

MORaine VALLEY COMMUNITY COLLEGE

Employee Milestone Approach to Change and Transition

Moraine Valley Student Development Division

November 2008

Alongside the Student Milestone Approach, but focused on employees rather than students, the Employee Milestone Approach was created to effectively respond to change and transition in the workplace. The Employee Milestone Approach to Change and Transition is intended to provide leadership and support to MVCC Student Development employees and guide our work in our ever-changing world. Employee Milestone Goals and Outcomes have been identified for three (3) major phases of change and transition: 1) Developing informed employees and learning facilitators open to change and transition in a learning-centered and student-centered environment; 2) Developing employees committed to change and transition; and 3) Developing empowered employees who embrace change and transition (developing change agents) in a learning-centered and student-centered environment.

As a learning-centered institution focused on student learning, student development and student success, we hope employees will achieve these goals and outcomes related to each milestone phase of change and transition. Each employee is asked to consider the following three questions related to the goals and outcomes:

1. What impact do we want our efforts to have on our employees?
2. What do we want employees to know and be able to do at each phase?
3. How do we know?

Goals and Outcomes

Phase I

Developing informed employees and learning facilitators open to change and transition in a learning-centered and student-centered environment.

Employees:

1. Are informed and aware of their current and changing work roles, responsibilities and expectations and act accordingly to what is expected of them.
2. Are provided with information related to the physical, technological and organizational changes occurring at MVCC.
3. Feel that their voices are heard and understood, have an opportunity to express their feelings and thoughts openly to self and others, feel supported and have an appreciation and acceptance of the change process.
4. Are engaged in defining and/or redefining their roles during the change process to foster self-discovery and personal growth leading to meaningful goals and values.
5. Are committed to delivering high quality services at all times, including during times of transition.
6. Embrace the college and division mission and vision, Eight Expectations and core values thereby creating strong teams.
7. Are made aware of and have access to learning opportunities to acquire strategies to cope with change and transition related to their personal, professional and social development.

Phase II

Developing employees committed to change and transition.

Employees:

1. Are committed to their current and changing roles and assume responsibility to strengthen their knowledge through professional development opportunities and collaborative and effective working experiences.
2. Are committed to take initiative to learning and using new technologies, organizational changes and processes.
3. Feel motivated and inspired to embrace change as they openly communicate and share their suggestions and hear others' opinions as they strengthen their knowledge and competence in the change and transition process.
4. Understand that learning and leadership start with self and that each employee is responsible for his/her own personal growth and development
5. Promote student learning and student success within the campus community and the community at large.
6. Embrace the college's mission, Eight Expectations and core values by modeling behaviors of integrity, fairness, respect, responsibility and appreciation of diversity and celebrate the sense of belonging with peers and colleagues.
7. Accept the value of change and feel supported to improve their personal, professional and social development.

Phase III

Developing empowered employees who embrace change and transition (developing change agents) in a learning-centered and student-centered environment.

Employees:

1. Embrace opportunities for collaboration, communication, cross-training and mentoring and understand the effect their actions have on other employees and students.
2. Empower themselves and others to share knowledge and seek opportunities to learn and use new technologies, organizational changes and processes.
3. Feel trusted in their roles, responsibilities and decisions, and are confident, self-directed and self-sufficient in promoting student learning, student development and student success.
4. Take risks and provide formal and informal opportunities to develop themselves, build teams, strengthen relationships among colleagues and support innovation and continuous improvement.
5. Motivate others to fulfill their roles and responsibilities in ways that support the college community, internally and externally, and increase student learning, student development and student success.
6. Recognize employees who excel in their roles, who embrace the college and division mission and vision, Eight Expectations and core values, and who champion efforts leading to change and transition.
7. Assist colleagues to self-evaluate and provide feedback to promote continuous learning and improve their personal, professional and social development.