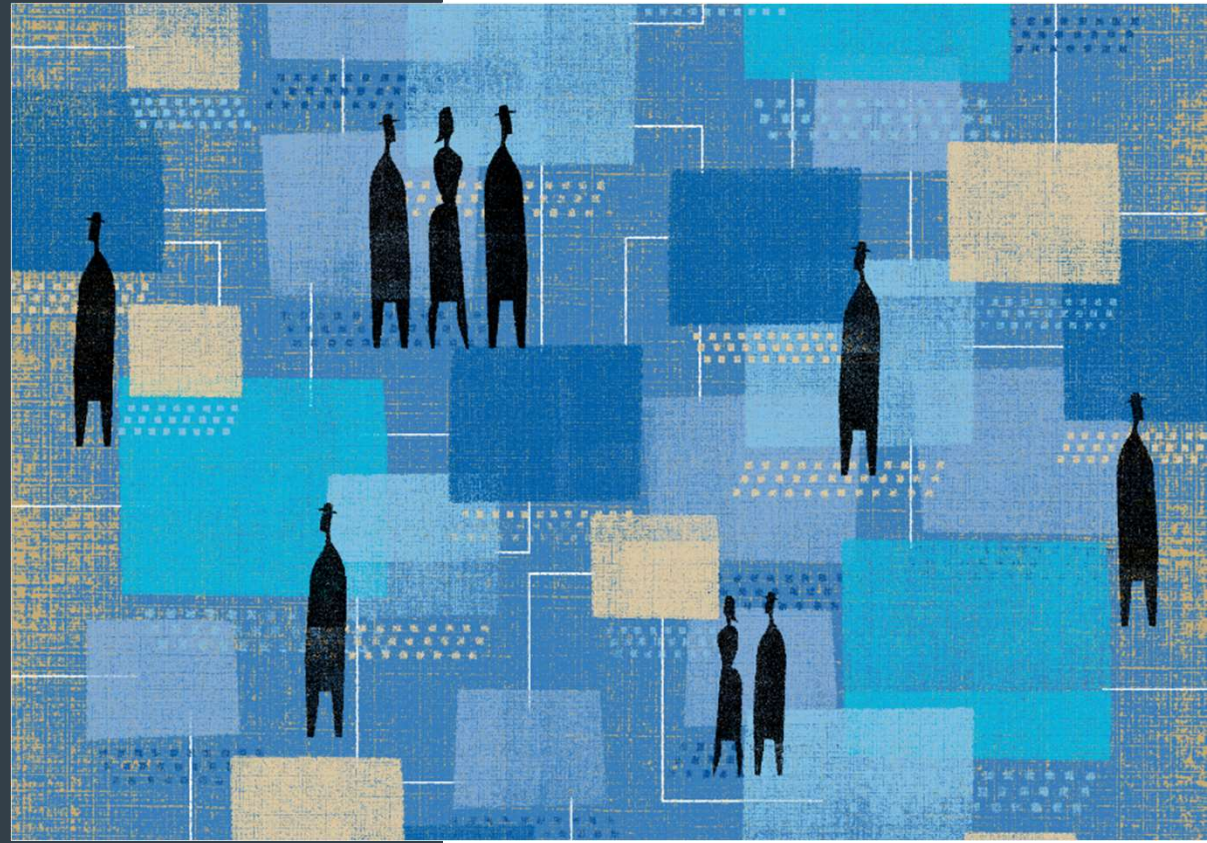# INFORMATION:
Getting from
Concepts to Outcomes

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Module 3:

Identifying and Understanding Colleague, Constituent, and Stakeholder Information Needs

Presented by
Dr. Bill Dillon and
Dr. Brent Ruben

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Today's Presenters

Dr. Bill Dillon

Executive VP (ret.)
NACUBO
Former Business Officer Carnegie Mellon University & Chatham University

Dr. Brent Ruben

Distinguished Professor of Communication; Founder/Senior Fellow, Center for Organizational Leadership Rutgers University

Among Your Objectives from Module 1:

" ….to think more like my new colleagues"

- Andrea Allio

" ……better understand my peers and their needs."

- Kristine Maphis

" …..improve my working relationship with campus stakeholders."

- Logan McKinley

" ….build relationships with our colleges."

- Julie Page

"….learn strategies to overcome resistance"

- Melinda Wallace

All are topics for today's session

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Your Priorities

A Vignette:

Category	Constituents	Concerns	Response
Gatekeepers	Procurement officers and potentially almost anyone who is more concerned about process than outcome	Is process fair, inclusive, thorough, well documented?	Documented actions taken.
Economic Buyer	The final decision-maker; the person whose name is on the final agreement or announcement.	Is this the best possible deal or arrangement for the organization? Is the result optimal?	Provided complete facts, figures, comparative data.
User Buyers	Students, hourly staff, front-line managers, union representatives,…	Students – will the food taste better? Hourly staff – will this impact my benefits (especially tuition for my children)? Managers – will I keep my job; future job opportunities; training? Union representatives – Company history treating unions fairly?	Provided references from similar organizations with specific contact information (people who agreed in advance to serve as references.)
Champions	Individuals who want to see you personally succeed	Have you built strong relationships?	Maintained contact throughout the process to ensure that they remain informed and are provided opportunities for coaching.

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Back to the dining hall

Discuss:

- Who needs information to address this problem?

- Why? (What problem(s) will it address?)

- What information is needed?

- Specifically, how might that info be used? (short-term and longer term)?

Breakout groups by facilitator

**Group 1:
Davina A. Desnoes**
- Amy L Williams, Notre Dame
- Logan McKinley, UVA
- Julie Page, Kennesaw State
- Melinda Wallace, U of Alabama

davinadesnoes@cornell.edu

**Group 2:
Dr. Jolie Lam**
- Marisa Mariscal, UC Berkeley
- Kristine Maphis, U of Maryland
- Kelly Schaefer, Northwestern
- Ashley Kaplan, CSU Chico
- Jeff Minelli, Penn State

jolie.lam@citris-uc.org

**Group 3:
Dr. Jennifer
Roth-Burnette**
- Nikki Vamosi, UC Santa Cruz
- Andrea E. Allio, Penn State
- Alexandra Galarza, UCSD
- Jim Mello, Franciscan
- Stephanie Helm, Notre Dame

jlrothburnette@ua.edu

Breakout group

25 minutes

Download the worksheet

LS0

Discuss and complete for sharing via Zoom with the larger group after the breakout groups

Identify spokesperson to lead the report back

LS0   AMY - can we share a link via chat at this point?
Lori Shepard, 2023-11-02T15:25:31.819

Worksheet

Possible problem	Constituents and stakeholders	Information needed	How to obtain?

Back to the dining hall

Discuss:

- **What problems** need to be addressed?

- **Who needs information** to address these problem? **How urgent** is that need (**H**igh, **M**edium, **L**ow)

- **What information** is needed?

- **How should that info be used** (short-term and longer term)?

Group Reports

Our view

| Possible problem	Constituents and stakeholders	Information needed	How to obtain?
• Food Quantity and Quality	• Students, Parents, and staff	• Cycle menus • Seconds policy • Portion sizes	• On site "audits" (by staff, students, parent) • Comparative data from peer institutions • Surveys & Focus groups • Structured "mystery shopper" groups
• Insufficient Food Variety to meet needs of vegetarians, religious groups)	• Students & Parents • Dining Services • Campus Religious Leaders	• Objective data • Student demographics • Perceptions of diners	• On site "audits" • Comparative data from peer institutions
• Current university funding levels may not be adequate	• Senior administrators • Purchasing/Procurement	• Review of contract provisions • Data from peer institutions	• Solicit assistance from comparative peer institutions • Benchmarking • National associations
• Senior universities leaders targeted for critique	• Senior administrators • Prospective Students • Board • Public	• Estimate extent and themes of dissatisfaction satisfaction/dissatisfaction	• Collaboration with peer institutions • National associations

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Our view, continued

Possible problem	Constituents and stakeholders	Information needed	How to obtain?
• Social and public media critique	• Parents and Students • Prospective Students • Board • Public • Communications Dept.	• Estimate extent and themes of satisfaction/ dissatisfaction	• Analysis of social and public media and parent blogs
• PR/Communication response of university	• Parents and students • Prospective students • Board • Public • Communications Dept.	• Document Communication and PR efforts	• Analysis of PR response • Clipping services
• Inadequate staff training	• Current management • Hourly workers	• Summary of current training programs	• Review with current contractor

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Steps in helping colleagues, constituents, and stakeholders address their information needs

Identify critical **colleagues, constituents, and stakeholders**
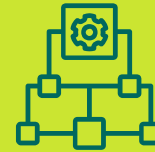
Understand their **goals and needs**

Gather and contextualize information to support problem-solving, decision making, and monitor project progress and outcomes, etc.

Anticipate and **address obstacles**

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Identify key audiences with information needs and prioritize in terms of the urgency of those needs

- Leaders

- Faculty Members

- Department Heads

- Committees/Taskforces

- Students

- Union Leaders

- Media

- External advisory/regulatory groups

- Other institutions

- Partners

- Public groups

It's always about change and change is difficult.

Incremental change may be more familiar... transformational less so.

- Information may point to the need for change, and whether those should be incremental or transformational

- Information is critical in an environment of incremental and especially transformational change

- Key decision-makers may need to be helped to see the need for systematic information strategy and use as opposed to "instinctive fixes"

- No change is easy

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Information is helpful, but can also be threatening

Stakeholder	Information strategist:
▪ Unwanted accountability	▪ Information is valuable
▪ Disrupts status quo	▪ Better decision-making
▪ Fear around AI	▪ AI is a useful but imperfect tool

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How resistance is manifested

Resistance stems from:

- Fear

- Time concerns

- Questions about validity of information

- Uncertainty about goals and motives

- Comfort with the status quo

Which presents as:

- Challenges
- Delays
- Derailing
- Deflection

- Obstinance
- Disengagement
- Challenges
- Analysis paralysis

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LS0   Break up animation by click - "Resistance" header comes in with block, then bullets, then "Which presents as" header, then bullets

Lori Shepard, 2023-11-02T15:20:02.507

Make good use of the principles of change management

- Good ideas and relevant data seldom are sufficient to create a pathway to change

- Key steps in change leadership

  - 1. Defining the problem

  - 2. Engaging key individuals/groups to create a shared sense of the problem and its importance

  - 3. Introducing and socializing information and implications for possible solutions

  - 4. Identify change champions

  - 5. Confirm there is sufficient understanding and support before moving forward

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Tips for building support for new information

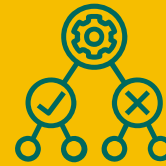**How** you communicate is as important as **what** you communicate

" If I'd been suckered into telling Andy Grove what he should think about the microprocessor business, I'd have been killed. But instead of telling him what to think, I told him the story of the mini mills and taught him how to think. "

- Clay Christiansen

Information strategists:

Intermediaries whose work is focused on institutional effectiveness, change management, institutional research, or IT and **those who span organizational boundaries** to provide support and guidance to campus leaders and groups in **defining and solving problems, planning, and decision support**.

Note that the information strategist role is often to bring **methodology** and **structure** to a situation. They do not have to be a **content** expert to provide value.

Specific roles information strategists can play

- Intermediaries/facilitators: focused on the process of implementing change

- Partnership builders: focused on encouraging inclusivity and participation

- Translators/guides: focused on ensuring data integrity and availability of the best possible relevant information

- Outfitters: focused on providing tools and training to enhance data analysis and presentation

- Champions: focused on the overall success of the initiative

Information Strategy Template

1 What is the **issue/problem?**

2 What **information is needed?**

3 For **what purpose?**

4 From what **sources/ resources?**

5 Information **for whom?**

6 Provided in **what way and in what form**?

7 To engage individuals/groups to **facilitate use.**
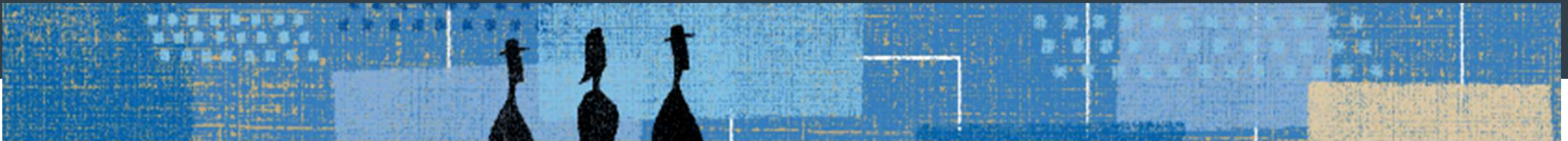
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Next up:

Module 4

How to Select the Right
Methods and Formats

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In Preparation for Module 4
How to select the right methods and formats

A Case Study:
The Dining Hall Dilemma Continues!
(Available in Resources)

BR0

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BR0   Need to add case description to resources to be made available AFTER M 1.
Brent Ruben, 2023-08-13T19:50:18.937

Homework: Review the case, note your thoughts, and be ready to discuss the following:

LS0

?

What presentation formats would be most useful for these groups?

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LS0   Brent, I changed this up. Module 2 talks about "Homework" but we didn't use the word here. Also, we said "record your notes" which could be misconstrued as a requirement to record a video, so I changed it to "note your thoughts"

Lori Shepard, 2023-09-07T22:27:41.387

Reading & Resources

- Christensen, C. L. & Eyring, H. J. (2011) *The innovative university.* Wiley.

- Kotter, J. P. (2012). *Leading change.* Harvard Business Review Press.

- Lewis, L. K. (2019). *Organizational change: Creating change through strategic communication* (2nd ed.). Wiley.

- Ruben, B. D. (2022) *Implementing sustainable change in higher education: Principles and practices of collaborative leadership* (Chapter 1). Stylus.

- Tarallo, M. (2018, May 17). The art of servant leadership: Organizational and employee development. SHRM. https://www.shrm.org/resourcesandtools/hr-topics/organizational-and-employee-development/pages/the-art-of-servant-leadership.aspx