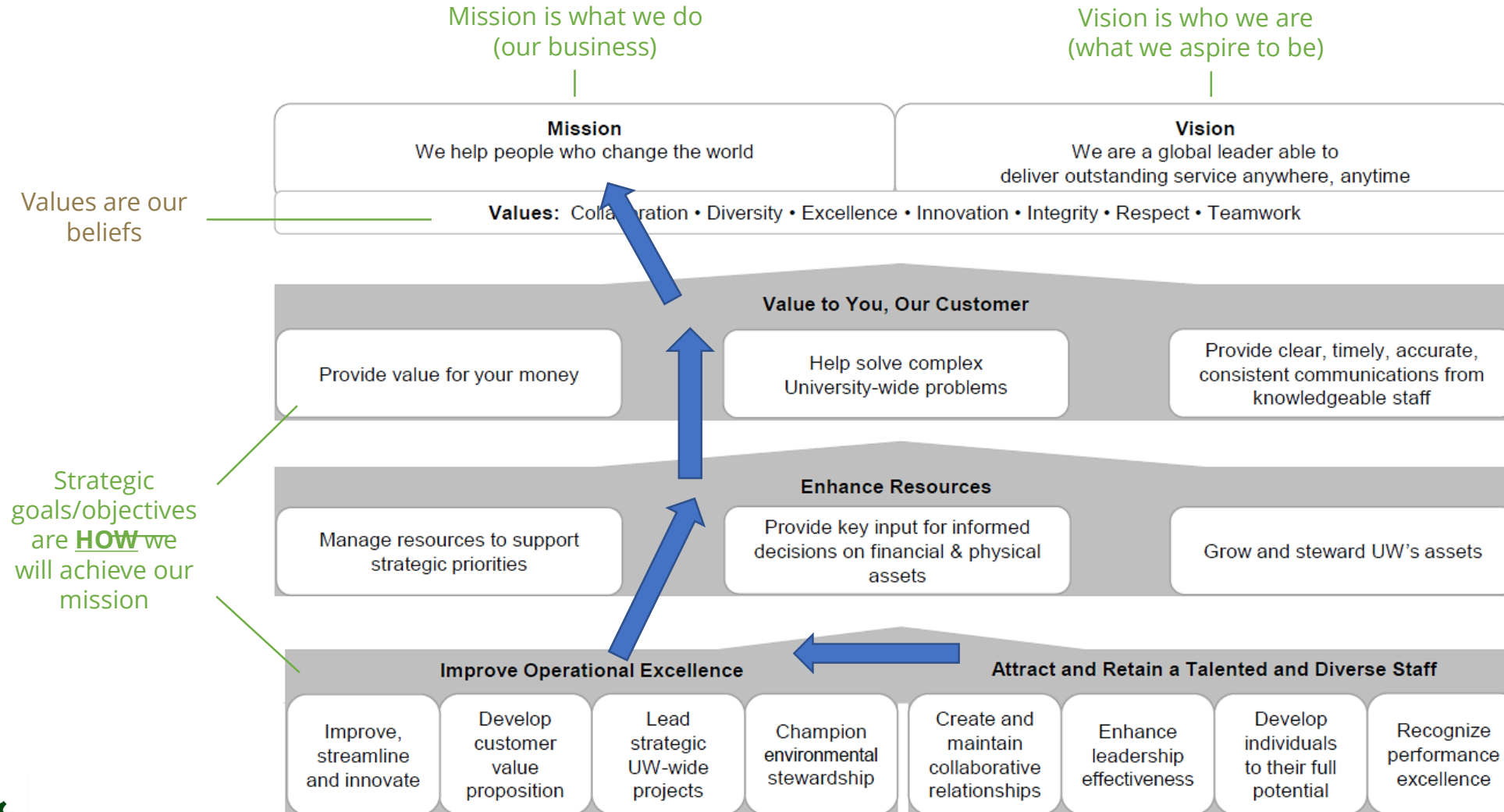
Structure of the Scorecard

- Strategy is an organization's plan to look forward
- Strategic goals are foundation for achieving strategy
- Quadrants:
 - Financial
 - Customer
 - Internal Process
 - Learning and Growth
- Initiatives/Activities are the key action steps needed to achieve the strategic goals
- Illustrates patterns to examine past performance
- Measures are chosen to track success
- Targets are the level of performance needed

Glossary of Terms

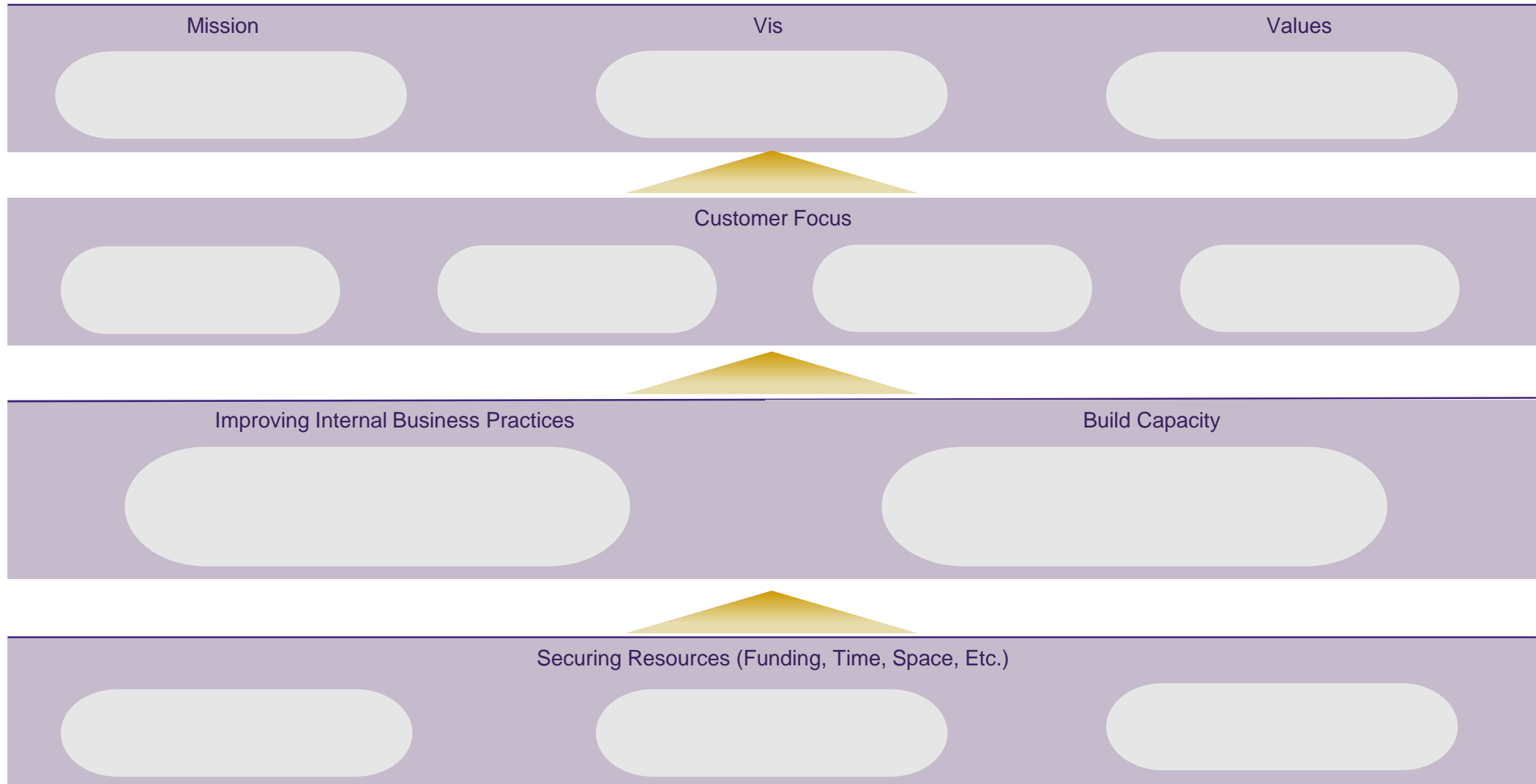
- **Strategy Map** — one-page visual representation of the mission, vision, values, strategic themes, and strategies. Normally a 3-5 year period. The map is dynamic and should illustrate how these goals in relation to each other will help achieve the mission, vision and values.
- **Mission** — the purpose of the organization (doesn't usually change).
- **Vision** — what the organization hopes to achieve (changes over time as vision is realized).
- **Value** — core beliefs of the organization, e.g., teamwork. A small set of 5-7 values people demonstrate in how they work. Some values may be those the organization wants to achieve and will work toward.
- **Strategic Theme** — a description of a set of strategies, e.g., customer focused, internal processes, assets, organizational capacity. See Balanced Scorecard Strategy slide on prior page. The themes can be named what makes sense to the organization.
- **Strategic Goals/Objectives** — future focused activity that will help drive the organization in meeting its mission and vision.
- **Actions/Initiatives** — not on the strategy map but are activities or initiatives the organization will take in order to achieve the strategic goal. Often to-dos.
- **Activity Scope** — a one page visual (included later) that can be used to map out the actions needed to achieve a goal. Includes problem statement, activity's mission, objectives/set of to-do's, timeline, alignment with strategy, roles (sponsor, leader, facilitator, team members).

Anatomy of a Strategy Map



Strategy Map for 2023-2026

ORGANIZATION NAME: _____



What is our essential core?

OUR MISSION ///
Preserve, advance and disseminate knowledge through research, education & service

OUR PROMISE ///
Together undaunted for a world of good — leading-edge student experience, public as a philosophy, proven impact and innovation mindset.

What will the future look like?

THE UW OF THE 21ST CENTURY ///
More competitive, collaborative, technology-adept, nimble and diversified. Committed to strategic priorities of maintaining quality, staying true to our mission and providing solutions to society's most pressing issues.

How do we get there from here?

SUSTAINABLE ACADEMIC BUSINESS PLAN ///
Purpose: Align activities with strategic priorities

What are our drivers of change?

Financial Realities <ul style="list-style-type: none"> • Uncertain state and federal funding • Need to diversify revenue streams 	Increased Competition <ul style="list-style-type: none"> • For the best students and faculty • For affordable, quality higher education • From traditional, international and for-profit institutions 	21st Century Trends <ul style="list-style-type: none"> • Ubiquitous Technology • Changing Expectations • Shifting Demographics
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What are our long-term goals?

SUSTAIN	COMPETE	TRANSFORM
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What are our near-term goals?

Decrease Costs	Increase Revenues	Invest in People	Invest in Infrastructure	Increase Access
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What are we doing well?

Existing efforts like those described in briefs, Provost reports, etc.

What more can we do?

KEY INITIATIVES ///

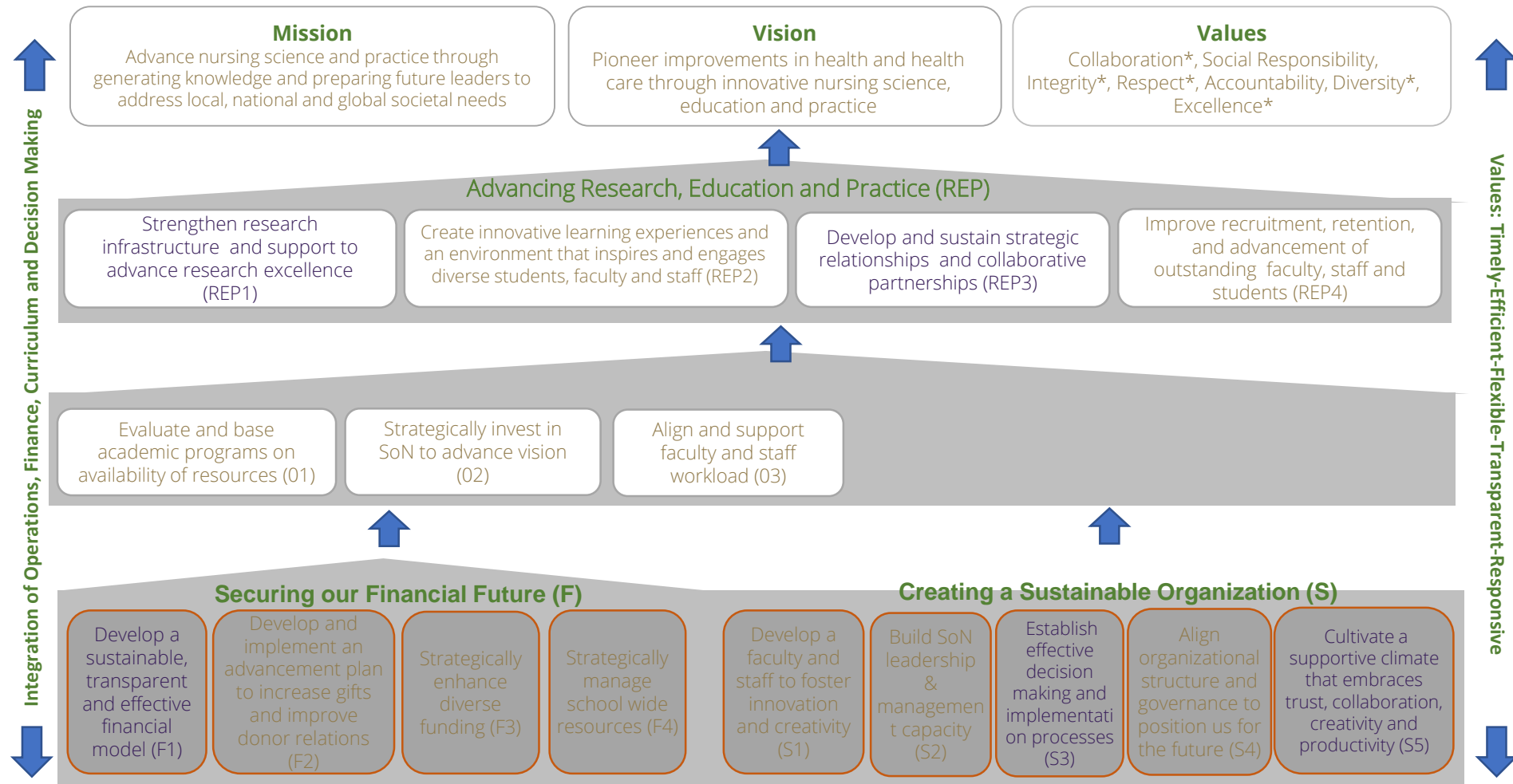
Community Engagement	Innovation Imperative	Institutional Assessment
Leadership Development	Population Health	Race & Equity
Student Success	Transforming Administration	Tri-Campus

UW Strategy 2019

Sustainable Academic Business Plan

<http://www.washington.edu/u/strategicplanning/>

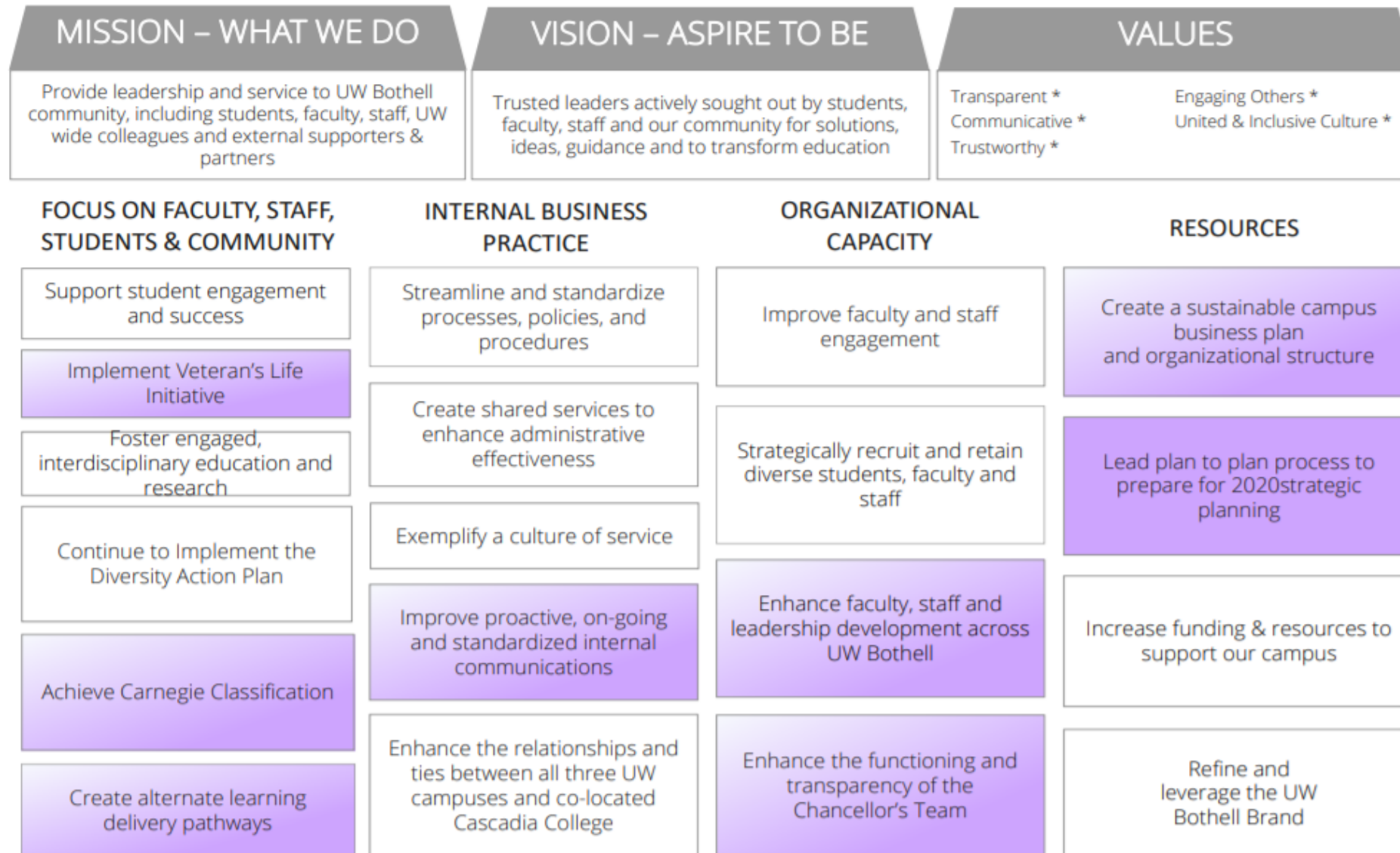
School of Nursing, Seattle Campus- Strategy Map 2012-2015



*UW Value dark purple writing= 2012 priority

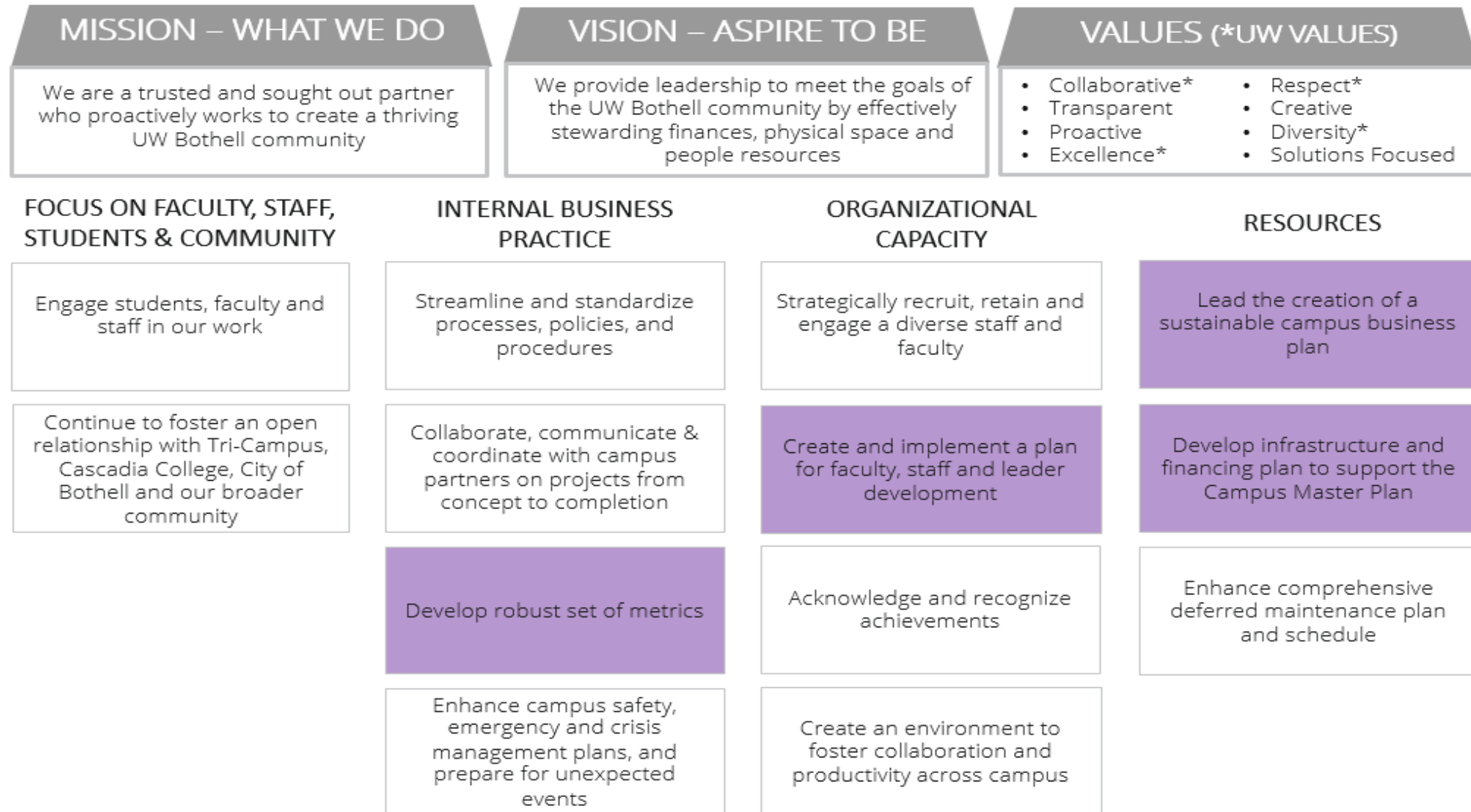
Adopted August 2011

UW Bothell Chancellor's Executive Team Strategy Map for 2018-2021



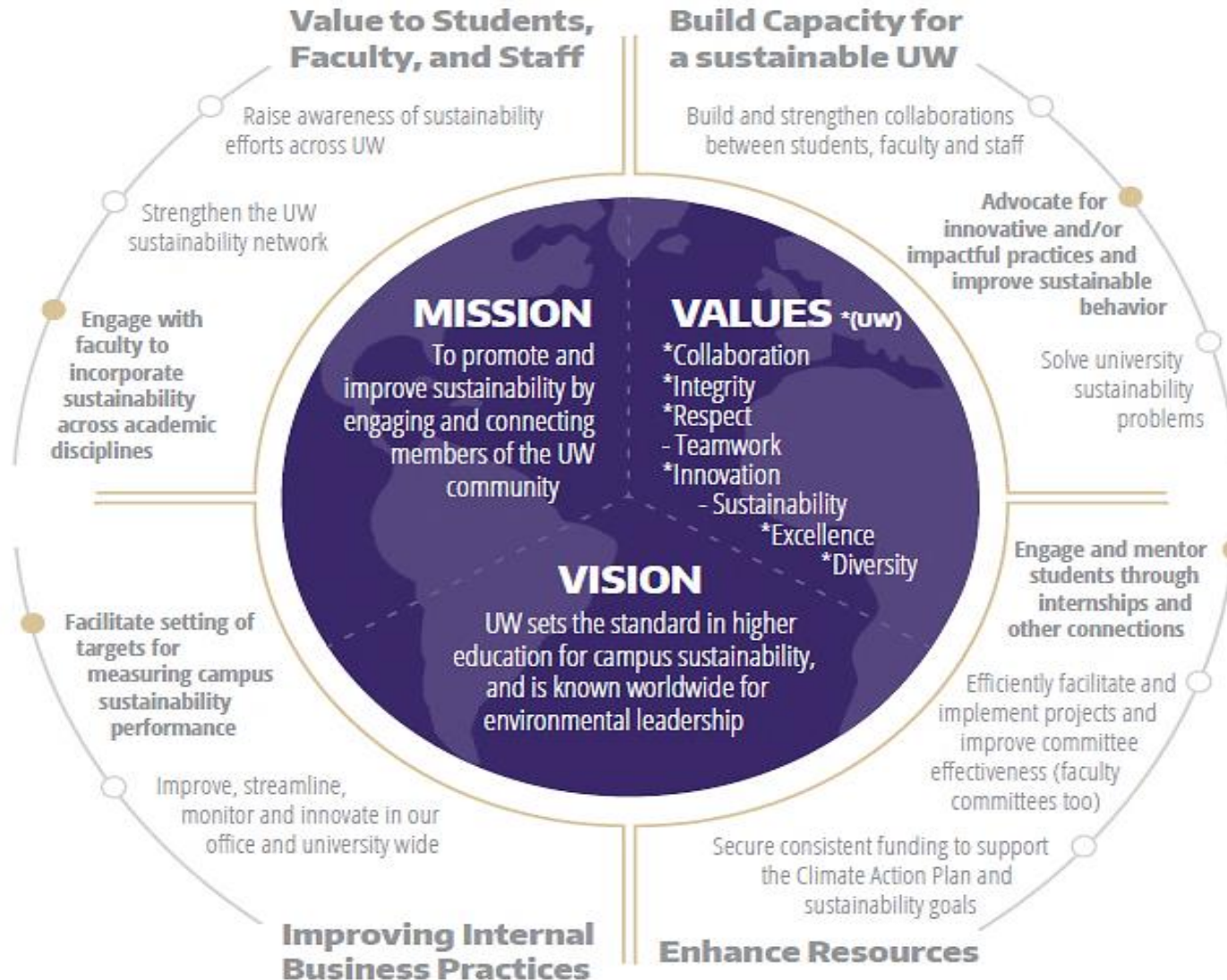
Purple boxes are this year's priorities

UW Bothell Administration & Planning Strategy Map for 2018-2021



Purple boxes are this year's priorities

UW Sustainability Strategy Map 2013-2016



College of Veterinary Medicine & Biomedical Sciences Strategy Map 2014-2017

What we choose to do within the organization

Results for Those we Serve

Mission

We improve the health of animals, people, and the planet through innovative and dedicated teaching, research, outreach, and clinical service. Through our actions, we empower the next generation of leaders to change the world.

Helping animals, people and the planet.

Values

Team, Accountability,
Collaboration, Transparency

Enhance Value to Those We Serve (S)
(students, clients, faculty, staff, animals, alumni, donors, partners, and society)

Enhance educational opportunities and career services for all students. (S-1)

Inspire, engage, and reward creativity, innovation, and success in teaching, research, and service. (S-2)

Lead initiatives to solve major health issues confronting animals, people, & the environment. (S-3)

Foster mutually rewarding, life-long partnerships with clients, alumni, donors, and industry. (S-4)

Develop collaborations to enhance programmatic diversity (S-5)

Achieve Operational Excellence (O)

Improve College-wide productivity and engagement. (O-1)

Improve critical College processes and metrics for effectiveness and efficiency. (O-2)

Increase and improve teaching, research, and service facilities. (O-3)

Optimize operational structure and shared services. (O-4)

Ensure transparent leadership and shared governance. (O-5)

Ensure Our Financial Future (F)

Develop and communicate a financial model for long term success. (F-1)

Diversify funding sources and invest in new opportunities. (F-2)

Increase private giving and actively steward funds. (F-3)

Create new and strengthen existing relationships with state & federal legislators. (F-4)

Create the Organization of Choice (C)

Make our College the higher education community of choice. (C-1)

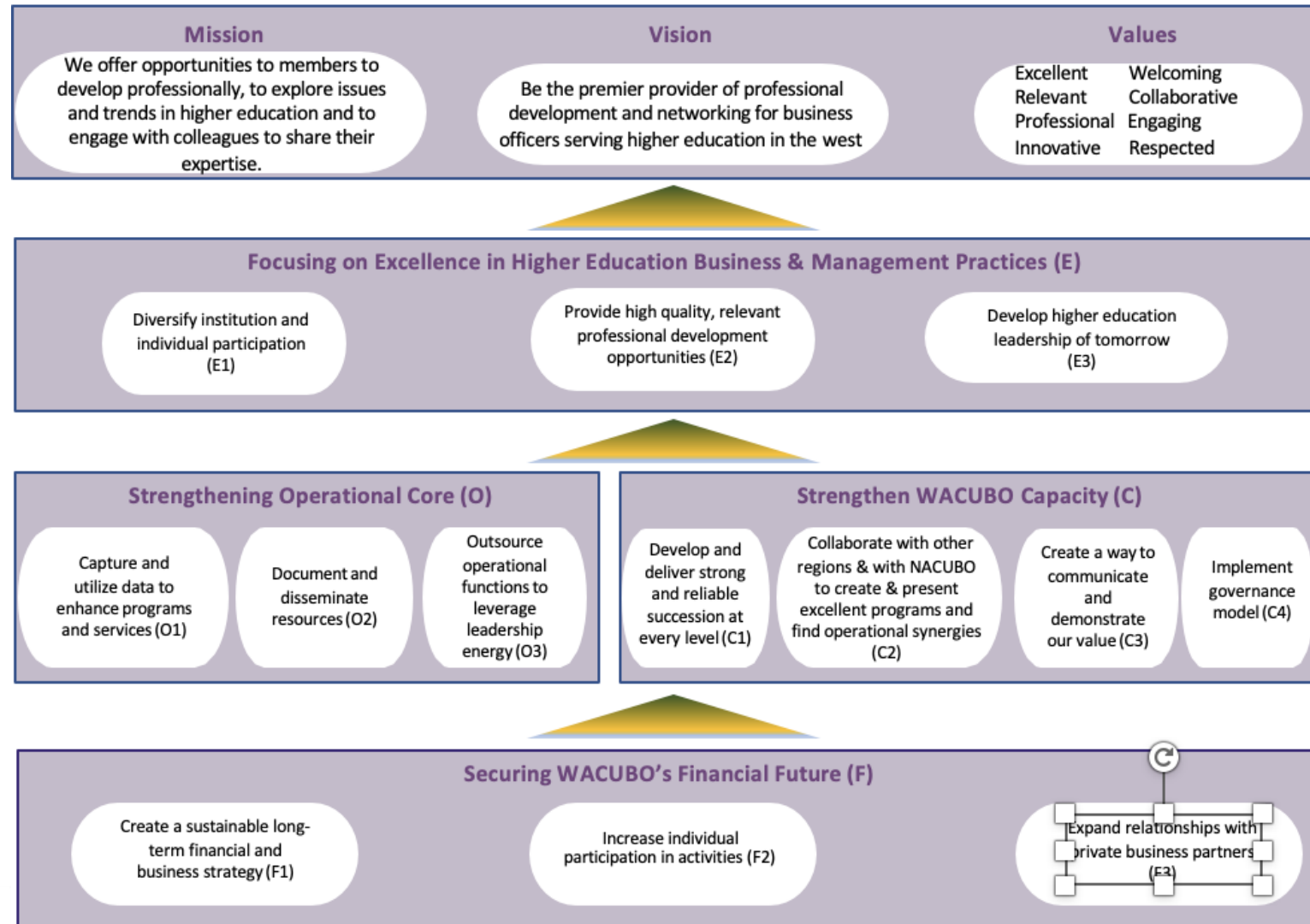
Enhance collaboration & communication to improve creativity, productivity, and satisfaction. (C-2)

Build and support a culture of personal & professional development. (C-3)

Enhance programs and processes to increase diversity among students, faculty and staff. (C-4)



WACUBO Strategy Map: 2018-19 Goals & Objectives



2018-19 GOALS/OBJECTIVES

- ❑ Financial & Organizational Sustainability (F1,F2,F3,O3)
- ❑ Diversity and Inclusion (E1)
- ❑ Building Reputation and Social Media Presence (C3,C2,E2,E3)
- ❑ Risk Management (C4)
- ❑ Monitoring Performance against Goals (O1)
- ❑ Orientation of New Board Members (C1)

Rapid Planning Process Timeline

INTAKE

INTERVIEWS

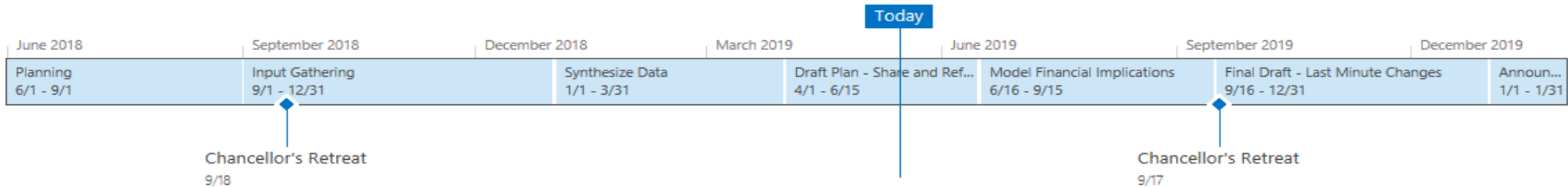
WORKSHOP

DEBRIEF

BEGIN THE WORK



What Have We Done?



- **Planning**

- Created a multiyear plan for campus engagement and input.

- **Input Gathering**

- **Campus Survey**
 - Participation by Faculty, Staff, Students, Advisory Boards, UWB Communities
 - Participation by both groups and individuals
 - Over 600 responses – representing over 900 participants
- **Landscape Analysis**
 - Identified and reached out to 15 peer institutions
 - Had phone interviews with their chief academic officers

- **Literature Reviews**

- Broad Strategic Planning Team provided review and comments on relevant literature

- **Synthesize Data**

- Hired a contract analyst
- Identified key themes and iterated with Broad Strategic Planning Team

- **Draft Plan**

- Created Aspire Statements for Key Themes with input from campus stakeholders
- Synthesized Key themes to 3-5 main areas
- Created draft priorities for feedback and review

Strategic Planning Timeline Example

- November 16:
 - Plan to plan structure and participants
 - Begin planning meetings, draft pieces
- January – March 17:
 - Agree to priorities, assign leader
 - Agree to mission, vision, values, strategies, goals
- April – May 17:
 - Vetting and tweaking
 - Develop action plans
 - Discuss and roll out communications
- June 17:
 - Finalize and communicate plan

In Between Meetings:

- Small group meetings
- Wordsmith the documents
- Review drafts
- Draft action plans (who, what, how, resources)
- SWOT Analysis
- Develop Metrics

Session Two: Strategic Planning- Mission, Vision, & Values

SWOT,

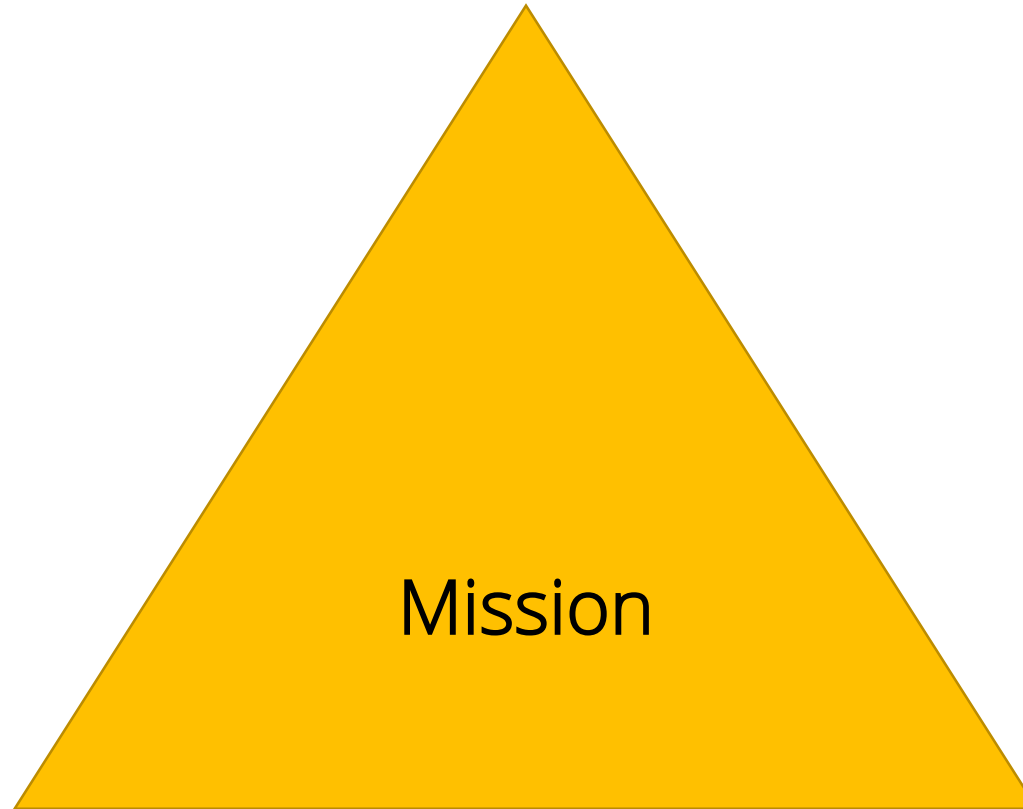


Agenda

- Session One: Strategy Planning Overview
- **Session Two: SWOT, Mission, Vision, Values, Strategy Mapping**
- Session Three: Action Planning and Lean Process Improvement
- Session Four: Demonstrating Knowledge
- Session Five: Leading Change and Course Summary

Mission Building

What?
(why do we exist?)

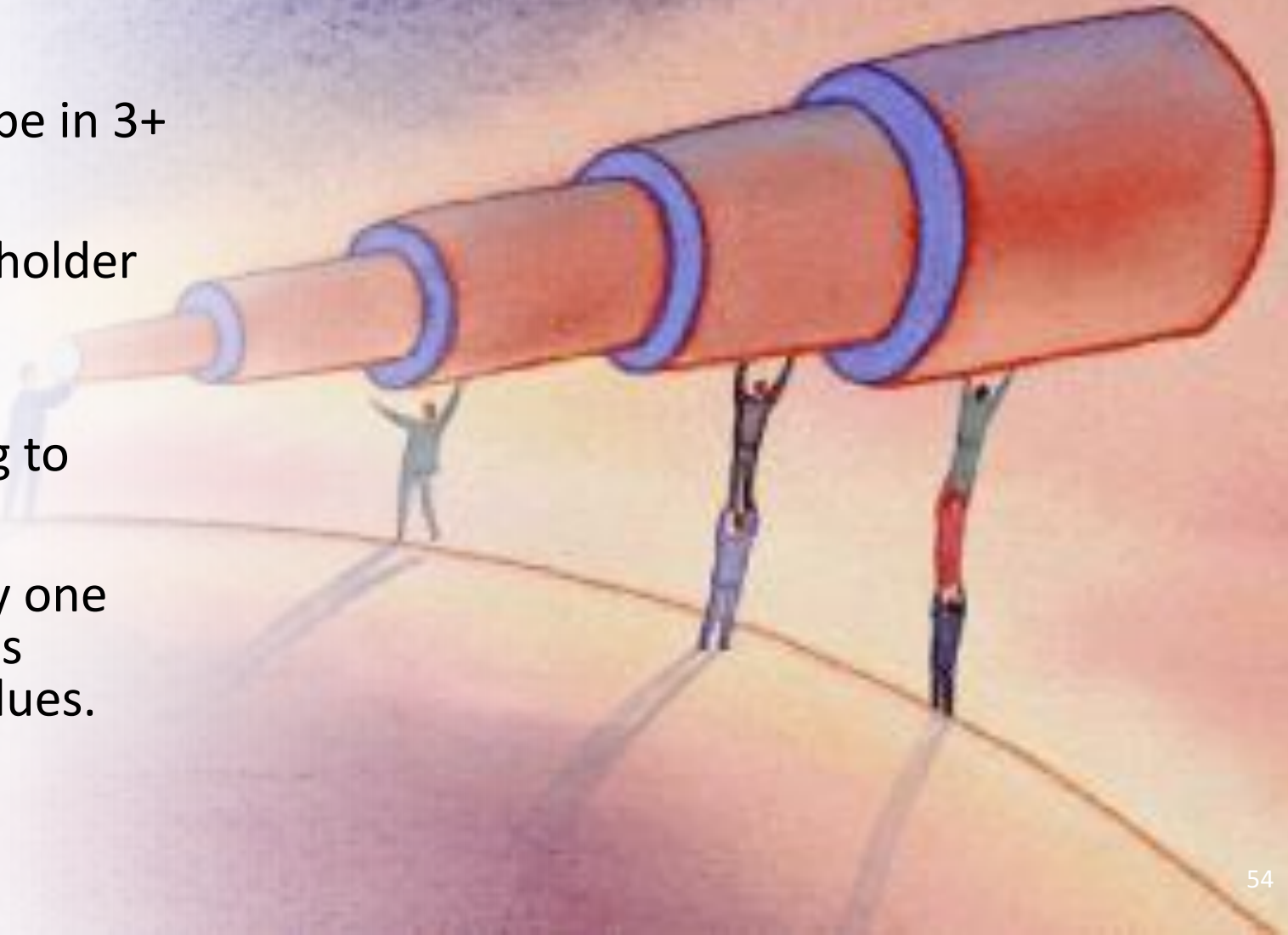


How?
(Methods: what are the primary functions for carrying out our mission?)

Who?
(Students, faculty, donors, customers, suppliers and what do they need from us?)

Visioning

- Where do we want to be in 3+ years?
- What will be our stakeholder needs?
- This is an aspirational statement – something to work toward.
- Some groups have only one statement that includes mission, vision, and values.



Values

- What are our organizational beliefs and principles?
- This often begins with discussion of personal values – what do individuals want to be known for, internally and externally. Then a shift to organizational values; with agreement to begin practicing and using them to help change the culture if the values are new to the organization.

Organizational Values Exercise

Below are twelve possible organizational values. Please rank them from one to twelve in the slots provided -- 1 being the most important to you organizationally, 12 being the least important to you organizationally.

- A. Positive image and organizational pride _____
- B. High expectations for performance _____
- C. Teamwork and communications _____
- D. Inspiring leadership _____
- E. Cost effectiveness and prosperity _____
- F. Dedication to the customer _____
- G. Concern for the community and environment _____
- H. Innovation and creative solutions _____
- I. Growth and professional opportunity _____
- J. Empowerment of employees _____
- K. Stability and security _____
- L. Completing jobs in time frames given _____

After you complete this, turn it in for compilation and discussion of the most important ones to adapt/adopt.

SWOT Assessment Model

- Organizational assets, resources, people, culture, systems, partnerships, suppliers, etc.
 - Strengths
 - Weaknesses
- Marketplace, competitors, social trends, technology, regulatory environment, economic cycles
 - Opportunities
 - Threats
- Internal Assessment
- External Assessment (voice of the customer)



UW Bothell Strategic Planning Survey.....

.....for faculty, staff, students, alumni, UWS and T, and more

- What are the 3-5 key issues and trends facing our students during the next few years?
- What are 3-5 key issues and trends related to your work (e.g., teaching, research, service, etc.) over the next few years?
- What new or expanded opportunities do you see for UWB during this period?
- What do you see as the most important 3-5 issues and trends for your School/Unit?
- What are the key issues and trends that arise in our interactions with UW that might impact UWB during the next few years?

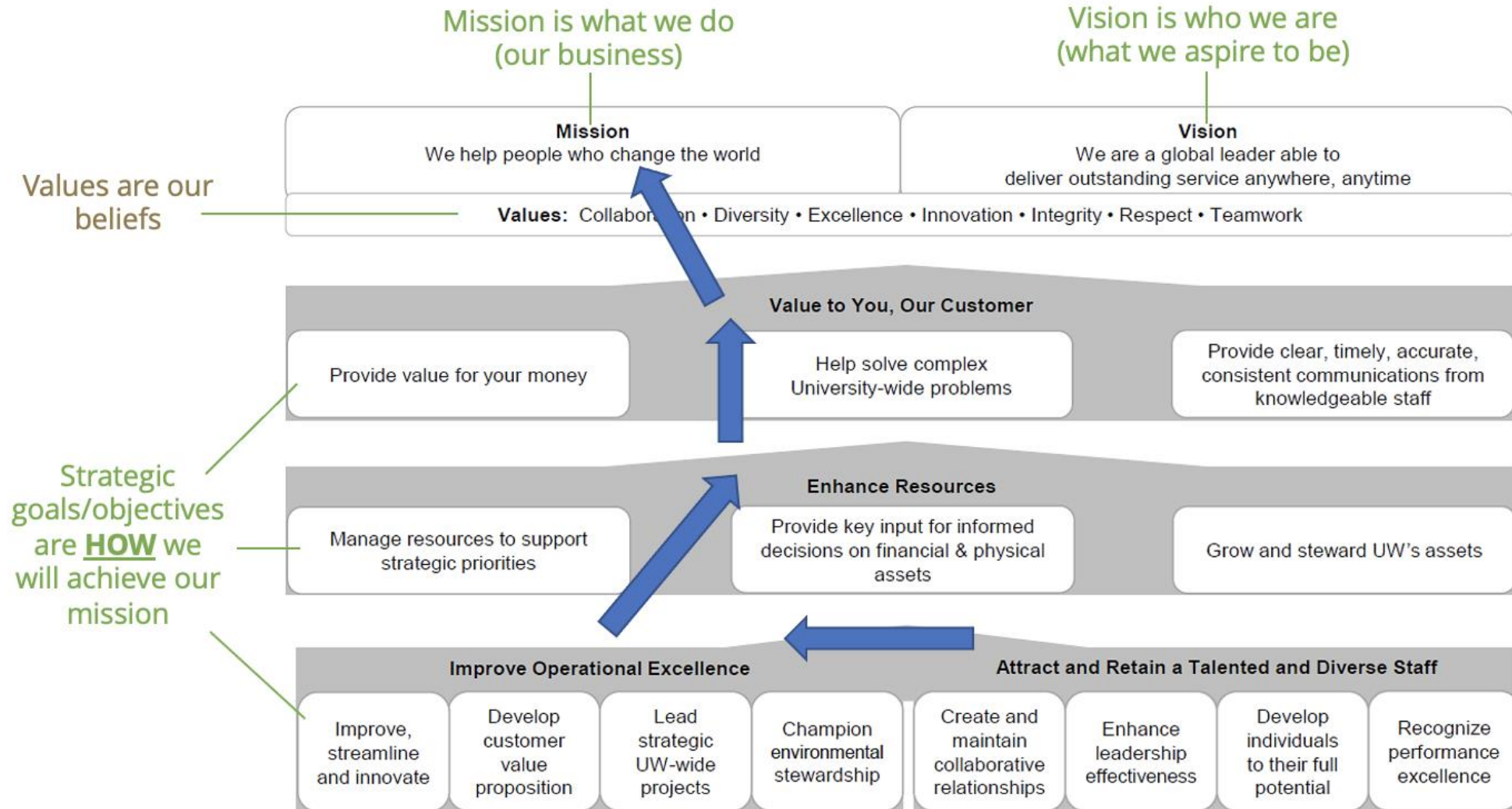
UW Bothell's Ultimate Question

UWB should aspire to _____

UWB would demonstrate this by:

1.
2.
3.

Anatomy of a Strategy Map



Strategic goals/priorities

- In what major directions will we focus our efforts to advance toward our vision? (customer, operational excellence, fiscal, organizational)
- Choose no more than 12, but prioritize for year 1 no more than 3+

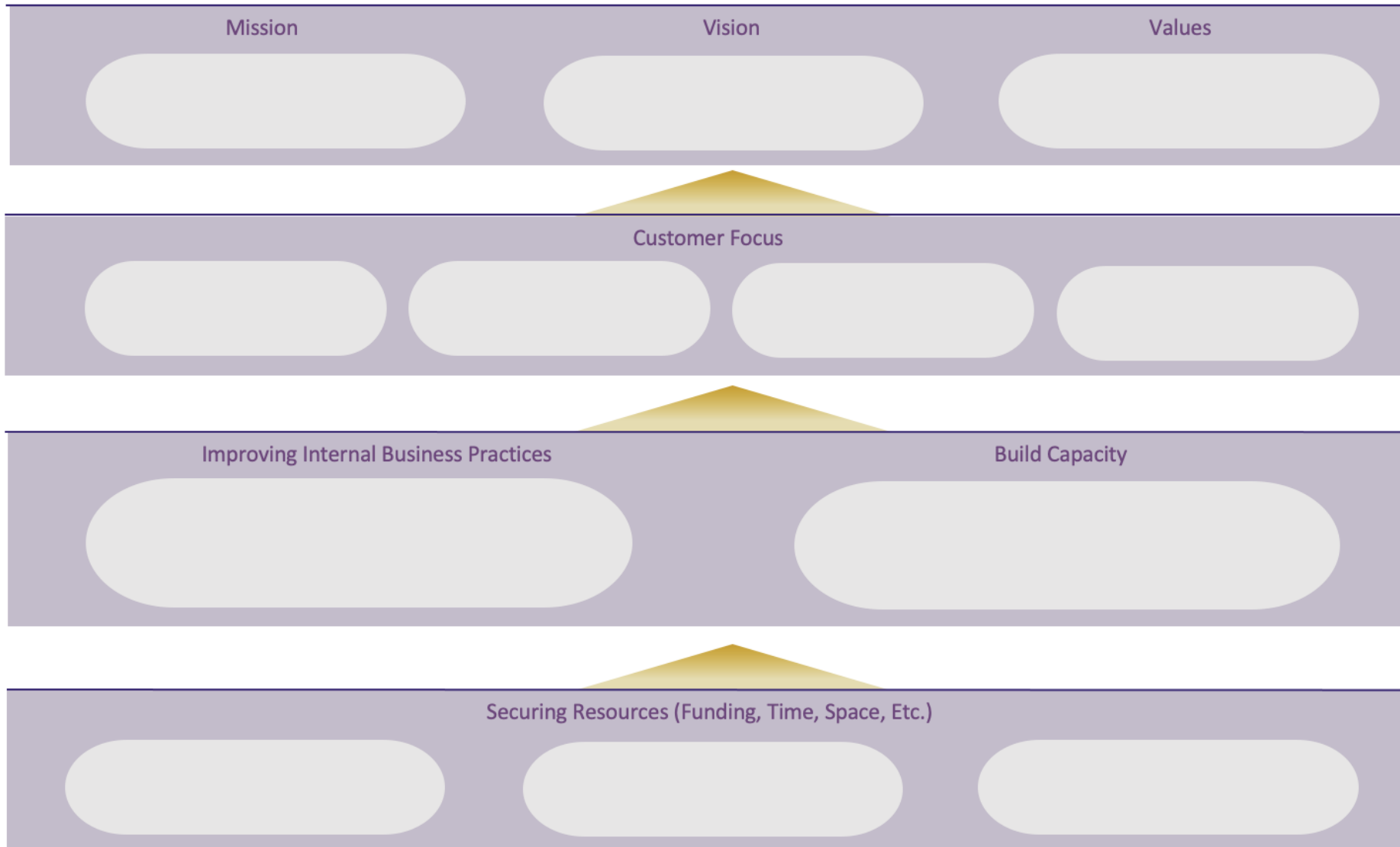
Ask:

- Do our strategic priorities support those of the greater organization?
- With whom will we link with to accomplish these goals?

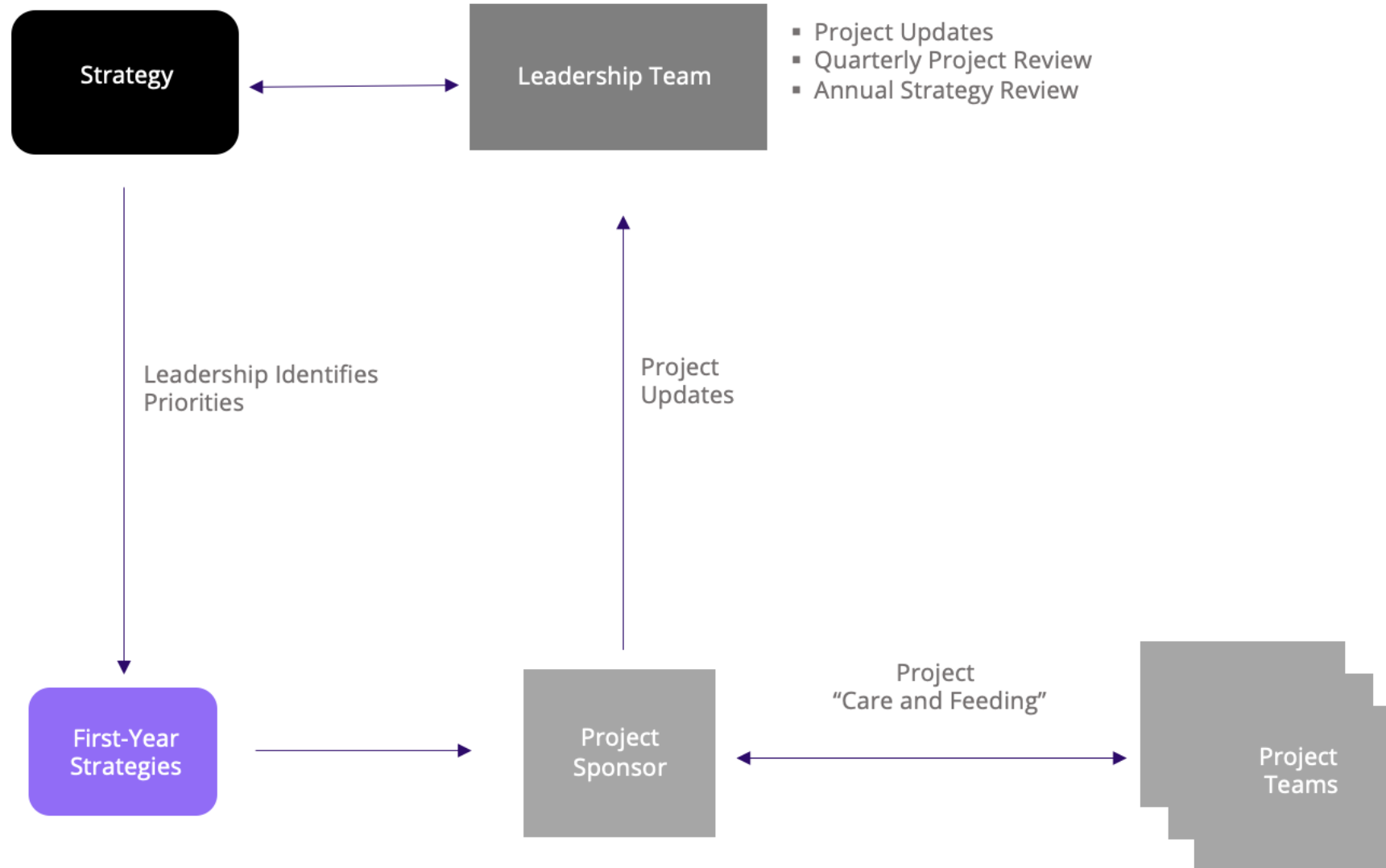
Creating Strategic Goals

- Normally use one flip chart per quadrant
- Put ideas, at least one per quadrant, on a post it
 - **Must start with an action work (e.g. develop, create, enhance) that's future focused**
 - Not (e.g., maintain, continue)
 - Must be short to fit into a bubble
- Stick in the quadrant you think fits best
- Discuss together
- Choose no more than 8 - 12, balanced between quadrants
- Name each quadrant

Strategy Map for 2023-2026



Ongoing Activities



Case Study Work Assignment

- Get into teams
- Review the case study material
- Do a SWOT analysis
- Develop the mission, vision and values
- Construct your strategy map
 - Mission, Vision Values
 - Theme names for quadrants (customer, operations, staff capacity, resources)
- Strategic goals (no more than 2 per quadrant)
- Pick one to focus on



Role of Strategic Planning Project Manager

- Serve as point of contact for the leader, sponsor and team members (resources, process, conflict management)
- Regularly connect the leaders/sponsors with each other to share information and learning
- Set clear expectations for teams, taking lead from sponsor
- Assure strategic alignment of activities toward achievement
- Provide feedback and communications to team leaders and members
- Collect information and metrics and report on team progress
- Assist teams to prepare for updates
- Identify and provide training as needed for individuals, teams or all involved
- Assist team over hurdles/barriers

Session Three: Action and Lean Process Improvement



Agenda

- Session One: Strategy Planning Overview
- Session Two: SWOT, Mission, Vision, Values, Strategy Mapping
- **Session Three: Action Planning and Lean Process Improvement and Demonstrating Knowledge**
- Session Four: Leading Change and Course Summary



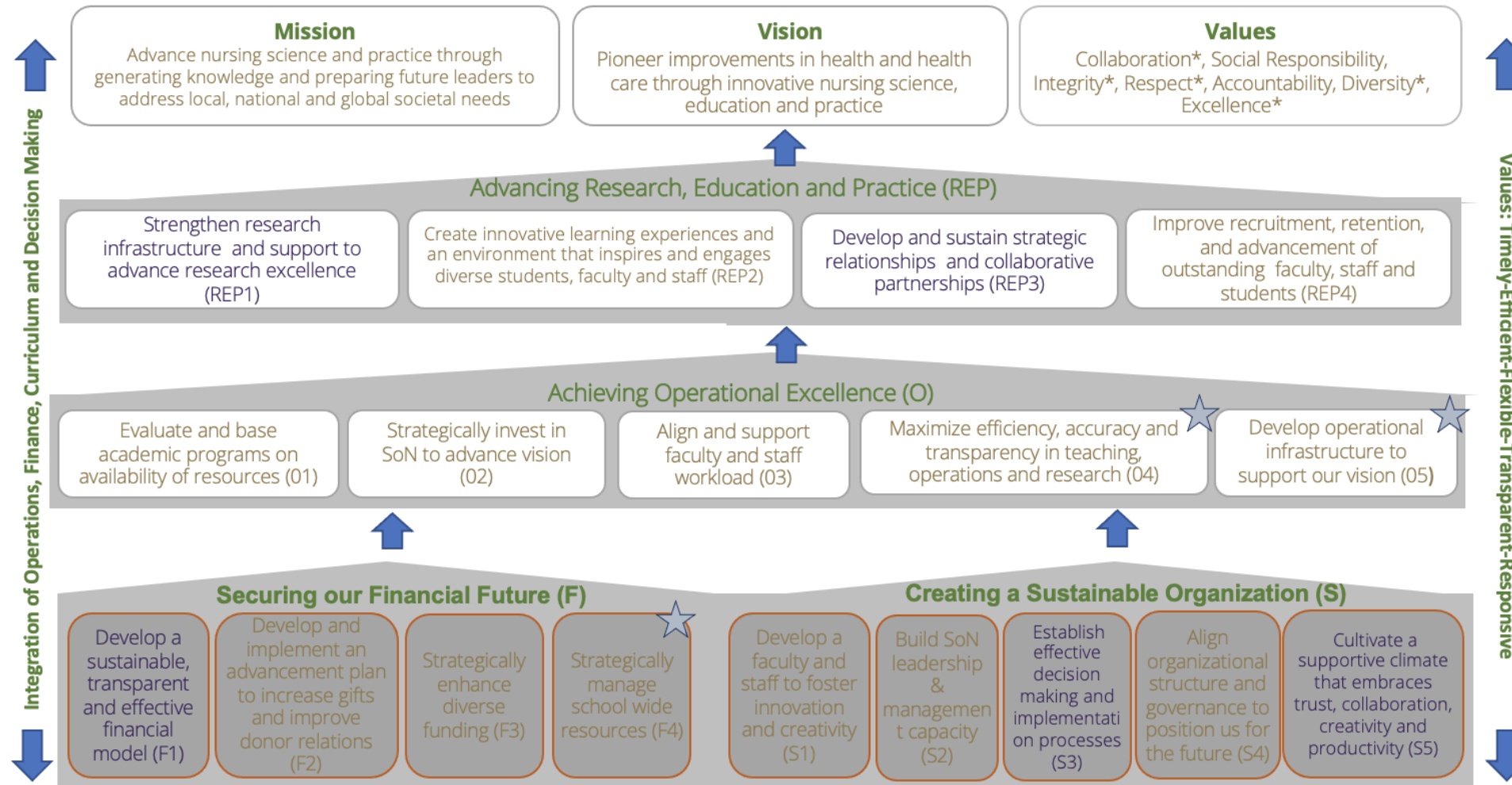
Lean:

a methodology for achieving goals, improving processes and changing the culture



Lean Supports Our Strategy Map (School of Nursing)

★ = Lean Workshop Alignment



*UW Value dark purple writing= 2012 priority

What is Lean?

LEAN is “a systematic approach to identifying and eliminating waste...” which includes:

- Identify current state
- Envision future vision
- Rapid process improvements
- Customer involvement

LEAN engages staff:

- To identify and solve problems
- To help achieve the strategic plan

LEAN encourages leaders:

- To trust and respect staff to do so



Why Lean?

LEAN helps leaders and staff to become more:

- Customer sensitive
- Nimble
- Efficient

LEAN thinking and actions help us to:

- Achieve our strategic plan
- Build a common culture – those closest to the work constantly learning how to make that work better
- Improve our management processes of observation, experimentation and speed
- Become better problem finders and solvers
- Develop transferable job skills

What is Unique About Lean?

- Wing-to-wing” improvements involve customers, staff, process partners and suppliers
- Faster rate of change
- Customers define what’s valuable
- Aggressive improvement goals (often 50%)
- A continuous improvement is a way of life

Principles of Lean

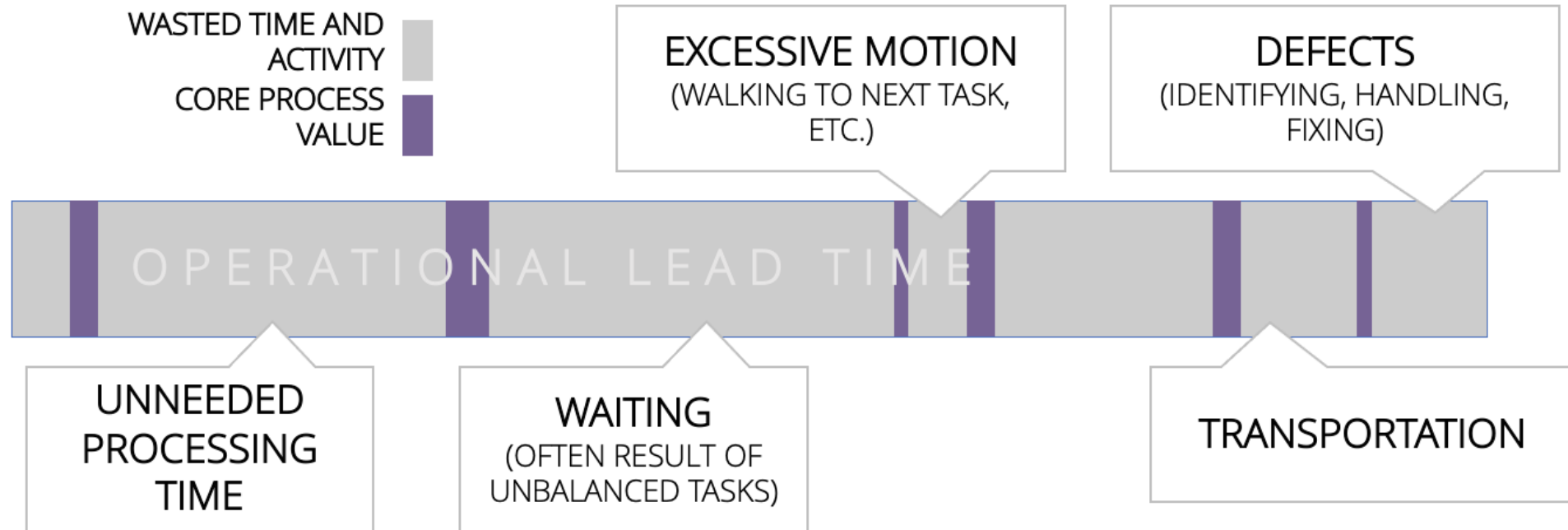
1. Customer defines value
2. Produce at the rate of customer demand “pull”
3. Eliminate waste
4. Focus on work-flow and value streams
5. Pursue continuous improvement



Additional Lean Concepts

1. Welcome problems (“Having no problem is the problem”)
2. Build meaning from data (go see what’s happening, “*gemba*”)
3. Focus on the process, not people
4. Develop people and teams
5. Learn by doing

Reducing Processes to Core Value



Focus on eliminating the wasted time and activity.

8 Key Wastes/Inhibitors to Efficiency

Overproduction



Waiting



Transport



Processing



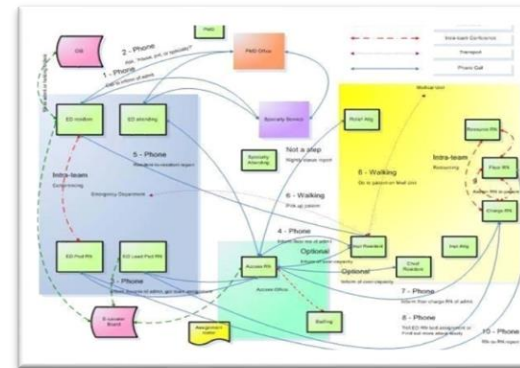
Excess Inventory



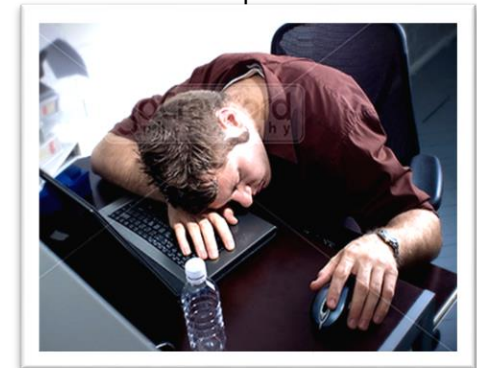
Movement



Complexity



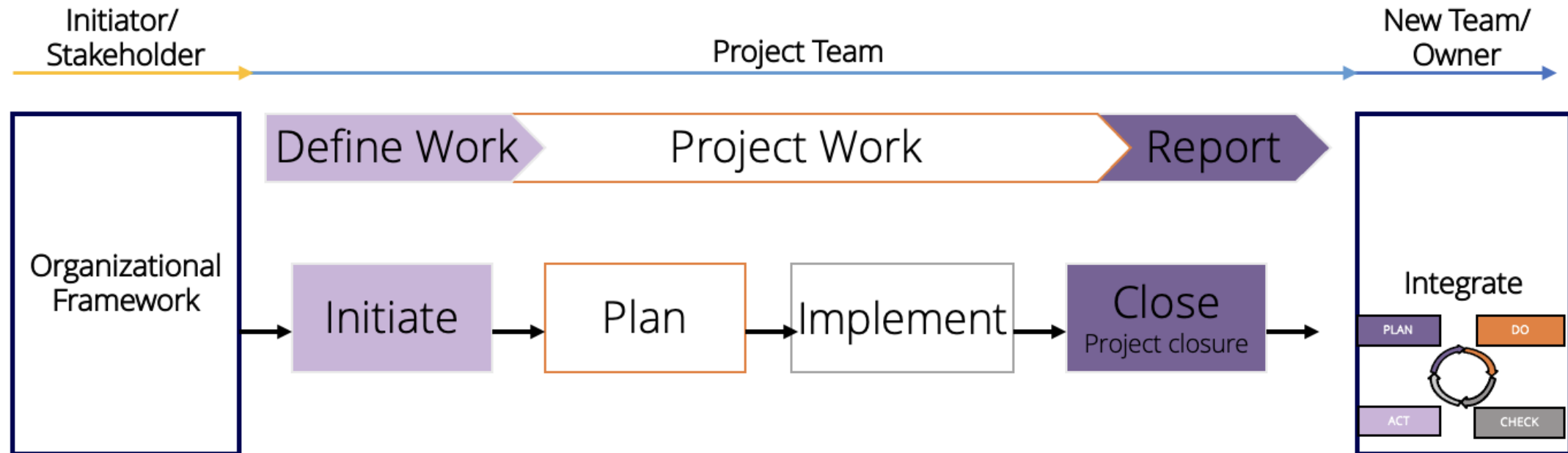
Underutilized People



What is a Kaizen Event?

- **Kaizen**: a Japanese term that means “**change for the better**” through continuous, incremental improvement
- **Kaizen Event/Workshop**: an event or workshop that teaches how to identify waste in a given process and to make rapid improvements to a process
- **1-3 Day Workshop**:
 - Team includes project leader, facilitator, staff members, customers/process partners
 - Identify current state identify issues, envision future state, identify Kaizen Projects
- **30, 60 and 90-Day Improvement Report Outs** to leaders/stakeholders/ interested parties using visual board

Project Lifecycle



- **Organizational Framework** – identify project and align with strategy map, identify and provide resources, project scheduling, prioritizing, direction-setting, issue resolution, milestone reviews

Project Lifecycle (cont.)

- **Initiate** – develop business case and project plan/charter, including role(s) of sponsor(s), owner(s), define problem/opportunity with supporting data, participants, success measure(s), and scope (boundaries and parameters)
- **Plan** – develop execution steps, timeline, dependencies, milestone dates, plans for risk and risk mitigation, plans for communications and for training
- **Implement**– do the work defined in plans
- **Control** – hold milestone meetings with sponsors, produce reports on performance and success measure(s), identify issues, resolutions, and management (e.g. scope management)
- **Close** – report results, determine ownership and integration into ongoing work of all affected work units, evaluate the project, summarize lessons learned, and document the process and materials developed
- **Integrate** – implement agreements, identify ongoing roles/responsibilities, create ongoing operational measures and dashboard reporting cycles, provide training, standardize processes, and continually improve

Activity Scope (Work Charter)

ACTIVITY SCOPE (WORK CHARTER)

PROJECT NAME:		DATE:
PROJECT DESCRIPTION:		
PROJECT START DATE:		PROJECT END DATE:
PROBLEM TO SOLVE/OBJECTIVE:		DELIVERABLES AND TIMELINES:
TEAM MEMBER NAMES		
EXECUTIVE SPONSOR(S):		TEAM MEMBERS:
PROJECT LEADER(S):		FACILITATOR(S):
		REVIEW TEAM IF NEEDED:



Activity Scope (Work Charter Example)

EXAMPLE

ACTIVITY SCOPE (WORK CHARTER)

PROJECT NAME: Classroom Scheduling Improvements		DATE: Updated 8/29/15	
PROJECT DESCRIPTION: The goal of this project is to institute new classroom scheduling practices that will provide a variety of benefits to the UW community. Three new practices will be implemented: increasing the instructional week to 50 hours (from the current 40), requiring that requests for general-assignment classrooms be distributed evenly throughout an instructional day, and requiring that class offering conform to specific day/time combinations (so-called “block scheduling”).			
PROJECT START DATE: November, 2014		PROJECT END DATE: November, 2016	
PROBLEM TO SOLVE/OBJECTIVE: In 2013-14 academic year an extensive review of learning spaces on the UW Seattle campus was performed, and a series of recommendations to improve classroom scheduling were identified. The problems created by current scheduling practices include: <ul style="list-style-type: none"> In Autumn 2015 roughly 20% (approximately 800) of classroom requests were not met. Unmet requests significantly disrupt academic planning and course scheduling. To meet peak demand, 100 new classrooms would need to be added to current inventory, more than a 30% increase. From 9:30 am to 2:30 pm nearly 100% of classrooms are in use. As such, there is no opportunity to renovate or repair classrooms during academic quarters. A benchmark or industry standard for classroom utilization is 70%. For many courses there is a significant mismatch between enrollment and classroom capacity. The objective of this project is to explore the scheduling recommendations, and implement those that will significantly impact classroom use.		DELIVERABLES, METRICS AND TIMELINES: <ul style="list-style-type: none"> June 2015 (done) - Implementation Committee to explore recommendations (including data modeling) and present a scheduling plan to the Governance Committee. Through Jan 2015 - Governance Committee to review plan, and gauge impacts and mitigation through communication with key stakeholders. April 2015- Final recommendations to Provost. April 1, 2015. Nov. 2016 - New scheduling processes used for the 2017-2018 academic year. Metrics that will be employed to gauge the efficacy of this effort: <ul style="list-style-type: none"> Reduction in the number of unassigned class requests. Reduction in the time to finalize the time schedule for a given academic quarter. Better compliance with the “70/70” rule: average of 70% of classrooms used at an occupancy of 70%. Better match between course enrollment and classroom capacity. 	
TEAM MEMBER NAMES			
Executive Sponsor(s): Jerry Baldasty, Interim Provost		Team Members: The Scheduling Governance and Implementation Committees Data Subcommittee: Roberta Hopkins, Diane Machatka, Philip Reid, Nancy Salts, and Matt Winslow.	
Project Leader(s): Bruce Balick, Chair of the Scheduling Governance Committee Philip Reid, Chair of the Scheduling Implementation Committee		Facilitator(s):	
		Review Team if needed:	

Aligning Activities to Strategies (name, strategy code, activities) - Example

Adam: V3 V2 C4 C3 C1 C2

- Snapshots
- Program fliers/visual communications
- Event support fliers

Elise: V1 R4 V4

- CAP communications – working with students
- CAP policy work
- Green seed fund
- Sustainability in the curriculum

Graham: R3 R4 C2

- CSF
- Green Seed Fund

Jennifer: V1 V3 V4 O3 C2 C3

- Web
- Green Office
- Social Media

Claudia: R1 R4 O1 O3 C2

- Paper reduction
- Administration
- ESC support
- Communications
- Reporting

Katya: O3 O1 V1

- Program support
- Dashboard updates
- Metrics

Alex: V1 V3 O1 O3 C1 C3 R1 R4

- Communication strategy
- Messaging – tell story
- Promotion
- Senior leadership talking points

Dan: V1 V3 C2 C3 R3

- Website support

Aubrey: V1 V2 V3 O1 O2 O3 C1 C2 C3 R3

- Green lab
- Student project oversight
- Metrics support
- Presentations

Ruth: R1 V3 V4 O2 O3 C2 C4 R2 R4

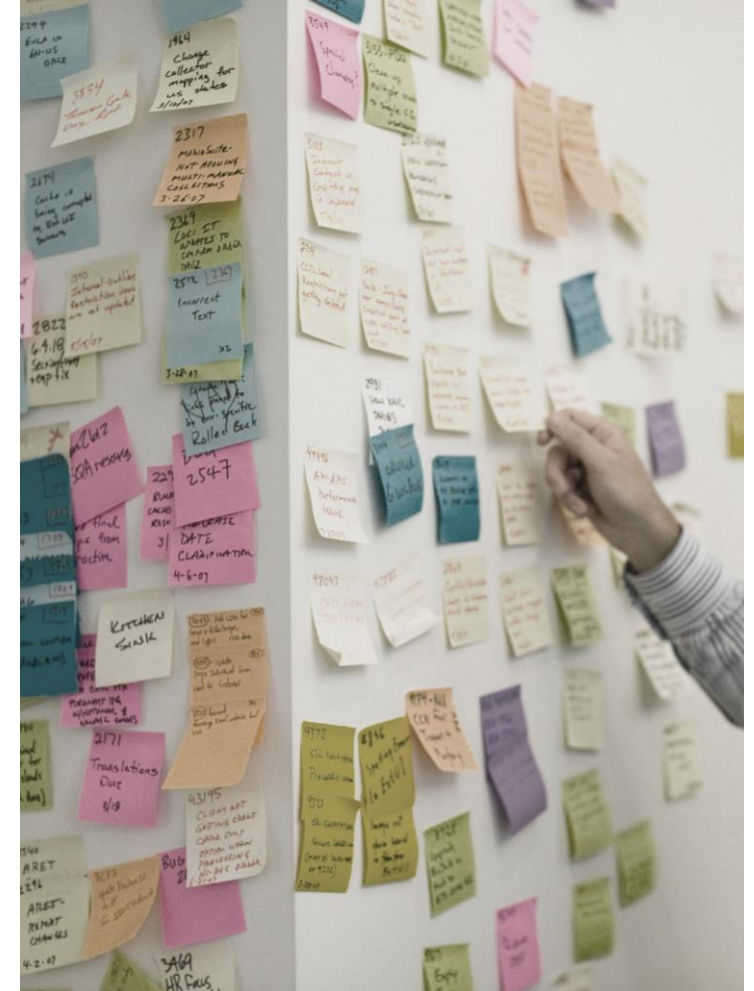
- Politics/negotiations
- CAP policy
- Secure resources/funding
- Senior leadership communications

What is a Kaizen Event?

- **Visual map of work flow:**
 - From beginning to end, including the customer perspective (wing-to-wing)
 - The steps in the process including time it takes to do it
- **A tool to:**
 - Document the current process
 - Point to problems
 - Focus direction

It All Starts with Getting the Mess on the Wall...

- Chartered cross-functional teams participate in a launch
- They learn to value-stream map, identify pain points, see waste, “own” the problems, and envision a future state
- More important than tools, staff are empowered to make improvements that will make their work-lives better, together, with support from leadership



Documenting Processes & Standardizing



Set an Audacious Goal

- Anything less than 50% improvement encourages just working harder
- Tweaks aren't worth the time you're spending here
- An impossible goal requires that you dismantle a (often times dysfunctional) process
- A big goal serves as “true north” for where your organization must head

Followed By a 90-day Improvement Cycle: “Learning Lab” of Sorts



Teams learn and experience:

- Visual management
- Weekly rhythm
- What it means to be in charge of change
- Seeing gaps
- Problem solving through ideas



Along the way, leaders and team members discover each others' untapped talents, creativity, and energy.

Lean Event 30 – 90 Day Visual Board

- Illustrates progress toward goals, shows accomplishments, roadblocks, cross-pollination, metrics
- Also shows ideas, kudos, etc.
- It changes weekly, with monthly check ins with leadership and others, or whenever someone wants to know



Recent Lean Examples

- Reducing overtime in Facilities Services
- Improving project management flow between UWB and Cascadia College
- Copier and printer acquisition and support process
- CARE and Bias Report process flow
- Enrollment management communications across the institution
- Club Councils coordination and communications
- Research wing to wing process flow (HEST/A&S/VPR)
- HRS hiring process

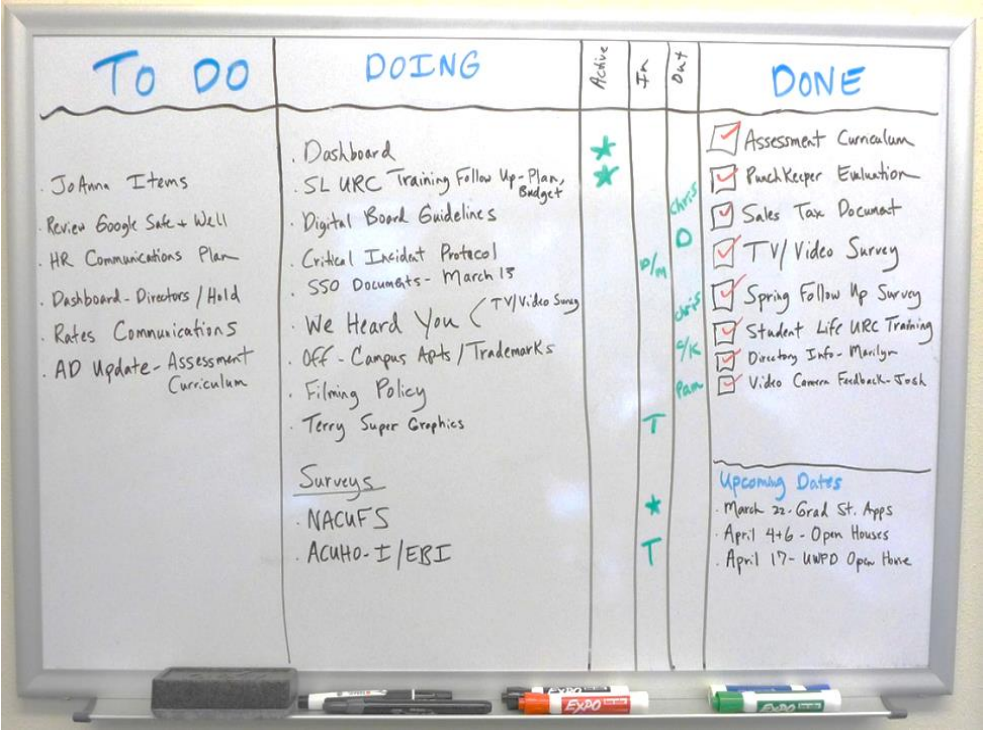
Kanban Board (Workflow)

Ideas	Ready	Doing	Done
<ul style="list-style-type: none">• Take a vacation• In-grade salary increases for two staff• 5 S paper in Gerb office	<ul style="list-style-type: none">• ISSP materials	<ul style="list-style-type: none">• AASHE ED search• BMI presentation• Tacoma Lean curriculum• Lean annual calendar	<ul style="list-style-type: none">• NCCI presentation• Flights for AASHE/ISSP• ESS retreat

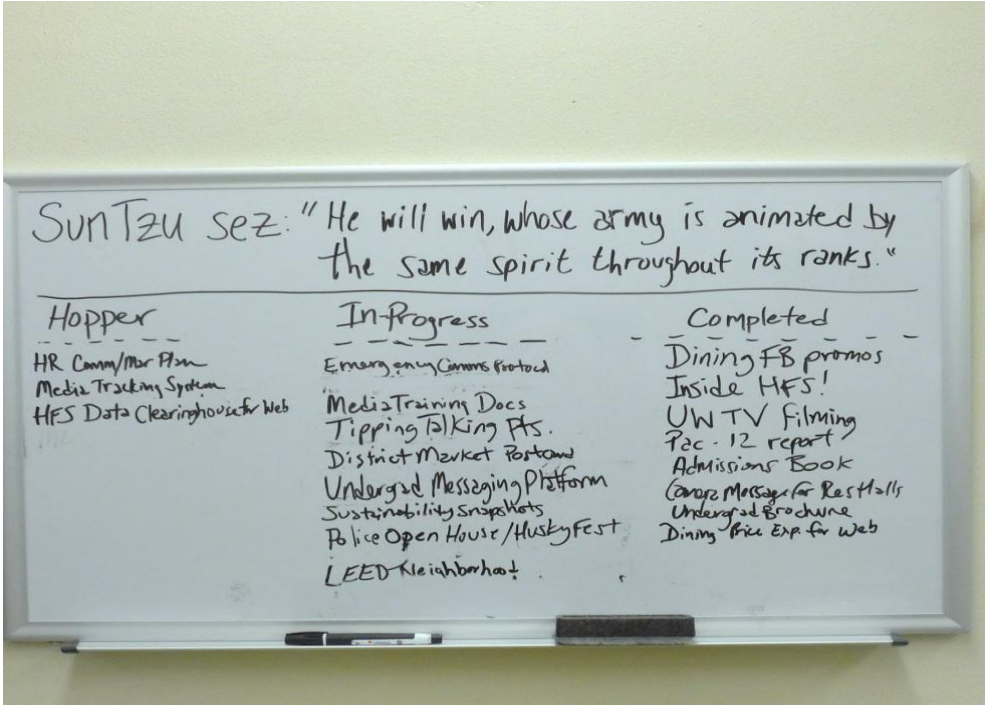
- This can be a combination of everything, those just you do, what your team is doing, etc. Deadlines can be put on along with who is responsible. Make it work for you!
- This should be visible – handwritten with post-its and moved as tasks progress. Can also use kanbanflow.com (free) or trello.com (free and app)

Kanban Boards

Tracks flow of work to meet each person's unique work and value stream. Work aligns with the area's visual control board, which aligns with strategic goals.



Assistant Director's board



Communications Manager's Board

Unit Kanban Board

Challenges, Ideas, + Discussion Items

Phase 1 | Phase 2

TOP 3 | 2 WEEKS | 2 MONTHS

NAME	# Weeks	Phase 1	Phase 2
An	7	[Sticky Notes]	[Sticky Notes]
Acorn	7	[Sticky Notes]	[Sticky Notes]
Ashley	32	[Sticky Notes]	[Sticky Notes]
Carly	8	[Sticky Notes]	[Sticky Notes]
Chloe	7	[Sticky Notes]	[Sticky Notes]
Conor	7	[Sticky Notes]	[Sticky Notes]
Emilia	30	[Sticky Notes]	[Sticky Notes]
Ella	30	[Sticky Notes]	[Sticky Notes]
Grace	8	[Sticky Notes]	[Sticky Notes]
Harriet		[Sticky Notes]	[Sticky Notes]
Isabella		[Sticky Notes]	[Sticky Notes]
Jessica		[Sticky Notes]	[Sticky Notes]
Julia		[Sticky Notes]	[Sticky Notes]
Kyle		[Sticky Notes]	[Sticky Notes]
Liam		[Sticky Notes]	[Sticky Notes]
Mia		[Sticky Notes]	[Sticky Notes]
Nora		[Sticky Notes]	[Sticky Notes]
Olivia		[Sticky Notes]	[Sticky Notes]
Sam		[Sticky Notes]	[Sticky Notes]
Sarah		[Sticky Notes]	[Sticky Notes]
Sienna		[Sticky Notes]	[Sticky Notes]
Tara		[Sticky Notes]	[Sticky Notes]
Uma		[Sticky Notes]	[Sticky Notes]
Victoria		[Sticky Notes]	[Sticky Notes]
Wendy		[Sticky Notes]	[Sticky Notes]
Zoe		[Sticky Notes]	[Sticky Notes]

PROJECTS

Long Term PROJECT

- CSF
- GREEN SEED FUND
- Green Office
- Green Lab
- Sust. MAP
- Green Teams
- Eco Reps
- Reporting
- CAP Comm
- CAP Policy
- WEBSITES
- Sust. in Curric.
- PC POWER

PRIORITIZED DOING TASKS

Deadlines This Month: JULY

Next month: AUGUST

ESS Retreat 8/28

Further out

AASHE Summit 10/6-9

Summit 10/22

EVENTS

Event	Date & Location	Planning Comm. Sec	Budget Sponsors	Vendors	Sponsor/Program	Tables & Tables	Audio & Visual, other supplies	Marketing & Communications	Volunteers
AASHE Summit	Oct 6-9								
Summit	Oct 22								

Case Study Assignment

- Using the Activity Scope Document, choose one of your strategic priorities to map out for an action plan
- Prep for your report out



Report Outs

- Student
- Administrative
- Academic
- Auxiliary



You will have 10 minutes each, including questions and feedback.

Present On.....10 Minutes Total

- Team members
- Case facts
- Highlight SWOT
- Review Strategy Map
- Describe Action Plan
- Talk about how your team functioned

Feedback is a Gift!

Comments/Feedback/Questions:

- Is the vision compelling?
- Are the goals strategic? (not tactical)
- Is there a clear action plan/activity scope?

Session Five: Leading Change and Course Summary



Agenda

- Session One: Strategy Planning Overview
- Session Two: SWOT, Mission, Vision, Values, Strategy Mapping
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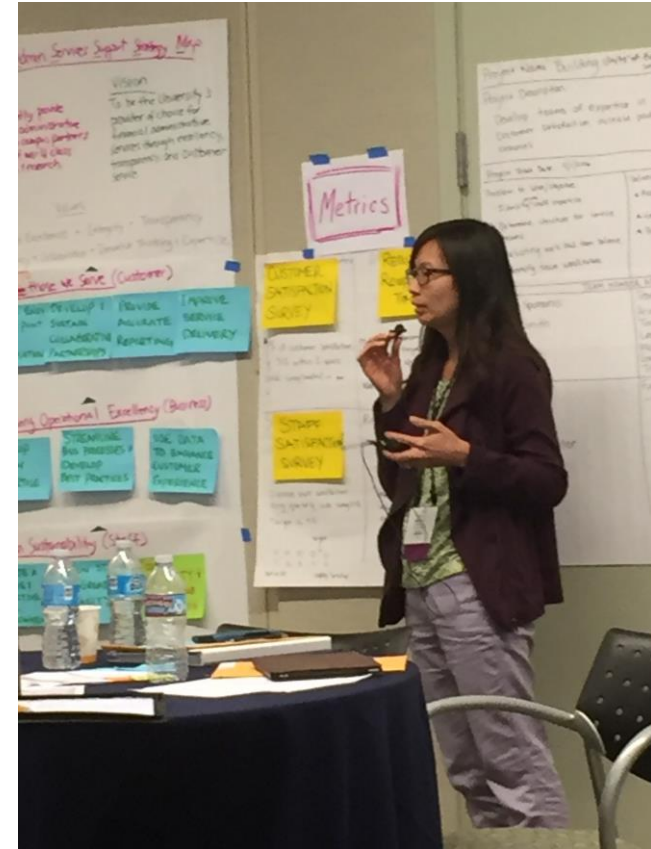


Strategic Planning Implementation

- Lead the effort
- Collect data, but not too much
- Engage people, but the right ones and expect faculty (and others) to be critical
- Communicate, in many varied and frequent ways; have a plan from the beginning
- Make sure all subordinate plans connect to the overall
- Resources, make sure you have them to achieve the plan
- Content, it needs to be strategic and distinctive
- Learn to be a good politician
- Choose action over perfection

Top 10 Lessons Learned About Implementation

1. Always have a designated responsible party
2. Reward the “doers”
3. Provide support to be “accountable”
4. Be tolerant of failure
5. Clarify decision rules
6. Small wins matter
7. Don’t micromanage
8. Get people involved in creating their own goals
9. Middle management is key to implementation
10. Focus on results, not activity



-Pat Sanaghan, Academic Impression, December 2014

A Note About Faculty

Faculty:

- Love learning, research, discovery, etc.
- Are driven by need for grants/research
- Enjoy academic freedom
- Are used to critique
- Gain success from their colleagues in their distinct discipline

Can be frustrated by:

- Bureaucratic rules
- Not being able to use research dollars as they wish
- Pressure to get promoted, get tenure, etc.
- Teaching workload
- Service (committees) expectations
- Not being consulted

A Note About Staff

Staff:

- Want to understand the goals of the organization and how they fit
- Want to support the organization
- Are attuned to compliance requirements
- Are often generalists
- Know how to and get things done
- Are structures in their work and work expectations
- Understand need for process improvement and standardization

Can be frustrated by:

- People not following or carding about the rules
- Last minute requests
- Too much work
- Directness or perceived lack of respect
- Lack of recognition for good work
- Unrealistic expectations
- Not being valued as a partner

-Adapted in part from Susan Christy, Ph. D.

A Note About Students

Students:

- Are fresh, eager, idealistic
- Are inexperienced
- Are smart
- Want some direction
- Are thoughtful
- Have great ideas

Can be frustrated by:

- Being kept out of planning
- Bureaucracy
- Being told “no”
- Time it takes

Eight Stage Changes Process

1. Establish a sense of urgency
2. Create a guiding coalition
3. Develop a vision and strategy
4. Communicate your change vision
5. Empower broad-based action
6. Generate short term wins
7. Consolidate gains and produce more change
8. Anchor new approaches in the culture

Note:
Kotter says
the sequence
is important!

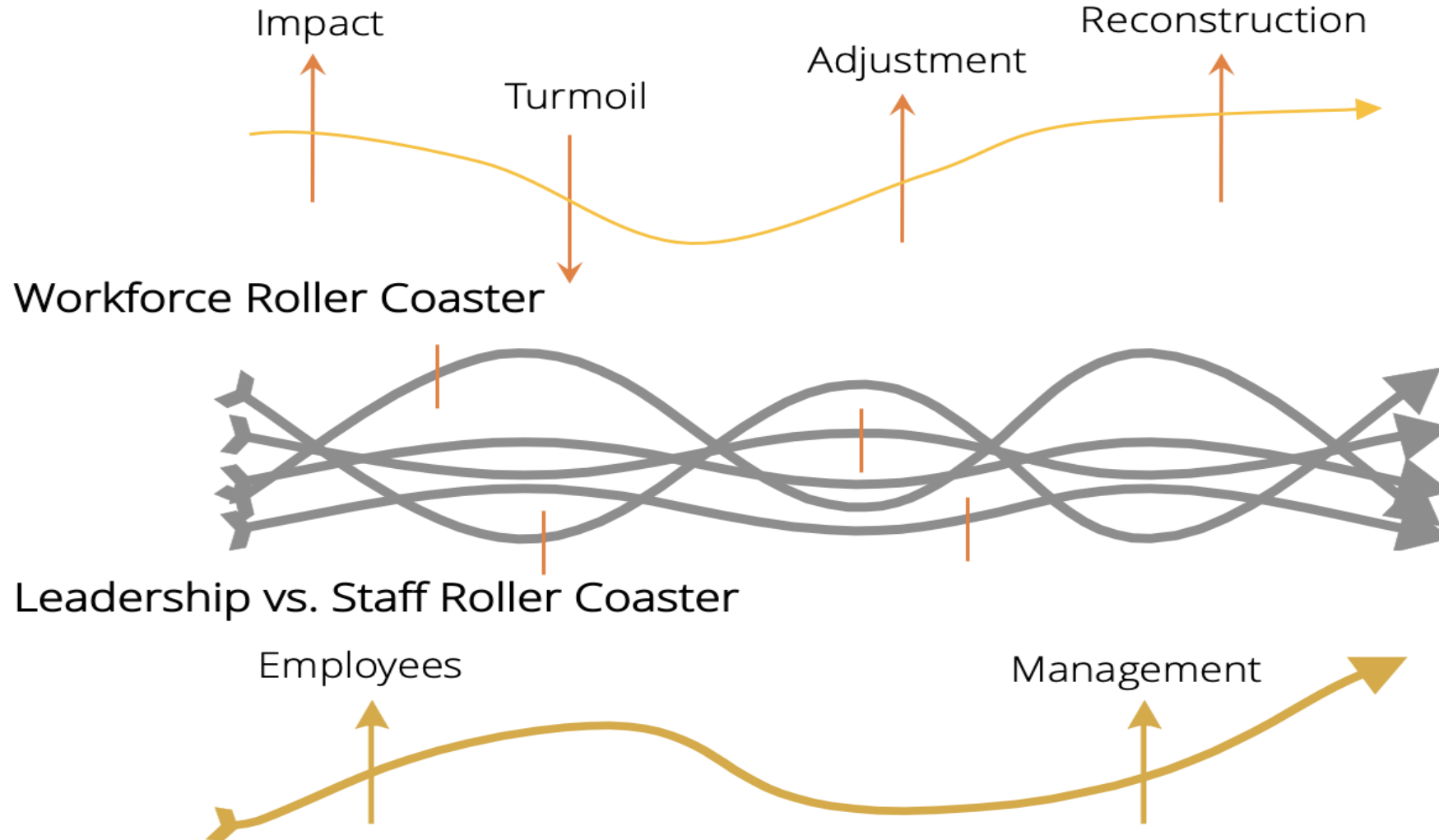
- John Kotter

Myths and Realities of Change

Myth	Reality
This will go away	Change is here to stay
It will help if I get upset about this	Controlling your emotions increases your control over the situation
Top management knows a lot more than they are telling	The odds are that higher management is being as open and straightforward as the situation permits
Management doesn't care about us	Management has to make some tough decisions, and its impossible to keep everyone happy
I'm not in a position to make a difference	You're either part of the solution, or part of the problem
Top management is supposed to make these changes work	If you work here, this is your plan
They don't know what they're doing	Top managers have a pretty good idea of what they're doing, but can't do it without running into problems or making some mistakes
The changes weren't really necessary	What's necessary now is to make the changes work

- Pritchett and Pound

Roller Coasters of Change



Three Phases of Transition

Transitions **Begin** with **Endings**

- Of some relationships
- Of some job duties
- Of some expectations

What are some of the things you need to let go of?

- *William Bridges*

Elements of the Neutral Zone

- Nothing works well
- A feeling of being nowhere between two somewhere
- Anxiety rises and motivations falls
- Feeling disoriented
- Becoming self-protective
- People often miss more time from work
- Feeling of overload
- Priorities confused
- Information miscommunicated
- People become polarized – some rush ahead while some go backward
- Discord rises
- Some creativity emerges

“It’s not so much that we’re afraid of change, or so in love with the old ways, but it’s that place in between we fear, it’s like being in between trapezes. It’s Linus when his blanket is in the dryer. There’s nothing to hold on to.”

- Marilyn Ferguson

Why is Change Denied and Resisted?

Resistance increases when...

- The purpose of the change is not made clear
- The need for change is not understood
- Communication regarding the change is poor
- People who will be involved with the change are not included in planning
- There are no rewards
- Key people are not seen as really supporting the change
- People perceive a negative impact on their social relations
- Change is introduced too slowly or quickly
- Habit patterns are ignored
- Key job duties are exchanged
- Feelings of failure exist
- There is a tendency to seek security in the past
- There is a lack of confidence in the outcome of change

- Pritchett and Pound

Why is Change Denied and Resisted? (cont.)

Resistance increases when...

- Too much pressure exists
- Vested interests are involved
- The status quo can't be reestablished if the change proves unacceptable
- People believe the change will reflect negatively on their past performances
- Poor behavior on the part of others is tolerated during the change process
- The change process is not open to input or critique
- Decisions are passed down hierarchically and therefore some people have much information and others have little
- The timing for the change is bad
- One change means many changes
- People want to know what the outcome will be before the change occurs
- Behavioral change usually comes in small steps

- Pritchett and Pound

Making Change Happen: Leader's Role

What you need to know:

- Why you are driving this change and your feelings about it/commitment to it
- That change won't work without people (even if you wish it were otherwise)
- How this change affects other changes
- The benefits to this change (short, long term) – focus on who you serve
- The risks of change
- When to push and when to hold back a bit

Personal behaviors:

- Listen to the pain that is caused by the pending change(s) and throughout the change process
- Connect personally to others, show your vulnerability
- Be courageous and persistent; champion, inspire
- Be involved and accessible

Making Change Happen: Leader's Role (cont.)

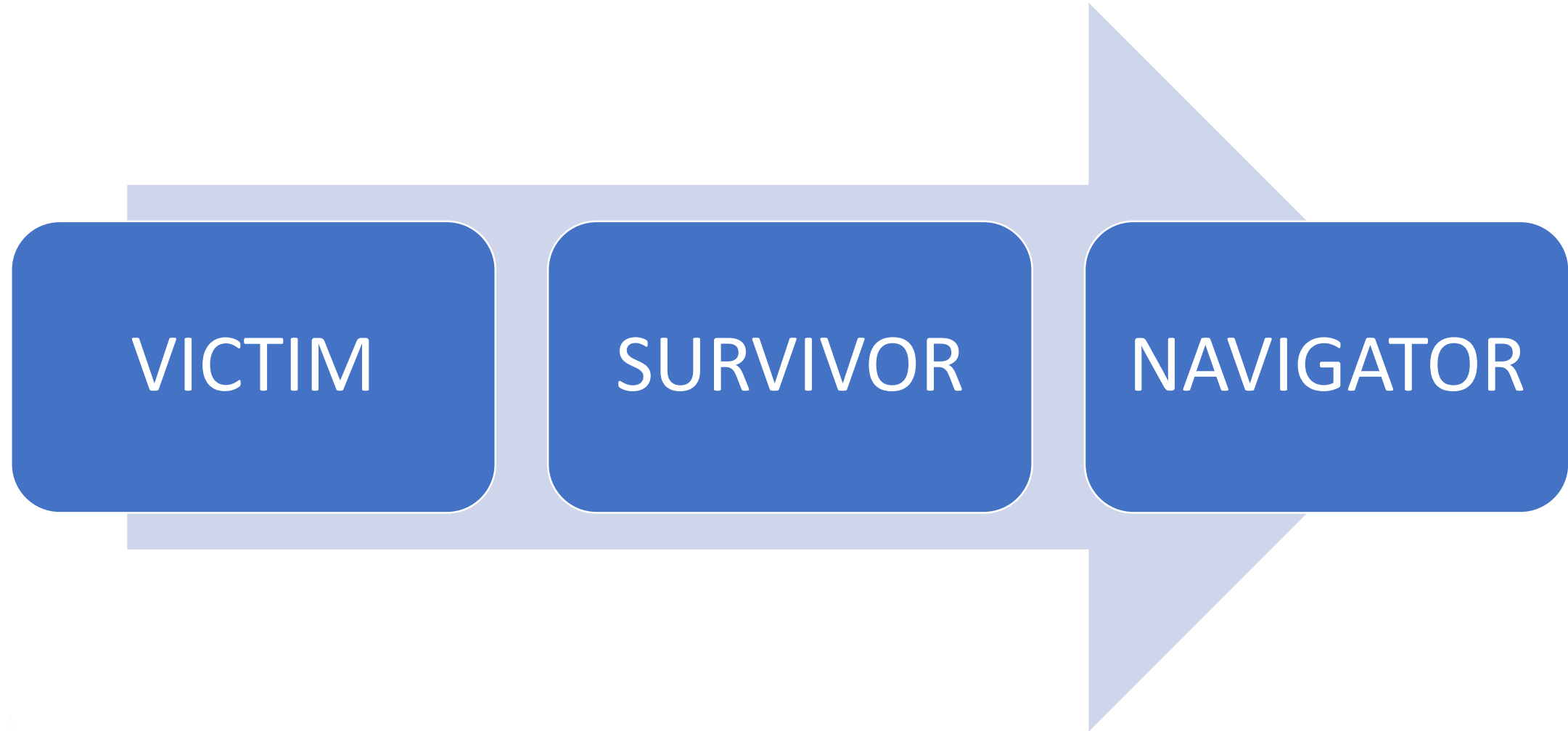
What you need to do:

- Package and promote the change, reinforce it over and over and stress what's in it for them (WIIFM)
- Plan the change process and timing well – ask for help if this isn't your strength
- Communicate over and over: share the context and problem, the process and how decisions will be made and communicated
- Involve and engage those affected – encourage ownership for change, doing the work, generating ideas and questions
- Set measures of baseline, progress and outcomes
- Recognize progress – even little things

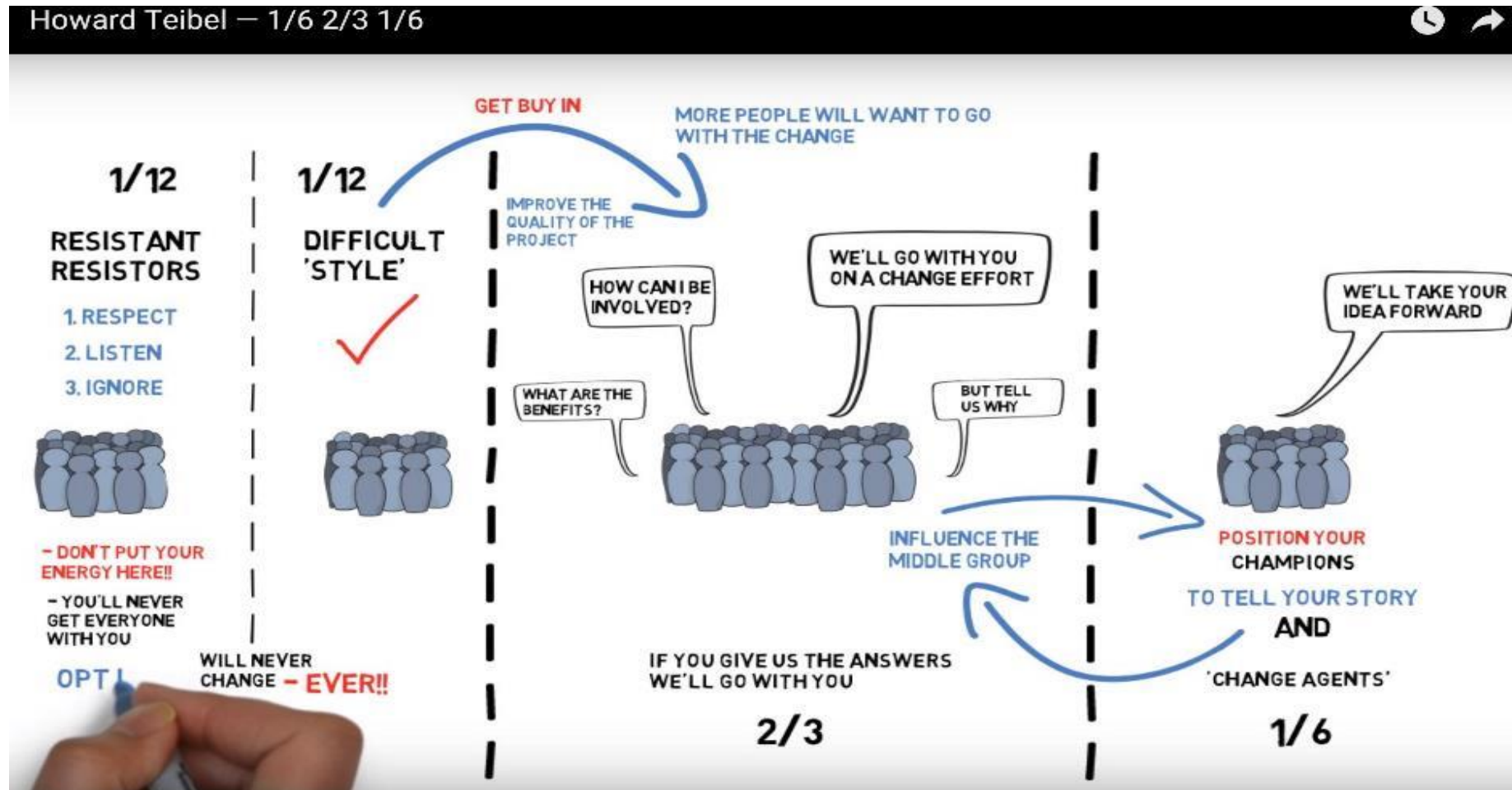
What to consider:

- Involving a facilitator – sometimes the smartest thing you can do, so you can participate
- How to create new leaders, new leadership opportunities
- Doing a risk analysis/assessment

Personal Responses to Change



Personal Responses to Change (cont.)



[Teibel Video](#)

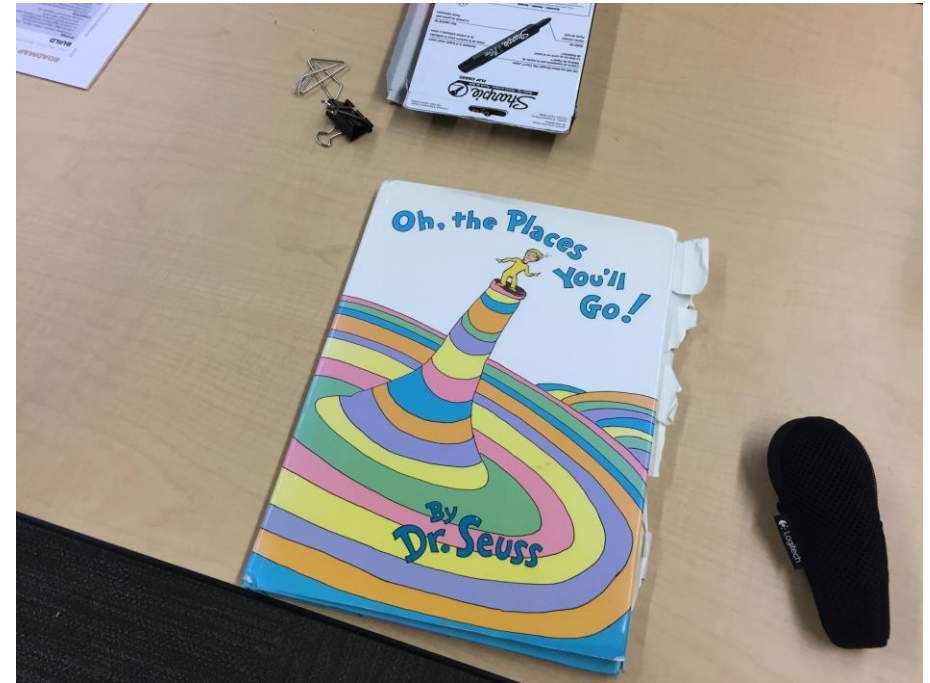
Three Conditions of Successful Change

- Valid Information – good communication going and coming to all levels of employees
- Informed choice – having the opportunity for all levels of people to have some choice about the new plans and changes
- Internal commitment – to have any change be successful all people must be committed to the course of action. There will be varying degrees of commitment, of course, but to be truly successful all people need to be committed to the general direction

Where Do We Start?

Focus on type 1 changes and prepare for type 2 changes

- **Type 1: Control**
 - We have the information, expertise, resources and authority necessary to manage the change.
- **Type 2: Influence**
 - We do not have full control, but can influence the outcome, with assistance.
- **Type 3: Neither**
 - We have neither control nor influence and should not take on this change.



Coaching Skills During Change

- Acknowledge the past
- Be courageous, empower yourself
- Take charge: management by committee won't work
- Be persuasive
- Set a clear agenda
- Create temporary policies and procedures
- Do it quickly
- Do it clearly
- Be definitive
- Include input of your key employees
- Communicate

Focus on hard results

- Trust will be down
- Morale will be down
- Loyalty will be down
- Stress will be up

Coaching Skills During Change (cont.)

Re-recruit the keepers

- They are your cornerstones
- Make them feel important
- Capture their spirit
- Stabilize the group

Carve out new roles and responsibilities

- Be detailed
- Try not to have overlap right now
- Cut out duties where possible
- Keep track of performance

- Deal with conflict
 - Expect old issues to surface
- Set up transition monitoring team
- Show urgency for change
 - Demonstrate your energy, drive and passion
 - Be a good role model
 - Keep reasons for change on peoples' minds

Coaching Skills During Change (cont.)

- Tighten discipline
 - Set high standards
 - Be tightly organized
 - Be clear and explicit
 - Define criteria
 - Expect to be challenged
 - Deal with poor performers
- Give psychological boosts
 - Words of encouragement
 - Compliments
 - Develop recognition programs
 - Be empathetic
 - Say thank you
 - Show personal interest
 - LISTEN
 - Show you care

Coaching Skills During Change (cont.)

- Communicate
 - Give constant updates of all kinds
 - Repeat all communications
 - Make sure issues are aired
 - Invite argument and allow conflict
 - Keep a high profile
- Create a shared vision
- Balance the task (what) with the process (how)
- Eliminate fear
- Play angel's advocate

- *Pritchett and Pound*

Communicating Is Important

- Be clear and articulate the outcomes (not tasks)
 - Why, why now?
 - What will it mean?
 - How will we measure our progress?
 - How does this link to other things we are already doing
- Model change
 - Allocate time, energy, priority
 - Discuss at leader meeting

HBR – “How to communicate during organizational change,” June 2017, Elsbeth Johnson

Take Care of You: Ways to Reduce Stress

1. Do physical exercise, at least thirty minutes three times a week.
2. Learn relaxation techniques.
3. Cut down on caffeine.
4. Eat right.
5. Meditate.
6. Develop better time management.
7. Play, have fun, recharge.
8. Get plenty of sleep.
9. Smile more. Laugh.
10. Count your blessings... make thankfulness a habit.
11. Say nice things when you talk to yourself.
12. Personal goals. Give yourself a sense of purpose.
13. Forgive. Grudges are too heavy to carry around.
14. Simplify.
15. Practice optimism.
16. Take breaks and lunches!

What else can/do you do?

- Adapted from Pritchett and Pound

Success Factors in Leading Effective Change and Planning Implementation

Strategic

- Embrace it
- Take initiative and try different things/take risks
- Follow through/make things happen
- Be persistent
- Be patient
- Reflect/adapt/be flexible
- Try to find some humor
- Involve the right people/build teams
- Communicate, communicate, communicate
- Measure processes
- Build allies
- Focus on customer needs
- Focus on process improvement
- Choose your battles
- Treat yourself well

- Ruth Johnston, Ph.D.

Strategic Planning Summary

- Is future focused
- Is leadership driven
- Provides for a high level of organizational involvement
- Allows contention within the broad framework of the organization's goals
- Creates broad objectives that encompass organization purpose and culture
- Produces a plan that is widely understood and accepted
- Produces a plan that is both comprehensive and detailed
- Is a model that can be rigorously applied
- Provides the energizing force to drive the needed changes
- Will enable an organization to create and achieve its ideal future
- Allows dialog to take place in a continuous and interactive manner
- Is measurable

Strategic Planning Resources

- Academic strategy: the management revolution in American higher education, George Keller, 1983
- Applied Strategic Planning: An Introduction, Goodstein, Nolan and Pfeiffer, 1992
- Crafting Strategy, Henry Mintzberg & Harvard Business Review, No. 87407
- The Strategic Plan is Dead. Long Live Strategy. O'Donovan and Flower, Stanford Social Innovation, January 2013
- Creating Your Strategic Plan, A workbook for public and non-profit organizations, John Bryson and Farnum Alston, Wiley and Sons, 2011
- 10 Critical Lessons I've Learned about Implementing a Strategic Plan, Sanaghan, Academic Impressions, December 2014
- Stress-Test Your Strategy: The 7 Questions to Ask., Robert L. Simons, Harvard Business Review, November 2010
- Tips for Effective Strategic Planning, Christine D. Keen, HR Magazine, August 1994

Balanced Scorecard Resources

by Robert Kaplan and David Norton

- *The Balanced Scorecard – Measures That Drive Performance*. Harvard Business Review (HBR) 70, no. 1 (January-February 1992): 71-79
- *Putting The Balanced Scorecard To Work*. HBR 71, no. 5 (September-October 1993): 134-147
- *The Balanced Scorecard – Translating Strategy Into Action*. Boston: Harvard Business School, 1996
- *Using The Balanced Scorecard As A Strategic management System*. HBR 74, no. 1 (January-February 1996): 75+
- Balanced Scorecard Collaborative (training, consulting, materials):
<http://www.bscol.com/>

Change Resources

- Bardwick, Judith. *Danger in the Comfort Zone: From Boardroom to Mailroom – How to Break the Entitlement Habit That’s Killing American Business*, Amacom, 1992
- Bennis, Warren G. *Changing Organizations*, New York, NY: McGraw-Hill Book Company, 1966
- Bridges, William. *Managing Transitions*, Reading, MA: Addison-Wesley Publishing Company, Inc., 1991
- Goleman, Daniel. *Emotional Intelligence*, New York, NY: Bantam, 1995.
- Kaye, Beverly L. and S. Jordan-Evans *Love ‘Em or Lose ‘Em: Getting Good People to Stay*, Berrett-Koehler, 1999
- Kotter, P. and L.A. Schesinger. “Choosing Strategies for Change”, *Harvard Business Review*, March-April 1979, 111
- Pritchett, Price. And Ron Pound. *The Employee Handbook for Organizational Change*, 1990

Extra Materials



Roadmap for the Development of an Organization

