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Purpose:

Develop a guide for leaders to actively engage faculty members during a change process.

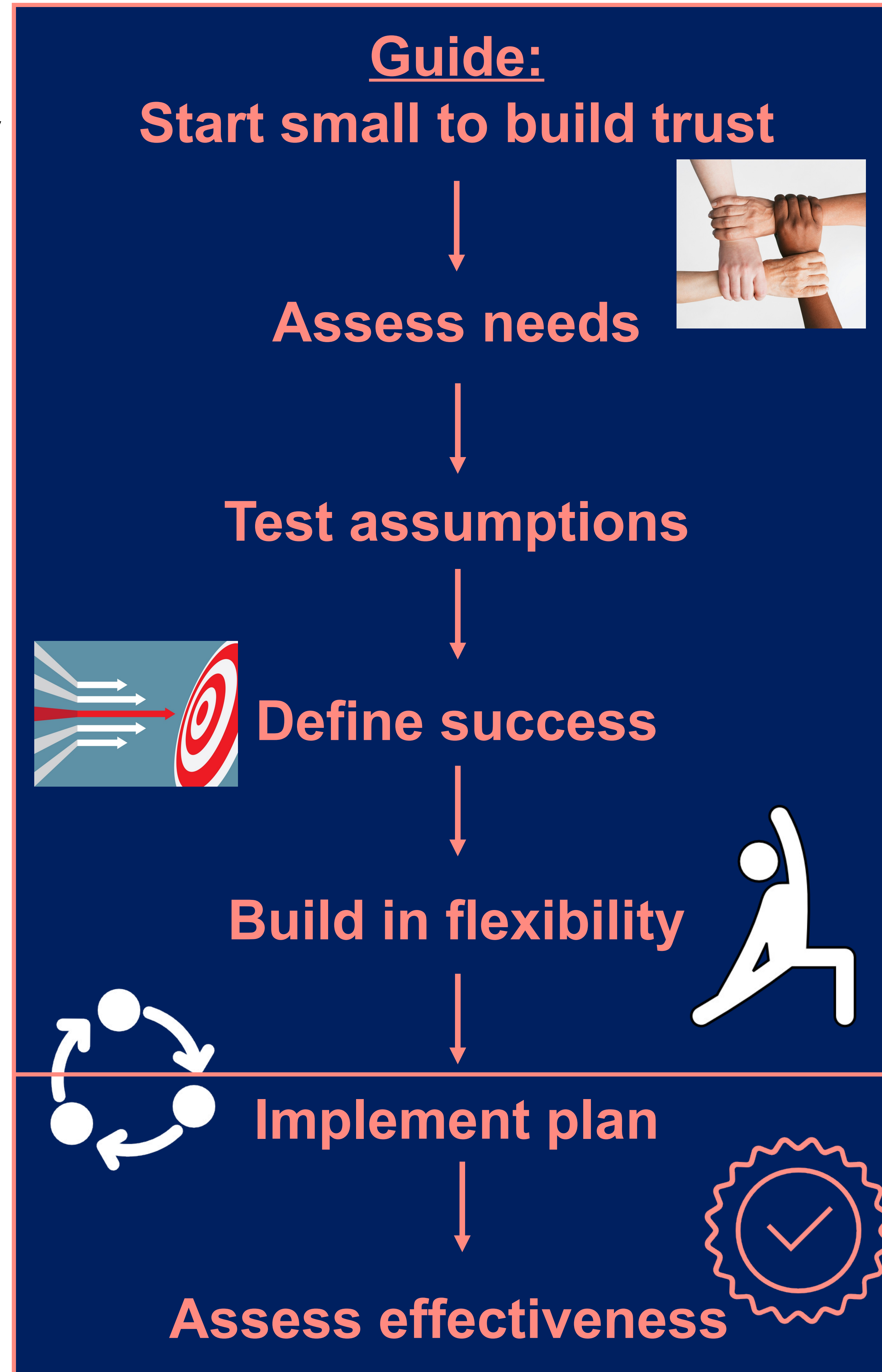


The Challenge:

- Change is a given if institution is growing.
- Need to help faculty process change & engage in a proactive way.

Methods:

- Key stakeholders interviewed for input
- Literature reviewed
- Developed initial draft of guide



Results:

- Breaking down change to series of small wins lowers participant resistance & stress.
- Creating culture of growth mindset allows the whole team to be comfortable evolving & adapting along the way.
- Having a second leader as a peer key stakeholder is critical.
- A coach may be needed depending on conditions of the unit.

Conclusions:

Using anticipatory guidance to instigate change lowers participant resistance & stress by engaging them as stakeholders.



Next Steps:

1. Test guide on real-time case examples with assessment.
2. Publish the guide.
3. Sustainability- may need implementation assistance from the Office of Professional Development.

Acknowledgements:

Thank you to Dr. Bradley Britigan, Dr. Linda Love, & all UNMC ELUMs & 2022 ELAMs for their tremendous support & encouragement.

ABSTRACT: 2022 ELAM Institutional Action Project

Project Title: Faculty as active participants of change

Name and Institution: Merry L. Lindsey, PhD; Department of Cellular and Integrative Physiology; Center for Heart and Vascular Research; University of Nebraska Medical Center, Omaha, NE

Collaborators and Mentors: Dr. Linda Love and Dr. Bradley Britigan

Topic Category: Faculty Development

Background, Significance of project: Change is a given if an institution is growing. As such, there is a need to help faculty process change and actively engage in a proactive way.

Purpose/Objectives: To develop a guide for leaders to actively engage faculty members during a change process.

Methods/Approach/Evaluation Strategy: To start, key stakeholders were interviewed for their input. The literature was searched for similar projects, and 3 articles were reviewed. From here, an initial draft of the guide was developed.

Outcomes/Results: The guide consists of the following steps: start small to build trust, assess needs to shift mindsets from being reactive to being proactive and engaging, test assumptions to reduce resistance and stress, define success, build in flexibility, implement plan, and assess effectiveness. By iteratively progressing through these steps, change can be achieved with consensus. Future plans including testing the guide on real-time case examples, using a positively perceived change to start and assess by surveys before/after to gauge stress rates. Expanding to other parts of the team, including staff and trainees, will also help them with change. Publishing the guide will provide it to my institution as a resource and make it available to other institutions. For sustainability, we may need an implementation team in the Office of Professional Development to develop for general use.

Discussion/Conclusion with Statement of Impact/Potential Impact: Using anticipatory guidance to instigate change lowers participant resistance and stress by engaging faculty as stakeholders.