

Using the Balanced Scorecard as a Framework for Strategic Planning and Organizational Change

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Setting the Change Stage

Strategic planning processes offer an opportunity to connect foundational practices with a vision for future change. In this chapter, Kotter's eight stages of change are mapped to the Montana State University Library's strategic planning effort (September 2017–February 2018).

Montana State University (MSU) is a land-grant public research university located in Bozeman, Montana. It is listed in the Carnegie Classification as a doctoral-granting university with “Higher Research Activity,”¹ and with a head count of nearly 17,000 students in Fall 2018, it is by far the largest institution of higher education in Montana.² The university's annual budget is \$201 million, and research and development expenditures exceeded \$126 million in 2018.³ In addition to having its teaching and research missions, MSU is also one of 359 universities in the US awarded Carnegie's community engagement classification.⁴

The MSU Library has one physical location with fifty-five to sixty employees, including approximately eighteen tenure-track faculty and thirty-five classified staff. Led by a consultant who worked with an internal Strategic Planning Group, the library employed

a participatory and community-oriented approach to developing its new strategic plan. The library aligned its planning process with the Balanced Scorecard (BSC) framework, which guided the strategic thinking and formed a foundation for future organizational and individual change.

The BSC is used extensively in business, industry, government, and nonprofit organizations worldwide as a strategic planning and management system. It helps employees align their day-to-day work with a comprehensive strategy, and it helps administrators monitor and measure progress toward implementation of the plan. The BSC outlines objectives and measures that define an organization's success at realizing its envisioned future, and it creates a framework comprising four perspectives: Customer, Internal Processes, Learning & Growth, and Financial. Utilizing the BSC supported a key goal of the MSU Library strategic planning process to include feedback and participation from the whole organization, thus building a strategic plan for which all employees could take ownership while also indicating leadership commitment to a vision.

This chapter will describe the experience of working with the consultant to create a strategic plan utilizing the BSC framework. Throughout the process, individuals from across the library engaged in discussions and stepped into leadership roles beyond the scope of their daily work, which helped the MSU Library create shared buy-in for the new strategic plan. The library is now implementing the plan through the adoption of new processes and procedures shaped by the strategy as well as insights gained from reflecting on Kotter's eight stages of change.

Balanced Scorecard Background and Literature Review

The BSC was introduced as a tool for private business in 1992 by Kaplan and Norton.⁵ Initially intended as a performance measurement framework tied to financial success, it later evolved into a full strategic planning and management system, into which an organization outlines how it will achieve success.⁶ In 2001 the Association of Research Libraries (ARL) and OCLC brought awareness of the BSC framework to the library community via a three-day workshop.⁷ In 2009 ARL launched the Library Scorecard Program as part of an effort to assist ARL member libraries interested in utilizing the BSC for strategic development and inspired by the University of Virginia's (UVA) early adoption in 2001.⁸ A 2016 literature review designed to test a series of hypotheses on the main characteristics of the implementation, use, and outcomes of the BSC, by both public and academic libraries worldwide, is recommended.⁹ The MSU Library's implementation of the BSC, while not unique in the library profession, was a novel experience for the staff of the library, and the writing of this article was a unique opportunity to reflect on the process in the context of Kotter's eight stages with this chapter.

I. Warm-up Phase

STAGE 1: ESTABLISHING A SENSE OF URGENCY

A variety of environmental and organizational factors contributed to establishing a sense of urgency for the library strategic planning process. In this chapter, internal factors are framed in the context of the MSU Library while external factors are framed

within the context of the university and the broader library context within the state of Montana and beyond.

Internal environmental factors included the expiration, in 2016, of the previous strategic plan. An assessment of that plan was completed in 2017, and insights gained from several data collection efforts,¹⁰ helped frame the picture. Other internal factors included an extensive facilities master plan that was completed during the 2015–2016 fiscal year and two highly transformative and all-consuming organizational initiatives: statewide implementation of the Alma library services platform from Ex Libris and digitization of a recently acquired archive.¹¹ These initiatives led to genuine reflection about the efforts and resources required for future initiatives.

External factors included the conclusion of the seven-year university accreditation process and the imminent launch of a new strategic planning cycle for the university, as well as the early development stages of the statewide academic library consortium, TRAILS, and the continuing success of attracting national funding for library research activities.

The assessment of the 2013–2016 expiring strategic plan was conducted by a group that would later come to be known as Strategic Planning Group 1 (SPG1). The associate dean led the group, which included representation from every library department, and it produced a report highlighting the difficulty of identification and fine-tuning of meaningful, well-aligned measures.

Throughout the process and resulting conversations between SPG1 and the associate dean, much was learned about the value of producing a consistent, coherent, and assessable strategic plan. The dean and associate dean proposed to bring a highly qualified consultant familiar with the BSC, receiving buy-in from the rest of the organization through communications with the library's Executive Team (ET) and the entire library through all-staff meetings.

Through a limited solicitation request for proposals (RFP) process, a consultant was contracted to facilitate the BSC process in September 2017.¹² The consultant received access to various data the library had collected over the recent past, including the assessment report of the previous strategic plan, LibQUAL+ survey data, and the baseline data from ClimateQUAL in 2013. These sources described an organization on a transformative path with capacity constraints, mainly in terms of the staffing. With a creative staff and a strong desire for automation and innovation, the MSU Library was at the crossroads of defining a new path.

Based on advice from the provost, the proposed three-year strategic plan was expanded to a seven-year plan to more closely align with the university's strategic planning and accreditation cycles. Early on, the consultant was introduced to the campus personnel who were responsible for the university strategic planning process and was kept abreast of developments in that area in the interests of aligning the two plans.

In addition, comments solicited during the building master planning process indicated the library was a place that students and faculty value, even while its resources are strained due to increasing enrollment. The need for library space is acute. The realization of the new facilities master plan was envisioned as a long-term process, which also added urgency for a new strategic plan as the funding for such an ambitious project is contingent on successful fund-raising, and the implementation will be staged over a period of years.

Broader strategic conversations were also taking place at the campus level, and it was during the first BSC in-person workshop that the recent results from the accreditation evaluation team from the Northwest Commission on Colleges and Universities were shared. The MSU Library received a commendation (one of only five bestowed upon the university) for its leading role in establishing the statewide academic libraries consortium, TRAILS. The report also identified the need to work on creating more physical spaces that contribute to student success in future years.

Finally, the recent success in securing national grants for library research and digitization were contributing to the sense of urgency for a strategic way of deploying internal resources.

STAGE 2: CREATING THE GUIDING COALITION

The culture of the MSU Library is one in which the staff desire their voice be heard and they frequently advocate for active participation in administrative planning and decision-making processes. Early in the strategic planning process, this “voice” was present in relation to considerations that planning be driven as a democratic, grassroots initiative—that is, from within the organization rather than from the top administrators. As the RFP process unfolded during the summer, the grassroots language was used widely by library administrators as they communicated progress and assured staff that their voices would be heard. However, it became apparent that while the concept of a grassroots initiative was ideal, the reality required an administrative body of some type that could help the consultant understand the library’s culture, could facilitate local logistics, and could communicate directly with the staff to counter the concern that the administration was simply going to drive the process from the top. This balancing act is indicative of a constant tension that exists in educational institutions. Administrators are tasked with leading their organizations, but they must find a way to do that in an inclusive and equitable manner respecting diverse voices; otherwise the best strategic plan will fail to gain widespread adoption.

With urgency in mind, the associate dean of the library was tasked with creating a guiding coalition to develop the strategic plan. A second iteration of the Strategic Planning Group, known as SPG2, was tasked to work with the consultant. SPG2 was designed to promote a democratic and empowering dynamic among its members by:

- Including one representative from every department in the library;
- Composing the group of half classified staff and half faculty librarians;
- Giving each representative an equal voice in the process;
- Intentionally excluding the associate dean and dean from the committee (although they took part in the larger process and provided consultation to SPG2 on request)

The consultant rounded out group membership, adding a neutral voice and having the overall responsibility of educating and guiding SPG2 through the BSC process. Following Kotter’s Stage 2, this group was intended to guide the organization through the strategic planning process; coordinate the participatory activities associated with this process; and communicate with the organization.

The consultant had a very specific charge, outlined via a formalized contract that detailed expectations for work to be completed, deliverables, and a timeline. The details

of this contract were communicated directly between the consultant and the dean of the library, with the overarching goal being to develop a strategic plan and an assessment plan that has measurable objectives using the BSC.

Members of SPG2 knew their work would involve the creation of the next-generation strategic plan, utilizing the Balanced Scorecard approach (BSC), but beyond that, no other roles, responsibilities, or expectations for participation were communicated in advance of the first meeting. A general charge was discussed at the kickoff meeting, but in the spirit of preserving a light administrative touch, SPG2 was left to organize and govern itself.

The process formally kicked off on September 11 with a phone meeting facilitated by the consultant (who was off site) and attended by SPG2 and the associate dean and dean of the library. SPG2 had received an agenda prior to the meeting and came to the meeting looking for further clarification on the process the consultant would be using to guide the organization through its work. It quickly became apparent that roles and responsibilities for all levels of individuals involved in the process, from the consultant through SPG2 and into library administration, needed to be established. It also became clear during this first meeting that the cocreation of a strategic plan in a participatory manner would require a substantial amount of time from SPG2 members during a busy fall semester. Without being tasked or prompted, members of the group identified areas in which they could best contribute to the team, some taking on the role of scheduling, communication, and electronic tool maintenance. Others stepped up to assist with communication, including a spokesperson for the group, sending regular (and specifically formatted) email updates to the library, taking notes and writing the minutes from every meeting, and creating a shared space at the library's intranet to document progress and share content. The group crafted a document called "Roles, Responsibilities, and Expectations" based on their early understanding of the process. This document was presented to and accepted by the administration and the consultant, but it did not specify roles and responsibilities at the individual level for SPG2 members. Thus, members pitched in when they could and helped each other when workloads prevented the fullest participation. Stabilization, common understanding, and agreement were always achieved as the consultant and other members of SPG2 became aware of capacity and compensated as needed. There were moments of creative tension between SPG2 members during the library-wide surveys, while in-person workshops had a more even, collaborative, and convivial tone. This could be due to the primary team (SPG2 and the consultant) absorbing more of the work in order to create the best experience for library personnel. Staff experiences were designed to minimize tension and maximize collaboration and creativity.

By November, when the team began crafting objectives within the formal Balanced Scorecard, it became clear that the absence of the associate dean was a deficit for the group because he had the most internal knowledge of the BSC process. Becoming facile in BSC philosophy, terminology, and processes is a complex process and was difficult to achieve for most members of SPG2, who were simultaneously juggling their other work (no reduction in work assignment was given). Both the dean and the associate dean were asked to participate in the meetings after December as SPG2 and the consultant focused on finalizing the objectives.

Creating the guiding coalition was a critical element of success for MSU; among the lessons learned was the need to allow more time for the guiding coalition to coalesce and come to a clear understanding of the shift from a grassroots approach to a guiding coalition approach. SPG2 had only six weeks and six phone calls with the consultant to do that before the first in-person library-wide BSC workshop in October. A second lesson was the need to allow for a reduction in the normal duties that would permit SPG2 members to focus on the planning task without being distracted by all the pressures of daily work. Creating a guiding coalition of staff members who can communicate, compensate, and support each other was very important for the success of the MSU planning effort.

STAGE 3: DEVELOPING A VISION AND STRATEGY

The process of developing a vision and strategy included frequent communication between the consultant and SPG2, including three site visits aimed at engaging everyone in the library through in-person facilitated sessions, as well as a series of follow-up phone calls aimed at finalizing the strategic objectives, initiatives, and potential metrics.

Mission, Vision, and Values

The MSU Library had well-established mission and vision statements from the 2013 library-wide planning process as well as a statement of values which had been drafted by a past library administration without input from staff. The consultant and SPG2 members reviewed these three statements carefully and agreed that a simple refreshment of these elements would be helpful. However, as the process opened up and feedback was gathered from the whole organization through surveys and discussions of selected readings, it became clear that the staff wanted to spend more time discussing the future of the library with an emphasis on developing a new set of values. The development of values statements took more time and energy than initially anticipated and was brought to closure in December through departmental and all-staff meetings. As a result, the overall strategic plan was completed in March, a month later than originally planned.

An important outcome of the mission and vision statements process was that the entire library staff created its first ever set of values statements, which were designed to align with university values. Despite the additional time this required, one could argue that this process was necessary to help establish a vision to guide our plan; it was a necessary step in creating a solid foundation, regardless of the timeline outlined in the contract. Figure 2.1 lists the 2013–2016 and 2018–2024 mission, vision, and values.

FIGURE 2.1

Mission, vision, and values evolution from 2013–2016 to 2018–2024

2013–2016	2018–2024
The library's mission is to facilitate student and faculty success by providing access to information and knowledge.	We support and advance teaching, learning, and research for Montana State University and the people of Montana by providing access to information and knowledge.

FIGURE 2.1

Mission, vision, and values evolution from 2013–2016 to 2018–2024

2013–2016	2018–2024
<p>We are a progressive research library, integral and committed to student success and the research enterprise of MSU.</p>	<p>We are dynamic, adaptive, and responsive research library. We aspire to build innovative digital and physical spaces where our diverse communities can access and apply information to grow intellectually, build meaningful collaborations, communicate ideas, and envision a better future for Montana and beyond.</p>
<p>Respect Value respect for diversity in all its dimensions. Respect and civility foster collaboration and open communication, which in turn create productive local, regional, and global communities.</p> <p>Integrity Value honesty and professionalism in all work. Each individual is personally accountable for his/her work and behavior.</p> <p>Student Success Value all students and believe in creating an environment in which they can be successful and reach their full potential.</p> <p>Excellence Belief in challenging the MSU community in the pursuit of the highest quality that can be attained.</p>	<p>We are proud to serve the university and the people of Montana, and we strive to do so while embodying the core values of the profession of librarianship (http://www.ala.org/advocacy/intfreedom/corevalues) and MSU (http://www.montana.edu/strategicplan/vision.html). Our values reflect how we carry forward our strategic and operational decisions: we aim to build a more informed, thoughtful, and just world while striving to cultivate an environment that supports the potential for finding joy and meaning in our work. We value:</p> <ul style="list-style-type: none"> • Accountability: We hold ourselves accountable to each other, to the ethics of our profession, and to our statewide supporters. • Diversity, Equity, and Inclusion: We seek out diverse perspectives, as they challenge us, help us learn, and broaden our worldview. We work to build spaces and services that are equitable and inclusive to all. We value collegiality and build a culture of care within the Library. • Empathy: We promote a culture of empathy and user-centeredness. We invite stakeholders to participate in creating services and resources that are relevant, usable, and desirable. • Inquiry and Innovation: We nurture an environment that encourages a collaborative and enthusiastic approach to the pursuit of knowledge. We leverage new technologies and forge cross-disciplinary and cross-cultural collaborations to create new ideas and ways of knowing.

FIGURE 2.1

Mission, vision, and values evolution from 2013–2016 to 2018–2024

2013–2016	2018–2024
	<ul style="list-style-type: none"> • Openness and Access: We believe in openness and equitable access in scholarship and resources. We ensure that information is readily available to our community. People: We respect the humanity, knowledge, and expertise of people in the Library, the university, and the community. • Teaching and Learning: We facilitate critical engagement with information and knowledge creation through education and advocacy. • Transparency and Communication: We value transparency and clear, open communication in our Library and beyond.

Readings and SOAR Survey

One of the critical organizational readiness exercises implemented early on was an environmental scan in the form of readings and discussions on the future of libraries. SPG2 wanted everyone to prepare to envision the future and encouraged them to read at least two items on the reading list prior to filling out a Strengths, Opportunities, Aspirations, Results (SOAR) survey. SPG2's hope was that these readings would inspire insightful feedback through the survey and future participatory feedback approaches. The articles exposed staff to what is going on outside the MSU environment and highlighted national trends in libraries and higher education useful for the planning process.¹³ SPG2 members offered to hold departmental discussions that were scheduled in coordination with the department heads as convenient. These discussions facilitated additional input and catalyzed ideas for the future of the MSU Library.

In-Person Facilitated Workshops

Three three-day site visits by the consultant were spaced across the months of October, November, and December, and each visit included workshops. The rest of the time included meetings with SPG2 and the dean and associate dean. SPG2 developed a method of organizing the days by scheduling two identical half-day workshops so that staff could choose to register for the workshop that best fit into their schedule. SPG2 ensured that each department was represented in order to maximize opportunities for staff conversations across departments. The careful planning of the scheduling allowed for a strategic planning process that was inclusive, participatory, and balanced.

The consultant engaged staff and implemented exercises to gather input for building the MSU Library strategic objectives in all four perspectives: Customer, Internal

Processes, Learning & Growth, and Financial. The result was the development of a change vision in the form of a strategy map described in more detail in the next section.

STAGE 4: COMMUNICATING THE CHANGE VISION

The process of utilizing the BSC approach to create the library's strategic plan represented the process by which the change vision was communicated to the staff and culminated in the final document, also known as the scorecard. Each step in the process, from external readings to in-person workshops, communicated to staff a strategic planning approach that was new and systematic. Each step of the process also built upon the previous, serving to communicate incrementally, through a participatory process, what the BSC was and how it would inform the future of the library. While some in the organization were closer to the process than others (SPG2 for example), everyone in the organization, at varying levels, experienced this changing vision.

Formally, this was communicated strategically and regularly, primarily via email. SPG2 oversaw that process and developed an email template, color-coded, bulleted, and organized for readability. Twenty such emails were sent over a six-month period. Those emails were also archived in a section of the library's intranet devoted to the strategic planning process. Also housed at this site were readings, survey results, workshop agendas, meeting minutes, and more. The strategic planning intranet site served as a location of record for all activities and work products, and it was referred to frequently in the email updates and by SPG2 members when giving updates at departmental meetings. One SPG2 member, a department head, also delivered regular updates at Executive Team meetings to keep that group up-to-date. Culminating updates were also delivered at all-staff meetings and during the in-person discussions of the readings. Through this process, all individuals in the library had multiple opportunities for communication at the individual, departmental, and library level, both in person and electronically.

Two specific steps in the process stand out as having played a significant role in the change vision: (1) creating the Library Values statements and (2) molding the feedback from the in-person workshops into the final set of objectives that comprise the strategy map. Strategy maps help clarify the strategy and the related strategic objectives, whereas scorecards include metrics and targets to measure and manage the performance of the organization against those strategic objectives. As of this writing the MSU Library scorecard is still in development as we have not yet completed a full year of implementation.

As mentioned previously, through participation in the in-person workshops, library staff communicated a desire to spend more time focusing on the creation of the Library Values statements. While this resulted in extending the consultant's work an additional month, SPG2 and administration decided it was important to honor staff's desires in this area. In retrospect, this was an important decision, as it helped staff to more fully participate in shaping the picture of the future library.

More important was the iterative process of finalizing the strategy map. Once the workshops and reading discussions concluded, it was the job of the consultant, a newly formed User Experience and Assessment (UX&A) team (details below under Stage 7), and SPG2 to mold all feedback into something that could become an acceptable strategic plan. This process involved presenting rough drafts of the individual perspectives to various groups (departments, specific stakeholders, administration) through structured

meetings, rewriting based on meeting feedback, and communicating the next version of the drafts again, via email and more in-person meetings. The strategy map (figure 2.2) evolved through three drafts, and the organization continued to engage in the process, marking the communication of the change vision as multidirectional and participatory.

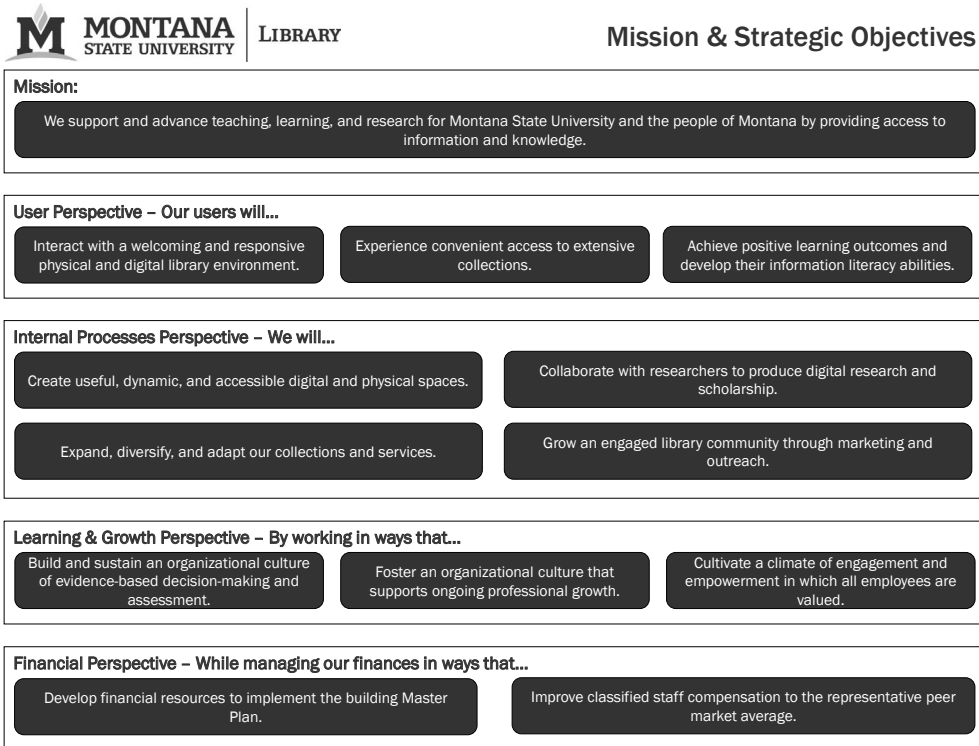


FIGURE 2.2
MSU Library strategy map

Staff feedback regarding our new mission, vision, and strategy has mostly been positive. Staff have publicly remarked that they were greatly appreciative of the participatory nature of the plan's development, and that it possesses “a place for everyone.” While there is strong buy-in for the plan at a conceptual level, there is one major concern: How will implementation impact employee workflows, capacity, and expectations?

II. Introducing New Practices Phase

STAGE 5: EMPOWERING BROAD-BASED ACTION

Kotter emphasizes that once the employees accept the change vision, they need to be empowered to act upon it. Within the BSC framework, people in the organization are empowered to act upon the change vision as coordinators of measures or initiatives. These people are responsible for monitoring the performance of a strategic measure or initiative and ensuring that it serves its strategic intent. They are also expected to facilitate strategic collaboration and planning for their assigned measure or initiative by:

- Collaborating across the library and bringing together stakeholder perspectives from different departments;

- Ensuring that there are initiatives that improve the measures [performance indicators] and accomplish the strategic objective;
- Collaborating with the leaders of such initiatives or being a leader for related initiatives; and
- Making recommendations for adjusting the measure, if needed, and proposing new initiatives.

The Strategic Plan Implementation and Assessment Model (figure 2.3) illustrates how coordinators function vis-à-vis other key stakeholders in implementing our change vision.

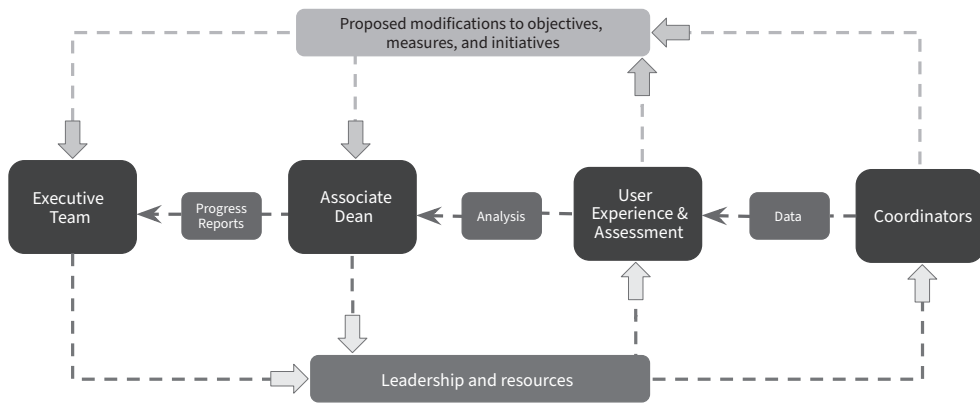


FIGURE 2.3

MSU Library Strategic Plan Implementation and Assessment Model

Over half of the organization’s employees have been identified as coordinators. While most of these people have embraced this role, others have expressed trepidation about their capacity to take on these new responsibilities due to the impact it would have on their current work duties. Overall, healthy pondering continues to occur about the staff capacity versus ability to achieve accomplishments. How much and how quickly can staff achieve? How can the library move incrementally in the absence of extra funding? How can the organization gain or maintain momentum despite staff turnover?

STAGE 6: GENERATING SHORT-TERM WINS

Kotter acknowledges that the change process “goes through a series of phases that, in total, usually require a considerable length of time,”¹⁴ but he also stresses the value of short-term wins. Without these wins to recognize and celebrate, an organization risks loss of momentum and declining morale. Kotter further explains that creating short-term wins is an active process that requires deliberate planning and action. The short-term wins described in figure 2.4 were deliberately executed to align with the strategic plan as it developed.

Most of the items described in figure 2.4 are in process, but they all represent significant, and in some cases foundational, milestones toward achieving objectives in the strategic plan. Therefore, they are considered short-term wins that achieve Kotter’s aim of creating measurable progress to sustain momentum and staff morale.

FIGURE 2.4

Short-term wins mapped to strategy map objectives

Strategy Map Objective	Short-Term Win
Objective 2.1—Create useful, dynamic, and accessible digital and physical spaces	Created a Digital Accessibility Committee to help ensure that all electronic content managed by the library would comply with accessibility requirements for disabled users. This action aligns with a campus-wide effort after MSU came to agreement with Department of Education’s Office of Civil Rights to bring MSU websites and the campus learning management system into accessibility compliance.
Objective 2.2—Collaborate with researchers to produce digital research and scholarship	Submitted CLIR Digitizing Hidden Collections final proposal in collaboration with researchers from the Department of Ecology and the Montana State Library. The six-month proposal process resulted in a \$300K award, MSU Library’s first funded grant in this category. Hired a CLIR Postdoctoral Fellow in the Digital Humanities. This position will work closely with the Ivan Doig Center, which is managed by the College of Letters and Science.
Objective 2.3—Expand, diversify, and adapt our collections and services	<p>Conversations with the Montana Office of the Commissioner of Higher Education have led to commitment to a statewide OER initiative, in collaboration with TRAILS, Montana’s academic library consortium.</p> <p>Several new archival collections have been acquired, and more are on the horizon. The library has dramatically increased the number of interviews in “Angling Oral Histories,” a showcase project for MSU’s Trout and Salmonid Collection.</p>
Objective 3.1—Build and sustain an organizational culture of evidence-based decision-making and assessment.	Established the UX&A (User Experience and Assessment) program, comprising one full-time librarian faculty member and one classified staff member. UX&A has been charged with coordinating the fulfillment of strategic plan initiatives as well as producing reports that will help communicate progress of the plan.
Objective 3.3—Cultivate a climate of engagement and empowerment in which all employees are valued.	Ran the ClimateQUAL survey in summer 2018 to gather employee input about the organization and their job satisfaction. This survey occurred five years after the initial survey was run to gather baseline data.

FIGURE 2.4

Short-term wins mapped to strategy map objectives

Strategy Map Objective	Short-Term Win
Objective 4.1—Develop financial resources to implement the building Master Plan	Worked with Campus Planning, Design, and Construction to develop a plan that will move part of the general print collection to an external storage facility. An RFI and RFP were issued and a contractor hired, and during late spring and early summer of 2019 the collection was inventoried, a deselection project completed, and a move was underway to relocate a portion of the collection to an off-site annex. This is a crucial initial step of the Master Plan.

STAGE 7: CONSOLIDATING GAINS AND PRODUCING MORE CHANGE

This chapter was originally submitted for publication six months after launching the strategic plan. Since then, personnel in the newly formed UX&A team have assisted the organization in maintaining momentum for the plan. The official mission of UX&A is “to work collaboratively with all library departments to continually measure, assess, and improve users’ experiences of library services and instruction, both physical and virtual.” UX&A has led the primary efforts to move forward on action items written into the “What’s Next” section of the final report for the strategic planning process. The following action items will help the library to consolidate gains and produce more change early in the process:

- Measures Coordinators will work collaboratively with UX&A staff to establish targets in all the measures and monitor trends.
- Initiatives Coordinators will oversee large umbrella initiatives comprised of a series of department-level projects and work across departments as needed to advance initiatives with support from the Executive Team.
- The Executive Team will work with Initiative Coordinators, Measures Coordinators, and UX&A staff to monitor both Strategic Initiatives and Measures—that is, a set of projects that are designed to help the MSU Library to achieve its objectives and targets.
- Initiatives will be defined and prioritized by the Executive Team with input from the Measures and Initiative Coordinators and UX&A staff using project management and prioritization principles as defined in the Project Management and Prioritization Initiative; existing good practices from project management processes currently used in departments will be deployed consistently across departments.
- Measures and Initiatives Coordinators will convene as needed to ensure progress is achieved.
- Review meetings will be held on a semi-annual basis. The review will serve to (1) inform; (2) evaluate the objectives, measures, targets, and initiatives; and (3)

refresh the strategy. Strategy update communication emails may be released in between semi-annual meetings.

- The UX&A program staff will develop a strategic plan dashboard with Tableau visualization software.

III. Grounding Phase

STAGE 8: ANCHORING NEW APPROACHES IN THE CULTURE

The UX&A team has been meeting with measure coordinators to establish detailed processes, refine measures, and define projects to realize targets through the strategic initiatives. There were also discussions during the strategic planning process about changing the departmental annual reports so that they are tied specifically to annual strategic plan progress and clearly showcase how departments contribute to strategy implementation. The role of the library's Executive Team is becoming more critical in the implementation process. The UX&A team works with the organization and the Executive Team, and department heads can make sure the strategy is a living discussion document during departmental meetings. Anchoring this on the leadership of the organization and the leadership seeking to anchor this on the staff is a dialectic and iterative process, ensuring that leadership is listening to staff and staff are listening to leadership in a purposeful and healthy way.

It became clear through the planning process that a systematic project management approach is needed. Certain departments follow more formalized annual planning processes, and SPG2 members were willing to share some of these internal processes that shape departmental cultures. The project management practices that are established in some of the MSU library departments will be a good way to formalize progress for different initiatives and projects across the organization.

Analysis and Conclusion

Creating a seven-year strategic plan in seven months was an ambitious but worthwhile effort, and the objectives articulated in the plan will have long-lasting value for MSU. The objectives are articulated on a one-page strategy map (figure 2.2) that places users at the heart of our desired future.¹⁵ The hope for any strategic plan is that it becomes a living document against which all major initiatives and expenditures of human and financial resources are weighed. The BSC provides a structured framework against which to measure that accounting, and while it is early, we are pleased with the quality of the plan we have produced and the buy-in we have achieved.

Kotter's eight-step change model has helped us reflect on our recent strategic planning process, and in this chapter, we successfully mapped many key aspects of that process to the change model. We have found that the iterative nature of the change model resonates with the iterative and participatory framework of development that we used to generate the strategy map and the BSC at the MSU Library. The authors' desire to capture the change process in this chapter was guided by our reflections, by the contributions of our colleagues to the strategic planning process, and by our commitment to achieve tangible outcomes.

MSU Library has a vision for reporting successes of the strategic plan that will be guided by our shared sense of mission, vision, and values. Through the lens of Kotter's principles for change, we look forward to continuing to foster momentum, morale, and good management and leadership practice.

Notes

1. "About the Carnegie Classification," Carnegie Classification of Institutions of Higher Education homepage, accessed May 9, 2018, <http://carnegieclassifications.iu.edu/>.
2. Gail Schontzler, "MSU Sets New Enrollment Record—16,902 Students," *Bozeman (MT) Daily Chronicle*, September 24, 2018, https://www.bozemandailychronicle.com/news/montana_state_university/msu-sets-new-enrollment-record-students/article_5c600779-bed9-54ec-bae2-a273f11a2398.html.
3. Gail Schontzler, "MSU Research Spending Totals \$126 Million, Second Highest in History," *Bozeman (MT) Daily Chronicle*, September 13, 2018, https://www.bozemandailychronicle.com/news/montana_state_university/msu-research-spending-totals-million-second-highest-in-history/article_47af68f8-f1f7-52e5-afeb-3a718986c0f8.html.
4. "About the Carnegie Classification."
5. Five citations in the bibliography represent the complete series written by Robert S. Kaplan and David P. Norton on the Balanced Scorecard system. Cumulatively, all five present a full philosophy of their approach.
6. Marta de la Mano and Claire Creaser, "The Impact of the Balanced Scorecard in Libraries: From Performance Measurement to Strategic Management," *Journal of Librarianship and Information Science* 48, no. 2 (2016): 191–208. <https://doi.org/10.1177/0961000614558078>.
7. James Self, "From Values to Metrics: Implementation of the Balanced Scorecard at a University Library," *Performance Measurement and Metrics* 4, no. 2 (2003): 57–63, <https://doi.org/10.1108/14678040310486891>; Julia C. Blixrud, "Mainstreaming New Measures," *ARL Bimonthly Report*, no. 230/231 (October/December 2003): 1–8.
8. Self, "From Values to Metrics"; James Self, "Metrics and Management: Applying the Results of the Balanced Scorecard," *Performance Measurement and Metrics* 5, no. 3 (2004): 101–5, <https://doi.org/10.1108/14678040410570111>; Martha Kyrillidou, "The ARL Library Scorecard Pilot: Using the Balanced Scorecard in Research Libraries," *Research Library Issues: A Bimonthly Report from ARL, CNI, and SPARC*, no. 271 (August 2010): 36–40.
9. de la Mano and Creaser, "The Impact of the Balanced Scorecard."
10. ClimateQUAL baseline in 2013 and LibQUAL+ (most recently in 2016) among others.
11. Kenning Arlitsch et al., "Digitizing the Ivan Doig Archive at Montana State University: A Rise to the Challenge Illustrates Creative Tension," *Journal of Library Administration* 57, no. 1 (2017): 99–113, <https://doi.org/10.1080/01930826.2016.1251251>.
12. The same consultant facilitated a nominal group technique focus group and a series of structured conversations in the library over two days in May 2017. The purpose of this short visit was to assess the MSU Library's organizational culture and attitudes in order to set the stage for the more formal and detailed participatory process in the fall, which would focus on developing a strategy for the future. The structured conversations allowed all staff members to openly discuss with the consultant organizational issues important to them. The consultant then compiled the information into a report that included nine recommendations for ways the library could initiate culture change in areas such as human resource management, project management, and communication. Discussing the current organizational culture was a useful reference point for launching the participatory approach employed during the fall semester.
13. Select examples include: S. Adams Becker et al., *NMC Horizon Report: 2017 Library Edition* (Austin, TX: New Media Consortium, 2017), <https://www.nmc.org/publication/nmc-horizon-report-2017-library-edition/>; S. Adams Becker et al., *NMC Horizon Report: 2017 Higher Education Edition* (Austin, TX: New Media Consortium, 2017), <https://www.nmc.org/publication/nmc-horizon-report-2017-higher-education-edition/>; Sue Baughman et al., *Report of the Association of Research Libraries Strategic Thinking and Design Initiative* (Washington, DC:

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14. John P. Kotter, “Leading Change: Why Transformation Efforts Fail,” *Harvard Business Review* 73, no. 2 (1995): 59.
 15. We created laminated double-sided placemats with the Strategy Map on one side and the Mission, Vision, and Values and the Strategic Initiatives on the other side. These placemats were distributed to all library staff and can also be found in our meeting rooms.

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