Strategic Service Excellence

Creating a Holistic Training Program at Fondren Library

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Setting the Change Stage

Fondren Library is the main library for Rice University, a comprehensive research institution located on a 295-acre campus in the heart of Houston, Texas. Fondren is the nexus of the campus, and the university's more than 6,700 students affectionately refer to it as "Club Fondy," a place to meet, collaborate, or seek quiet study space to read, write, and reflect. In addition to Fondren, the library system also includes the Gilbert and Ruth Whitaker Business Information Center and the Library Service Center, an off-site, climate-controlled preservation archive used for the storage and retrieval of older library materials. The library staff is composed of 120 individuals, spread across approximately fifteen departments. Staff is somewhat diverse, with a range of ages, years of university service, and ethnicity. Fondren is considered a major research library with more than 2.8 million holdings, but the smaller staff size is unusual compared with many of the library's peer institutions, some of which have 400 or more staff members. Although the library benefits from a small but rich staff culture, agreeing upon a unified communication style, library vision, and approach to service has been an ongoing challenge.

   In the summer of 2016, the university vice provost for the library charged a Staff Communications Task Force consisting of nine library staff members to review previous and current modes of communication and propose improvements. As part of that undertaking, the task force surveyed peer institutions to determine how they handled internal communication, what problems they experienced with communication, and what might be some best practices to follow. The task force discussed their findings and then made several recommendations to the library's executive committee. These included incorporating a communication management training component as part of a customer service initiative. At the same time, the vice provost also brought a charge of arranging customer service training for all 120 library staff members. Previous customer service training sessions were not positively received by staff because they did not feel invested in off-the-shelf programs and so were not motivated to attend. Completing

this scenario, the university itself was undergoing a mission, vision, and goals review to chart its next strategic planning course. As part of that initiative, the university embraced updated mission, vision, and goals statements with its Vision for the Second Century, Second Decade (V2C2), stressing the importance of research and service as its key goals for measures of success.[1] The committee experienced a renewed sense of purpose following the announcement of the V2C2, feeling that they were a few steps ahead of the game in anticipating the university's strategic plan. A key question then developed: How could the library be a leader in the area of service and create an initiative that would drive change across the university?

I. Warm-up Phase

STAGE 1: ESTABLISHING A SENSE OF URGENCY

Globally, customer expectations have become increasingly demanding, with many customers turning to social media to voice their compliments or complaints. Customer service in higher education is a complex interaction of developing and consistently showcasing a brand to an ever-changing stream of users while attempting to address all of their unique needs. Libraries have often focused their attention on improving tangibles like creating unique spaces, offering new services such as virtual reality equipment lending, or adding coffee shops. However, as libraries continue to serve populations with diverse needs, providing excellent customer service remains a vital component of organizational structures. Academic libraries can obtain higher service quality satisfaction scores from users if they focus on creating clear policies and strive to provide better, more consistent staff training opportunities.

All of the overlapping initiatives at Rice held a common thread: service. Something bold and innovative would be required to unite library staff. In June 2016, Fondren's Access Services Manager had a spirited conversation with the Senior Organizational and Professional Development Consultant in human resources at Rice, which sparked an idea. Both were new to the university (less than a year at the time), and neither had heard of another department on campus that was using a successful customer service training program. The Senior Organizational and Development Consultant spoke glowingly about having personally completed the Disney Institute training and suggested that there was great potential to create a tailored customer service program that would be meaningful and sustainable for all staff. A homegrown customer service training program would be relatable for staff and could lend itself to becoming a model across the university. As one of the university's key strategic goals was centered on service, it became clear that the library could lead with this initiative.

Additionally, comprehensive new staff orientation for the library did not exist. Although newer staff with less than five years of employment were eager to help the library grow and provide greater service to the community, they also frequently struggled with understanding the underpinnings of the library's organization and culture. Staff who had been with the library for decades were also at times unsure of specific policies, procedures, and documentation. How could staff serve users properly if they themselves were confused about departmental functions? Staff knew that the library had areas of concern to address and that service to users could be improved; however, change would be imperative for improvement to occur.

Early in the process, the Senior Organizational and Development Consultant had conducted a "secret shopper" visit to the library to evaluate the quality and consistency of customer service across several departments. She found that one department provided exceptional customer service, with a staff member exceeding expectations to ensure that her question had been answered and that she was able to find the material she was looking for. In another department, the experience was not quite as expected, and the differences in service were striking. The two managers agreed that the essence of the new program would be one of changing staff behavior to improve customer service both within and outside of the library. Through training and ongoing reinforcement, staff would come to understand that simply knowing their job and their department does not equate to providing a superior customer service experience.

One initial area of concern was that staff members felt isolated and work was siloed. Some staff said that they often did not know what work was performed outside of their department. Customer service was also frequently perceived as relevant only to frontline staff. Literature reviews and web searches conducted by the Access Services Manager and the Database and Metadata Management Coordinator identified very little in terms of successful customer service training programs that did a deep dive into the entire library organization. There was an abundance of niche programs that covered handling exasperated patrons or diplomatically dealing with dysfunctional behavior; however, the Access Services Manager and the Senior Organizational and Development Consultant agreed that a "one and done" approach should not be the goal. Through distinguishing and outlining goals, reviewing department data, and reaching out to peer institutions, among many other tasks, a dedicated force worked diligently to create a customized program that would inform and train staff with the ability to transition knowledge and skills back to the workplace. This training would not simply be about managing the staff-patron interaction. It would be about training staff holistically and providing them with greater knowledge and confidence to provide superior service.

STAGE 2: CREATING THE GUIDING COALITION

According to author John Kotter, it helps to be part of the guiding coalition in order to embody change. A natural fit was to engage members from Fondren Library's Committee for Marketing and Customer Service (C-MACS), an established committee charged with promoting the library and collaborating with other committees to ensure effective and timely communication to library staff and the broader Rice community. Membership of this committee includes two cochairs, one of whom was the Database and Metadata Management Coordinator, another newcomer to the library, and up to eight general members who represent a variety of departments within the library. Several of the members also had served on the Staff Communications Task Force. Members of the current C-MACS team included staff from Reference, Cataloging and Metadata Services, Special Collections, the Digital Media Center, User Experience, and Access Services, among others. A few teams did not have representation, including Acquisitions, Digital Scholarship Services, GIS, Government Documents, and the off-site Library Service Center. In retrospect, it might have been helpful to include a member of the Library Service Center, as its workflow and interaction include users outside of the university, such as area museums and public patron retrieval requests. Additionally,

the team also included the Senior Organizational and Development Consultant and the Access Services Manager, who were the drivers for this initiative. The Senior Organizational and Development Consultant's leadership was instrumental in guiding the committee toward creating a customer service program in line with the university's mission, vision, values, and strategic plan, as well as with industry customer service training standards. Although Kotter would argue that change should be led by a "key line manager" rather than someone from HR, it was the combination of the Senior Organizational and Development Consultant's expertise with training and customer service and C-MACS's knowledge of the library and its patrons, policies, and procedures that would eventually help create a training program that was larger than focusing on customer service alone. The Senior Organizational and Development Consultant had originally suggested a small cohort of ten to work on the initiative, recommending that the individuals exemplify recently presented RICE values—*R* for responsibility, *I* for integrity, *C* for community, and *E* for excellence.

C-MACS meets on a monthly basis, and subgroups were tasked with various deliverables assigned by the Senior Organizational and Development Consultant. She guided C-MACS through various exercises, including exploring existing programs, describing and understanding user personas, reviewing literature regarding customer service in higher education, and reviewing potential customer service videos to be included in training. C-MACS members volunteered for assignments according to their individual skill sets. C-MACS members truly epitomized a "get-to" mind-set, not a "have-to" mind-set.[2] The analogy of a get-to mind-set can be described as an individual choosing to do something in a positive light, rather than feeling coerced or forced. For example, consider the public services staff member who chooses to personalize each and every patron interaction in order to 'get-to' know the community better. Counter this with another staff member who robotically repeats the same greeting to every patron that walks through the library's doors because they 'have-to' converse with them as part of their job. One staff member views their interactions with zeal and sees the benefit, while the other's perspective on the task is endured at best. This mind-set is exactly what C-MACS wanted to convey as the essence of the service excellence program. Staff at all levels should be personifying a "get-to" mind-set in all of their work at the library, regardless of how often they interact with users. This is not to say that all assignments were easy to complete. Gathering information and reporting to the core team was simple. However, determining the actual content, length, and goals for the training program was somewhat more difficult. Concerns arose regarding how all of the compiled content would fit into an actual training program: How would the training be divided and delivered? How many hours or days would the training take? Would participants balk at having to spend a day or more away from their regular duties? Would participants be accepting of training delivered by their peers?

STAGE 3: DEVELOPING A VISION AND STRATEGY

C-MACS, focusing on the customer service excellence program, began meeting formally in December 2016, united behind its purpose. According to Kotter, a vision statement should be something you can explain in five minutes or less and obtain a positive reaction from those you want to adopt the change, or you're setting yourself up for

resistance.[3] Many in C-MACS had experienced ineffective customer service training along with little or no orientation to the library. Off-the-shelf programs that had been considered and rejected focused too much on a retail sales perspective, felt too impersonal, or concentrated solely on staff with a public service orientation. The vision that guided C-MACS was one of creating a customer service excellence program with content that would interest all Fondren staff, regardless of longevity or department. The material would be uniquely Fondren, delving into the history of the library, exploring user interactions, determining communication best practices, and understanding the resources that were available to all staff. This approach would place all employees on a level playing field with the same understanding of good customer service.

The Senior Organizational and Development Consultant provided the group with a document titled "Strategy for Service Training Development and Implementation" that borrowed on Seraphim Consulting's "The Road to There" program outlining actions, outcomes, and impacts identified for each actionable item.[4] One example of an action item might be identifying customer personas. The outcome of performing this activity would be to identify customers common to all Fondren staff in order to clarify expectations for these different populations. The impact or result of working through this action item would be improved service to customers focusing on addressing their unique needs in a timely manner. This document was the seed from which all subtasks would germinate and provide the program's structure. Our trainer and participant guides grew from these granular beginnings of understanding our current levels of service to determining what we wanted our outcomes to resemble. C-MACS may not have initially realized that their research and monthly assignments were amounting to anything, yet each time an action item was completed, another iteration of the training document sprang forth. The document swelled from three pages, to eight, to two 30-plus-page guides with additional supporting resources. Working through these action items, C-MACS created Kotter's less-than-five-minute vision statement for the program:

> The administration and staff recognize that excellent service involves all staff, is an ongoing process, and is always enhanced through training and communication. By providing all staff with internally created training, the library seeks to create a unique customer experience that includes positive interactions, and consistent and customized service, so that the needs of all groups served by the staff are met effectively.

The overarching goal was to create a program that would provide current and future staff with a unified approach to customer service excellence. Onboarding for future staff was also identified as a critical need for Fondren. This need helped to ensure that the training included aspects such as a brief history of the library as well as each separate department's responsibilities.

In January 2017, C-MACS members divided into subcommittees to focus on several tasks that would help shape the content and provide next steps for constructing the overall program. The subcommittees began to examine existing service standards and identify examples of excellence within the library. One subcommittee connected with peer institutions to determine what others were doing in this area, and the information that was gathered strengthened C-MACS's conviction that there was no "perfect"

training solution. Several meetings focused on creating and understanding user personas (also known as customer profiles), an important step when identifying aspects of the ideal service experience and designing customer service training. The primary purpose, typical needs, common challenges, and unique attributes of each persona were discussed, as well as what would constitute an excellent experience. C-MACS identified four distinct persona groups at Fondren: undergraduates, graduates, faculty, and staff. Identifying and understanding the voice of each of these users as well as their unique library needs helped C-MACS create the program's 4 *C* approach: providing Courteous, Consistent, Customized, and Collaborative customer service that should be applicable across all departments. This exercise guided C-MACS toward its own set of principles, unique to Fondren Library, which would serve as a road map in designing the training program.

By the end of the spring 2017 semester, C-MACS had spent considerable time developing what service excellence at Fondren should look like. Next came the struggle of how to design the customized training for staff, and the Senior Organizational and Development Consultant guided the group to think in terms of delivering the content in segments. This approach would create a tailored experience, ensuring that all aspects of customer service excellence were included, while also addressing different needs and learning styles of library staff. C-MACS had amassed a considerable amount of content by this time, and it felt like an overwhelming volume of material to deliver. Compiling training documentation took on a life of its own as completed subcommittee work spun itself into several segments, including the benefits of service excellence; department overviews; Fondren's mission, vision, values, and strategic plan; and how the 4 *C*s should be demonstrated in the library. The Senior Organizational and Development Consultant then directed the group in creating a participant guide as well as a trainer guide, and sections that C-MACS had diligently researched began to flesh out these documents. C-MACS members also continued to modify the document to offer a more personal touch, with color graphics, diagrams, and cartoons to keep it from becoming too text-heavy (see figure 13.1).

FIGURE 13.1
Graphic example created for Fondren Service Excellence Guide (Courtesy of Jeff Koffler)

With an outline of the training structure in place, team members began the process of evaluating customer service articles, videos, and activities that could be used to round out the training experience. One subgroup focused on reviewing video and webinar offerings, and selected "Dealing

with Angry Patrons," offered through OCLC's WebJunction service as a pretraining activity.[5] In discussing what activities would and would not work, the group felt strongly that role-playing exercises should not be included based on previous experiences with ineffective training programs. Brief scenario discussion activities were chosen instead, with the intention of creating an opportunity for newer and longtime staff to engage in more effective conversation.

After some delays due to university-wide strategic planning efforts, by October 2017, C-MACS was able to review and revise the training program content multiple times in order to create a trainer guide. Timing and activities were still uncertain, but the majority of the subject matter had been determined. By year end, the group was feeling much more confident about the information that would be delivered; however, the group was uncomfortable with delivering the material themselves. C-MACS team members did not want to appear to be so-called experts or have colleagues who had more years of experience feel patronized. The Senior Organizational and Development Consultant concurred with C-MACS and agreed to act as facilitator for the training. C-MACS team members tackled finishing touches to the program, including finalizing the guides and determining course dates.

STAGE 4: COMMUNICATING THE CHANGE VISION

Fondren holds town hall–style meetings several times a year to share updates with all staff, and details of the training program were discussed multiple times. In addition, the information was shared on Fondren's internal email discussion list. Staff not involved in C-MACS waited in anticipation for a program that had been a long time coming. Some who were frontline staff were eager to learn what would be offered; however, others in departments with less external interaction were indifferent or uninterested. C-MACS knew they would have to work doubly hard to engage those who weren't convinced they needed this training into the fold. Kotter's "bringing the outside in" concept was adopted by building on the momentum that the Senior Organizational and Development Consultant brought as an outsider of the group to keep the project moving along and to gain buy-in.[6] Training had always been an optional activity, but C-MACS did not want their hard work to be delivered to half or less of the staff. According to Gwen Arthur, "To instill credibility and maintain morale, a customer-service program should ideally involve the entire staff and represent a commitment on the part of administrators alike to service."[7] Administration was supportive in their communication to staff regarding the training. All staff were encouraged to attend, and to sweeten the deal, a raffle of a free day off for one lucky attendee was offered to encourage greater participation.

Kotter states that "often the most powerful way to communicate a new direction is through behavior …employees will usually grasp it better than if there had been a hundred stories in the in-house newsletter."[8] C-MACS members knew they would need to epitomize the values of the 4 *C*s themselves in order to obtain buy-in from staff. Prior to rolling out the program, C-MACS members were ever-conscious in their daily work to consistently model new behaviors by working hard to be better listeners, going the extra mile for internal and external requests, and reminding themselves to be inclusive.

II. Introducing New Practices Phase

Stage 5: Empowering Broad-Based Action

According to Kotter's model, if the process is moving along in a positive manner, C-MACS members would begin to embody a sense of empowerment from their progress. This became evident when the first pilot session of the program was held with the library's executive committee. C-MACS had agreed that the program could not be delivered to the entire staff without executive buy-in. Again, Kotter states that without sufficient buy-in, organizational complacency will creep in, staff won't put faith in the proposed change, and an army of naysayers will crush the dream. By March 2018, C-MACS felt they had sufficiently completed and fine-tuned all of the material and could now present the pilot program. The Senior Organizational and Development Consultant led the session, and C-MACS members observed and took notes. Feedback provided by the executive committee regarding the program content provided incredible support along with a sense of ownership and pride to C-MACS members for their achievement. Although C-MACS members initially had concerns about whether they could create training of such magnitude on their own, the feeling of satisfaction once the program began to take shape was analogous to watching someone work a jigsaw puzzle, as all of the pieces began slipping into their proper spots.

The executive committee via an anonymous survey provided additional feedback at the end of the session. Several tweaks were made to the program in the areas of revising departmental descriptions and decreasing the amount of text presented on some of the PowerPoint slides. The slides were modified to maintain a brief, clean feel to them, absent of distracting PowerPoint animations, to allow the facilitator to better interact with participants. This design allowed the Senior Organizational and Development Consultant the opportunity to intersperse personal examples in the training, which encouraged staff to share their stories, leading to co-teachable moments. Feedback overall was encouraging and positive. A number of activities were enjoyed, including using a set of ExpressPack cards as an icebreaker to talk about what good and bad customer service looked like to participants.[9]

According to Kotter, "Whenever you let up before the job is done, critical momentum can be lost and regression may follow."[10] None of the course modifications were complex, but competing projects, such as overseeing an important staff search, hosting end-of-semester student library activities, and the announcement that Fondren would begin the process of preparing for a library service platform migration, began to draw members away from forging ahead. In addition, scope creep began to sneak into the project. *Scope creep* refers to changes that can occur after a project begins, increasing the scope of the plan, and potentially derailing it from completion. C-MACS was already aware that some staff would be a harder sell on the program. Some teams simply did not see how customer service played a role in their work. As staff remained in positions for greater lengths of time, it became harder to change their fixed mind-sets. These issues were not unique to Fondren. The university as a whole is hierarchical in structure, which often makes change slow to adopt. Time was passing, team members were being stretched, and the venture was losing momentum. Anxious not to have their hard work lost, C-MACS regrouped after the end of the semester and, with an even stronger sense of urgency, determined that training for all staff needed to be completed by summer

2018. C-MACS realized that a longer wait would put the program in jeopardy of never being delivered, as library service platform migration projects would consume most of staff time over the next two years.

C-MACS reconvened in June 2018 to move the program forward. It was determined that four training sessions would be offered. C-MACS spread the sessions over two weeks to provide all staff with attendance options, with sessions scheduled midday, from 10:00 a.m. to 2:00 p.m., including a morning and afternoon break and a thirty-minute working lunch. An initial email was sent to all members of the executive team informing them of the upcoming training. Information about the training was then disseminated in a second email from the library's vice provost. This lent the program credibility and support. Administration also supported the program by offering its largest meeting room for the trainings and by providing all participants with catered lunch. Nearly three quarters of the staff enrolled. Although they did not achieve 100 percent participation, C-MACS conceded that because of summer activities, this initial group would become Fondren's first cohort.

STAGE 6: GENERATING SHORT-TERM WINS

Kotter explains that good short-term wins have at least three components: being visible, unambiguous, and distinctly related to the change transformation.[11] In this project, the program and the supporting documentation were clearly the most physical elements of the short-term win. Even though these pieces were developed nearly a year after the initial meetings, seeing C-MACS's research and small-group tasks culminate in the creation of actual documentation and a viable program was clearly a visible short-term win. Likewise, a second short-term win occurred when the program was delivered to the executive team and received enthusiastically. Finally, a third win was delivering the program to staff, who received the training enthusiastically. Each session included a diverse mix of staff from across the library, which allowed for true transfer of knowledge. Staff who were siloed noted how nice it was to be out of their work area and engaging with others in the library. Staff also commented on the usefulness of the guide and resources, and several stated that they wished they had had these materials when they first started their positions.

C-MACS foresees greater overall customer satisfaction from the delivery and continued support of this program. The committee's plans of following up with super-visors to ensure that all staff receive training, of utilizing the program for onboarding purposes, and of implementing a program to reward those exhibiting desired change behaviors confirm that Fondren is striving for service excellence.

STAGE 7: CONSOLIDATING GAINS AND PRODUCING MORE CHANGE

To ensure that the program would be sustainable and ongoing, C-MACS created post-training activities that were included in follow-up emails to the participants. One activity involved an online scavenger hunt to help staff learn more about services and information offered by the library's various departments, while another activity provided participants the opportunity to explore web services and sites that our customers, use

including WorldCat, LibGuides, Rice Digital Scholarship Archive, and the Friends of Fondren membership site. C-MACS did not want participants to feel this would be another over and done training and emphasized that refresher courses would be offered or could be requested by any department. Additionally, C-MACS's intention after the initial training was delivered would be to have all new library employees complete this service excellence training within their first few weeks of employment. This program would stand as part of a new employee orientation to Fondren as well as holding the new staff member accountable to the same service excellence standards as existing staff. It's uncertain in the first round of training whether some staff were reluctant to attend. C-MACS sent follow-up notices to managers informing them which staff members attended and which would need to attend future sessions. This additional effort provided frontline managers with a performance measure to determine whether staff who attended training were demonstrating any of the newly learned behaviors. It also transferred the training stakeholder duty to the participant rather than the manager, as the training clearly identified undesirable behaviors pretraining and desirable behaviors post training.

III. Grounding Phase

STAGE 8: ANCHORING NEW APPROACHES IN THE CULTURE

Kotter states that change becomes part of the culture when behaviors shift to "the way we do things around here."[12] Making change stick requires putting words into action, repeating desired behaviors, and frequently rewarding those who willingly embrace and model the change. However, "Most libraries have not regularly implemented follow-up strategies to support staff's application of new skills on-the-job after their customer-service training programs."[13] In our case, C-MACS created post-training emails that were sent to the staff member's manager as well as the participant. The manager's post training email provided information regarding which staff members had attended training. Managers were asked to encourage staff who did not attend training to schedule a makeup session. Participants' emails thanked them for attending training, thereby recognizing and rewarding them for taking their first step toward change. The email also provided staff with links to a survey to provide feedback, as well as a permalink to the training documentation and post-training activities to reinforce the material delivered in the course. As the saying goes, "Practice makes permanent." Repeat a desired behavior often and well, and it is highly likely the change will stick. C-MACS's intention to continue offering the training on a regular basis, slightly tweaked by participant feedback, is a model that will strengthen the outcome of providing clear, consistent service across all areas of the library. C-MACS's plan to affirm user behavior by recognizing staff embodying the principles taught in the customer service excellence training will encourage cultural change.

Analysis and Conclusions

Kotter states that "change often starts with just two or three people," as was the case for our initiative.[14] Following Kotter's eight-step change model guided the group toward the opportunity of creating a customized customer service program to ensure that cultural

change at Fondren Library would become a reality. Our two change agents, despite being extremely enthusiastic, could not have achieved change acceptance without first building a strong corps to shape the vision and create tangible deliverables for the program. Bringing C-MACS into the process bolstered our change agent numbers, afforded additional talents, and created a strong constituency that legitimized the change. While C-MACS experienced periods of negative self-talk, where they doubted their abilities to create a curriculum that could surpass an off-the-shelf program, the group was able to power through these mental barriers by diligently focusing on bite-sized tasks. Piloting the program to senior leadership and receiving accolades and strong support provided C-MACS with short-term wins, as well as sustainability for critical momentum to deliver change to the entire library. Now the hard part begins: instituting and maintaining change. As Kotter says, "Culture changes only after you have successfully altered people's actions, after the new behavior produces some group benefit for a period of time, and after people see the connection between the new actions and the performance improvement."[15] According to Kotter, this can take anywhere from three to ten years. How will we make sure this new service excellence sticks with our staff? We will maintain that eighth stage with frequent reminders, refreshers, and, as Kotter stresses, a lot of talk.

Kotter notes that "organizations everywhere are struggling to keep up with the accelerating pace of change—let alone get ahead of it."[16] Just as C-MACS announced the launch of the service excellence training, Fondren's Strategic Planning Committee announced the start of action planning for the library. Despite the pull of competing interests, C-MACS expedited delivering training, as the entire university was on a trajectory toward change. As Rice University touts itself as having a "world-class infrastructure," C-MACS's work to bring all library staff up to the level of excellence simply furthers that goal.

As the university and the library strive toward the V2C2's mission of contributing "to our world through excellence in education and research," there are many thoughts surrounding how to deliver on these goals.[17] Expanding programs, providing greater outreach, and increasing access, inclusivity, equity, and diversity are just some of the plans. None of these are possible without putting people first. Succeeding with these plans will mean bringing to the table staff who will ultimately be driven to provide the best service possible to our internal and external partners. Creating, delivering, and sustaining a training program for current and future staff to provide the best service possible is a critical step in this plan. Newly trained staff can begin spreading seeds of change throughout the university as they collaborate with other departments, referring back to their tool kit in future interactions. Enduring support and buy-in from the executive team will also help strengthen continued cultural change. Kotter reminds us that "new approaches usually sink into a culture only after it's very clear that they work and are superior to old methods."[18] The library's task now is to implement efforts to make the change become a part of the overall culture by continuing to validate new change practices and re-emphasizing their importance, all while keeping an eye out for our next big opportunity.

Notes

1. "V2C2: Vision for the Second Century, Second Decade: Rice University's Strategic Plan," Rice University, accessed May 10, 2019, https://v2c2.rice.edu/sites/g/files/bxs956/f/V2C2-Supporting-Document.pdf.

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9. "ExpressPack," Trainers Warehouse, accessed May 10, 2019, http://www.trainerswarehouse.com/expresspack.html.
10. Kotter, *Leading Change*, 133.
11. Kotter, *Leading Change*, 126.
12. Kotter, "Leading Change: Why Transformation Efforts Fail," 7.
13. Arthur, "Customer-Service Training," 221.
14. Kotter, *Leading Change*, 59.
15. Kotter, *Leading Change*, 156.
16. Kotter, *Accelerate*, 1.
17. "V2C2: Vision for the Second Century, Second Decade: Rice University's Strategic Plan," Rice University, accessed July 2, 2019, https://v2c2.rice.edu/.
18. Kotter, *Leading Change*, 157.

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