QUALITY MATTERS
QM

Using Change Management Theory to Inform and Invigorate Your QM Implementation Efforts

QM Connect LX   October 2020

Meet your Presenters

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Session Objectives

1. Describe key change management models and how they relate to your implementation story

2. Enact your role as a change agent

3. Apply the QM Continuum of Excellence to your institutional context

4. Explain how enablers & inhibitors can impact QM implementation progress

5. Identify ways to move your institution forward with Quality Assurance implementation

Poll: What is your primary role?

- Instructional Designer
- FT faculty
- PT faculty
- Administrator (Director, Dean, etc.)
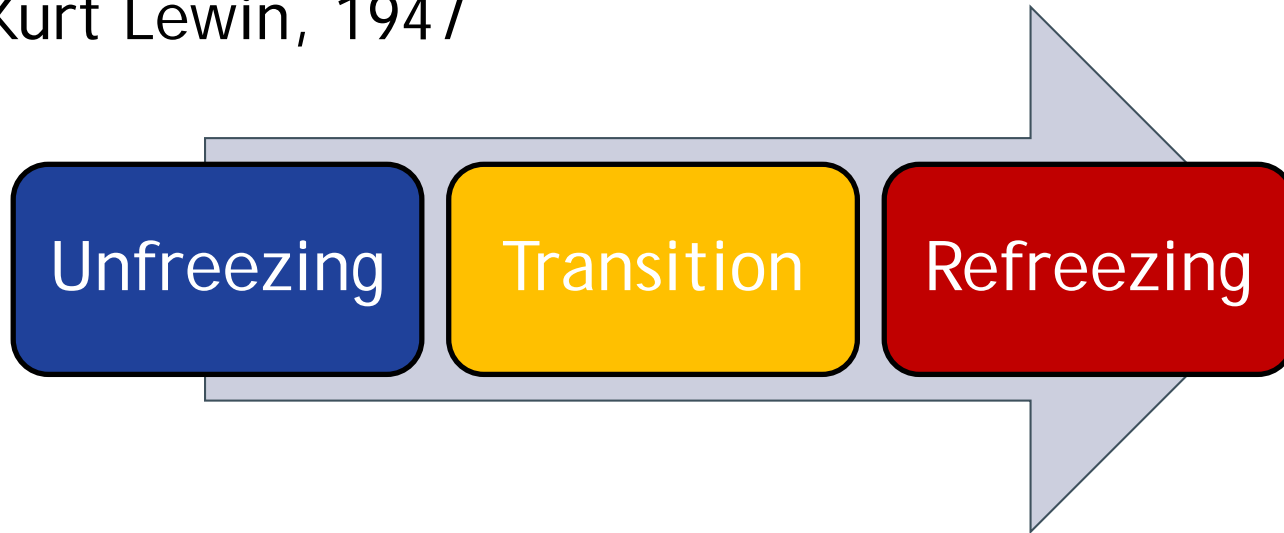- IT staff
- Other

Change Management & Change Agents

Implementing QM at your institutions is a change effort

Change Management and QM

- Classic process model of Organizational Change
- Kurt Lewin, 1947

Unfreezing | Transition | Refreezing

Issues in the phases

- Unfreezing is riddled with people attempting to maintain the status quo

- Transition can be chaos but you as the change agent can make it less so

- Refreezing is when new idea/program is institutionalized within the organization
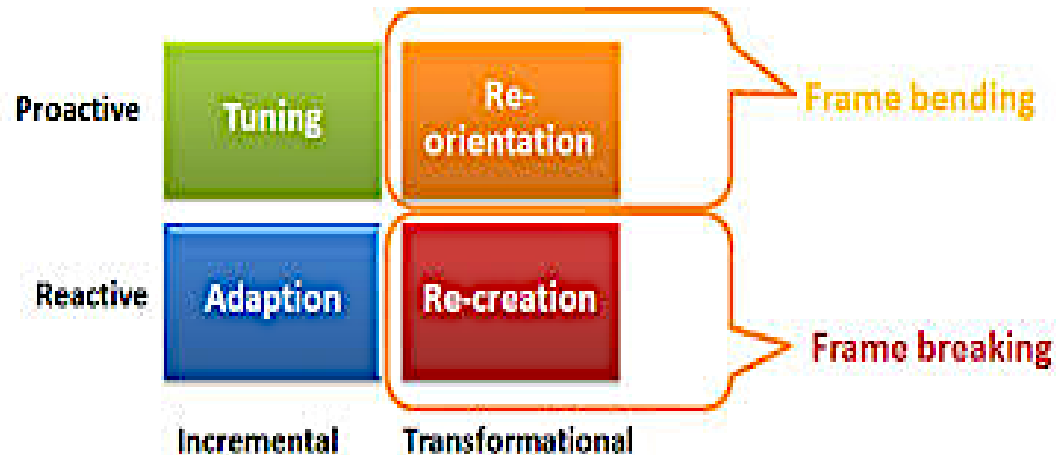
Alternative model of Organization Change
Kotter, Leading Change, 1996

Step 1: Increase Urgency

Step 2: Build Guiding Team

Step 3: Develop the Vision

Step 4: Communicate for Buy-in

Step 5: Empower Action

Step 6: Create Short Term Wins

Step 7: Don't Let Up

Step 8: Make Change Stick

Model breaks down the steps better, shows how to facilitate the transition

Yet a Third Model – Nadler & Tushman, Frame Bending, 1989

Proactive

Reactive

Tuning

Re-orientation

Adaption

Re-creation

Frame bending

Frame breaking

Incremental

Transformational

Model helps you distinguish how "radical" the change is, are you truly frame breaking or frame bending?

Those responsible for QM implementation are the Change Agents

- Change agents are the individuals responsible for guiding the change process in your organization

Mini Chat: Change Agent

- Do you consider yourself a change agent for QM implementation? Why or why not?

- Who at your institution functions/ should function in this role?
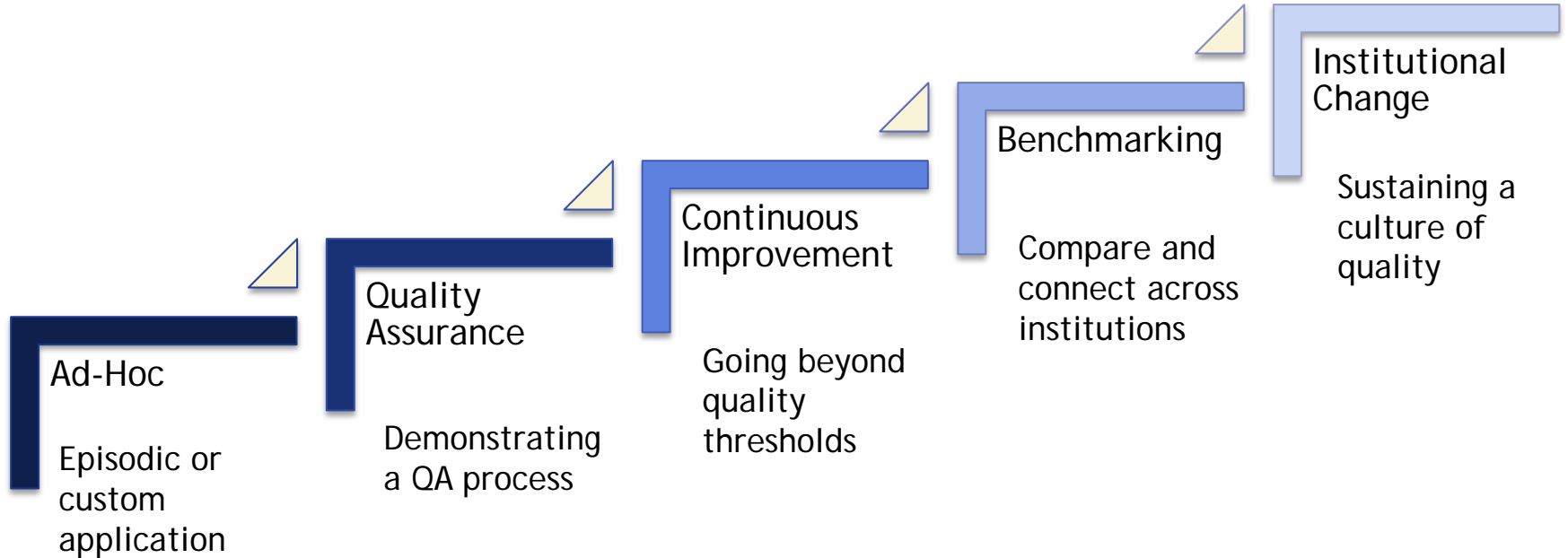
- How could you better function in this capacity?

Implementing QM/QA

The Continuum of Excellence

QM Continuum of Excellence
A specialized change effort

Ad-Hoc

Episodic or custom application

Quality Assurance

Demonstrating a QA process

Continuous Improvement

Going beyond quality thresholds

Benchmarking

Compare and connect across institutions

Institutional Change

Sustaining a culture of quality

Descriptions of the Phases

1. **Ad Hoc** - Set quality expectations & provide resources, introduce QM & QA
2. **Quality Assurance** - Differentiating quality and acting on it, structure the process
3. **Continuous Improvement** - Improvements based on evidence from evaluation, define & use data
4. **Benchmarking** - Share evidence of quality through certification, certify & showcase
5. **Institutional Change** - Align institutional structures to support quality
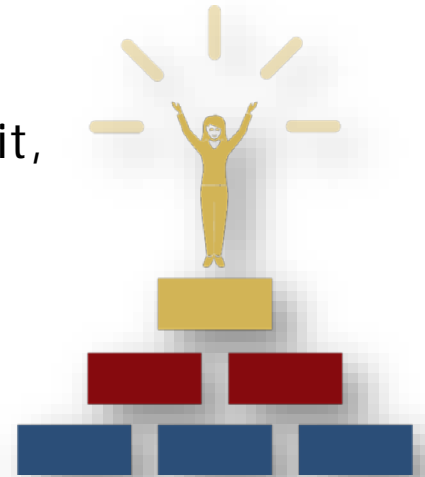
Background - QM CoE

- Model introduced in 2017
- Has been verified in workshops and interviews with QM organizations
- Initial research by QM research colleagues for enablers and inhibitors
- More recent research on how change management theories inform the model
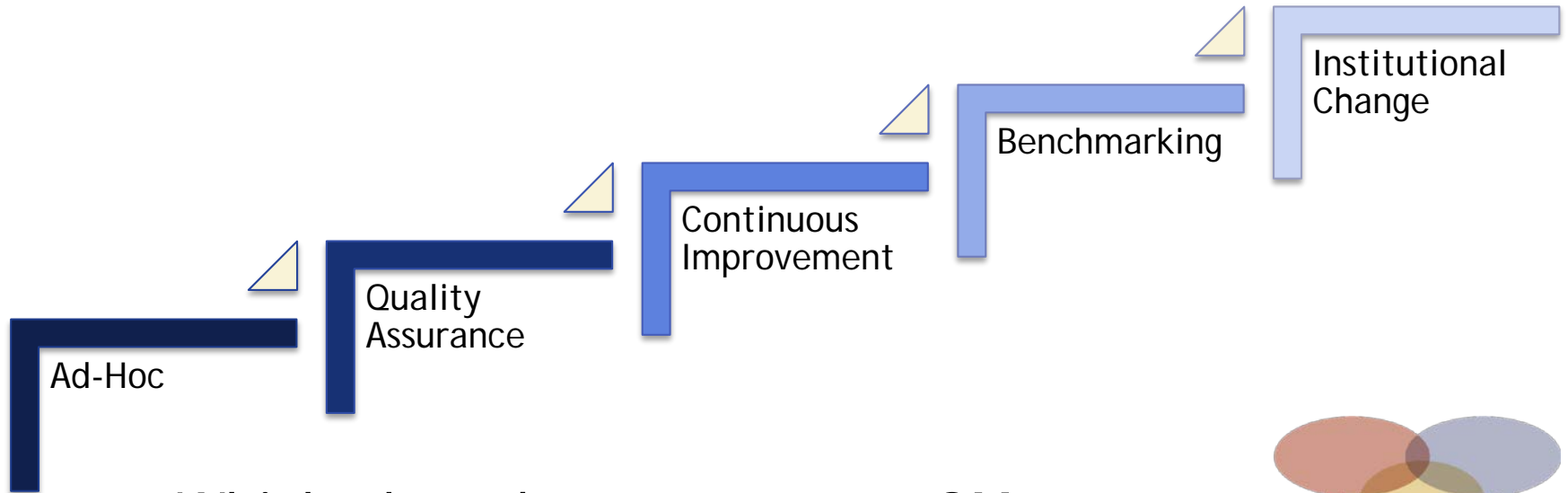- Being tested for use with new QM PD

Background - QM CoE

- Before we share our research findings

- Some questions for you

Mini Chat: Implementation Stage

Institutional Change

Benchmarking

Continuous Improvement

Quality Assurance

Ad-Hoc

Which phase best represents QM implementation at your institution?

Mini Chat: Obstacles and Aids

- What are some factors that have helped implementation at your institution?

- What factors have hindered?

- What are some of your "lessons learned"?

Marrying Change Management Theories with COE Model – What our Research Shows

Getting started at Ad Hoc level

and moving to stage 2

Enablers:

- Sense of urgency
- Champions
- Building coalitions
- Celebrating small wins

Marrying Change Management Theories with COE Model – What our Research Shows

Getting started at Ad Hoc level

and moving to stage 2

Inhibitors:

- Faculty resistant to change
- No reward system
- No vision

Antidotes: visionary "early adopter" faculty, state systems who mandated the change, champions at high level

Marrying Change Management Theories with COE Model – What our Research Shows

Moving to stages 3 and 4

- Was there a vision established?
- If not, need one!
- QM tools like PD, course reviews, data showing improvements were drivers change agents can use to move the *Trajectory:*
  ◦ Is often not a trajectory, but "fits" and "starts"

Implementation Planning

Moving Forward on the COE

Create an Implementation Plan

- Currently part of QMC training, in 2021 will be a separate PD opportunity

- Allows you to think through what will be necessary for the effort
  - e.g. using professional development funds wisely for scalability and future goals

Create an Implementation Plan

What are Your QM/QA Goals?
Is it incremental or transformational change for your organization?
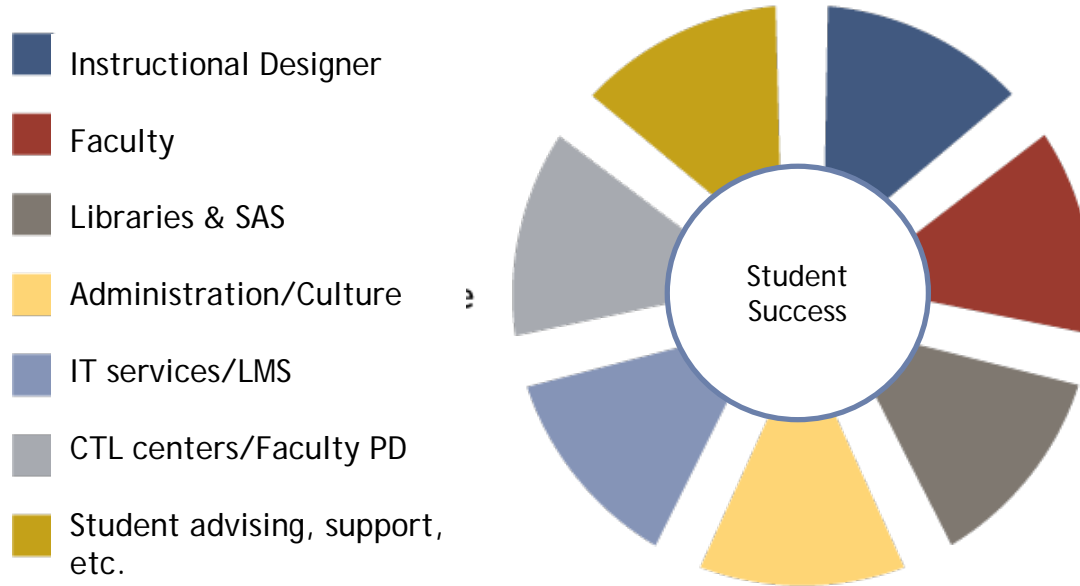Is it anticipatory or reactive?
Is there a sense of urgency?

Online Quality Pie

Course Design
Course Delivery
Course Content
Institutional Infrastructure
LMS
Faculty Readiness
Student Readiness

Introducing Quality

Assemble your team and appoint a "go to" person or people as QM Experts.

- Build the coalition
- Identify Champions and early adopters

Include all stakeholders in conversation.

- Gain buy-in

Encourage faculty and staff to take workshops on applying QM Rubric.

- Dispel myths about what QM is or isn't (reduce anxiety about the change)

Structuring the Process

Fit the QM path to the needs and goals of your institution.

- Tweak Implementation Plan if needed (is a dynamic document)

Use QM tools such as the Design Guide and/or create institutional tools such as LMS organizational templates as aids.

- Encourage use by "early adopters" and then promote the small wins

If possible, train IDs on applying the rubric and designing with QM

- Expand the coalition

STRUCTURE THE PROCESS

Use Data for Improvement

Use QM Data to evaluate efforts

- Who still isn't part of the coalition? Use data (e.g. on student improvement) to convince them

Ask faculty for feedback

- What do they need more help with?

Reach out to QM Research if interested in designing "Before & After" studies

- Would promote even more robust data to promote change

Incorporate student feedback

- Students can be allies & part of the coalition too

DEFINE & USE DATA

Certification & Recognition

Recognize certified courses
- QM Certification Mark, QM web list, share via email and social media, certain number of course in a major/program

Promote faculty achievements
- Course certifications, Reviewer roles
- Gather and share feedback & experiences
- Recognize in meaningful ways

Share across system and with larger community
- At this point near end of transition phase, promote "big wins", aim higher (e.g. Program reviews)

Sustaining Momentum

- Evaluate progress towards goals

- Modify implementation plan as needed

- Promote faculty leaders & accomplishments
  - Have faculty serve as mentors
  - promote their process, feedback, accomplishments, and journey

- Build a culture of quality
  - Branch out to different parts of the organization
  - Make the change "stick"

Questions? Comments?

Please contact us!
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Or at the Research table during the conference

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