Leading People
Business Knowledge Module: CM Unit 1

The Process of Managing Change
Leading People (Business Knowledge Module: CM Unit 1): The Process of Managing Change

1. WHAT IS THE WORKSHOP/UNIT CONTEXT

1.1 Module Content
This module will provide participants with:
- an introduction to their responsibilities for managing change at CSU
- a framework for change management at CSU, and
- a launch for the Business Knowledge Change Management modules and for the CSU Organisational Change and Renewal Framework (also referred to as Change Management Framework)

1.2 Session Objectives
At the end of this session participants will be able to identify:
- the key stages of change
- their generic responsibilities and accountabilities for managing change as leaders and managers at CSU
- why managing change is important for organisational transformation
- the key dimensions of the CSU Organisational Change and Renewal Framework

1.3 Process
Workshop Program (refer to Attachment 1.)

What is change?

Why manage change? The CSU/university context.

Who (should) manage change? The manager as leader & facilitator of change.

When to manage change? What is the impact of the change: people, structure, technology.

How to manage change? A framework for managing change at CSU: the CSU Organisational Change and Renewal Framework, Project Management Framework and other relevant frameworks

The workshop will be a mixture of facilitated and focussed discussions as a whole group and/or in groups as well as presentation of key concepts and information.

1.4 The Context

University strategy

Charles Sturt University (CSU) in its University Strategy 2007-2011, under Institutional Development, has committed to:
“Creating a culture that is responsive to organisational change and renewal.”

An Organisational Change and Renewal Framework has been developed, along with a number of other initiatives, some outlined below, to facilitate the creation of this culture.
Workplace Productivity Program (WPP) and the Enterprise Model

Key findings from focus groups: organisational culture and internal communication:
In 2007, the Internal Communication Working Party and the Organisational Culture Program Committee were convened by Professor Lyn Gorman, Deputy Vice-Chancellor (Administration) and identified a range of communication areas to be improved. In response to these issues, focus groups and individual interviews were held with about 85 staff participating from across a number of campuses, including Ontario. The purpose of these focus groups was to establish issues, concerns, positive aspects and solutions to organisational culture and internal communication.

Staff said that they want changes and the communication of changes to be better managed. They welcome change and wish to be part of the consultation. They want a process for change management and for celebrating small wins. Refer to Attachment 3 for more detailed key themes that emerged from the focus groups.

Reading institutional culture in order to develop and match the strategies for change is fundamental to an effective change process — Kezar and Eckel
Framework for Delivery of Professional Development Resources:

For leaders and managers to enhance their business knowledge and increase organisational effectiveness and readiness for change.

<table>
<thead>
<tr>
<th>1. FRAMING:</th>
<th>2. SKILLING &amp; TOOLS</th>
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<tbody>
<tr>
<td>- University Strategy &amp; core plans &amp; frameworks</td>
<td>- Discipline, systems, delegations</td>
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<tr>
<td>- Core processes &amp; University/Enterprise Model: yourCSU; WPI; BPM</td>
<td>- Project management tools &amp; templates</td>
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<td>- OD Frameworks</td>
<td>- Initiatives &amp; funding proposals &amp; mechanisms</td>
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<td>- Reports – committees, Academic Senate etc</td>
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<td>- Business and report writing skills</td>
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<td>- Leadership programs &amp; Leading People Series</td>
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<td>- Online learning resources on OD website</td>
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Delivery:
- Resources: books, articles, web links
- Workshops
- Online learning modules

How will the program be delivered?

**Leading People Series of Workshops: Commencing in 2007**
- Change Management
- People Management
- Resource Management
- Planning (Strategic Context)
- Business and Report Writing Skills

**Online Learning Resources: progressively available from June 2008**
- Change Management
- People Management
- Resource Management
- Planning (Strategic Context)
- Business Reporting Language

**Leadership Programs and Management Forums**
- Frontline Management; Graduate Certificate in University Leadership and Management; Leadership Development for Women
- Senior Managers Forum; senior Women’s Network; Middle Managers Forums; Heads of School Forum; Course Coordinators Forum

For details on dates refer to the Staff Development Calendar:
2. WHAT IS CHANGE?

**Exercise: Introductions (15 minutes)**
Consider the following question and write down your responses.
*What is change? Consider a recent or impending change in your area. How has this change affected staff?*
In the workshop introduce yourself then identify your role as a change leader and your response to the questions above.

“Change is the process of altering, reshaping or transforming a business to improve the way it works or interacts with its environment”. (Anand and Nicholson 2004).

*Change is constant*
- Benjamin Disraeli

Change has always been a constant in our lives. The current pace of change is accelerating with innovations and advances in technology increasing at an exponential rate. In fact many businesses, conferences, communiqués, references, change ‘gurus’ and consultants talk of change as being a constant that we are all grappling to manage which will just be common place, even ‘expected’ by the Y Generation.

### 2.1 Models and Stages of Change

There are a variety of models that outline the stages of change and the variables that are affecting or need to be considered during change. Attachment 3 of the CSU Organisational Change and Renewal Framework provides a good overview of:
- The four variables of change: culture, context, knowledge and technology
- The necessary conditions in people for effective change: awareness, capability, inclusion
- The effects of change on people: people in the process of transition and the change acceptance curve

The two models that follow provide a very graphic picture of how staff and stakeholders may be affected:
Exercise: Change acceptance curve (15 minutes)
Consider a change within which you are currently involved and place yourself on the change acceptance curve. Discuss and debrief the experience with your work group, peer learning group and/or mentor.
3. WHY MANAGE CHANGE?

3.1 What are the reasons for change at CSU?

Exercise: Reasons for change at CSU/in the Higher Education Sector (15 mins)

Brainstorm individually, in pairs or groups in the workshop or with your work group, peer learning group and/or mentor, the reasons for change at CSU and in the Higher Education Sector. Summarise and collate the list. How does it compare with the CSU Organisational Change & Renewal Framework? What stood out for you in relation to your leadership role at CSU?

3.2 The Manager as a leader of change in a University

"University leadership requires leaders capable of producing change, aligning people and motivating them whilst simultaneously engaging the management function of keeping the organisation on time and within budget" (Ramsden 1998) Ramsden’s (1998) emphasis on the leader’s responsibility for generating change and commitment to change, largely reflects transformational leadership dimensions”. (as cited by Pounder 2001).

Transformational leadership and the notion of the learning organisation (Senge 1990) “speak directly” to the effectiveness of universities of the future that will be (are) faced with issues of managing change in the areas of “diversity, growth, responsiveness and external accountability”. This leadership is not confined to senior managers (eg SEC). Leadership in universities is “dispersed leadership”. It is also undoubtedly transformational in nature involving “helping ordinary people do extraordinary things”, evaluating individual’s visions to higher levels, and helping people to embrace change.” (Pounder 2001)

3.3 The Responsibilities of a Manager at CSU

The generic responsibilities and accountabilities as managers (http://www.csu.edu.au/adminman/hum/humanresources.htm):

Fosters a culture of cooperation/collegiality, teamwork, reflective practice, continual improvement and learning, and responsiveness to change.

Managing change by anticipating and responding to developments within the external and internal environment that may impact on the University or a Faculty; Division; Section (as appropriate)

Anand & Nicholson (2004) provide a strong case for the management of change and why change fails. Basically it “requires the full range of management skills: ‘hard’ skills in planning, project management and analysis, and ‘soft’ skills in persuasion, understanding business cultures and communication”. These are the “keys to success”.

Exercise: Leading and Facilitating Change at CSU

Unit 2 of this series of Change Management Business Knowledge modules for leaders and managers is “Leading and Facilitating Change”. Suggested readings before the next workshop or unit are:

John Kotter Leading Change and The Heart of Change
Ann Gilley The Manager as Change Leader
CSU Diploma of Frontline Management: BSBFLM510B
Search the CSU Library Catalogue for resources on change and change management.

A number of readings specific to the Higher Education Sector will be provided prior to Unit 2
Leading Through Change

“Without successfully managing a difficult transition, no leader can be effective for very long.”
—William Bridges

Leadership and the Bridges Model

- The higher a leader is in an organisation the more quickly he/she tends to move through the change process
- Others can’t always see the intended destination and take longer to make the transition by
  - letting go of old ways
  - moving through the neutral zone, and finally
  - making a new beginning

Bridges, as cited by (Bounds and Hempsall 2007)
4. **HOW TO MANAGE CHANGE AT CSU**

The CSU Organisational Change and Renewal Framework was developed as part of the University Strategy to develop an organisational “culture responsive to change and renewal”. This will increase CSU’s capability to manage change proactively and effectively so that as an organisation we can be effective and sustainable in the rapidly changing Higher Education sector.

There are a number of organisational change management and/or transition frameworks, plans and resources available. No one way is correct. The CSU framework has been developed as an amalgam of two frameworks; Kotter (2002) and Synnot (2007). The underlying foundation of the CSU framework are the eight (8) key dimensions (or ingredients) as they cover all four main variables of impact to be considered which will ensure buy in from staff and all stakeholders directly affected by change.

**Four main variables** to be considered in any change at CSU (CSU Frontline Management Program BSBFLM10B Facilitate and Capitalise on Change and Innovation):

1. *People*; (Culture is an important component)
2. *Tasks*; (considered as Processes under the CSU Enterprise Model (WPI))
3. *Organisational Structure*; and
4. *Technology*

4.1 **CSU Organisational Change and Renewal Framework (Attachment 2)**

Eight dimensions or ingredients for successfully managing change

Refer to Figure 1 Managing Change @ CSU: The Eight Dimensions for Effective Organisational Change and renewal.

<table>
<thead>
<tr>
<th>Dimension 1: Laying the Foundation for New Ways – Leadership &amp; Readiness for Change</th>
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</thead>
<tbody>
<tr>
<td>Dimension 2: Establishing a Sense of Urgency</td>
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<tr>
<td>Dimension 3: Forming a Change Team and Defining Change Management Interventions</td>
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<td>Dimension 4: Creating Strategic Alignment</td>
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<td>Dimensions 5: Communicating the Vision for Change</td>
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<td>Dimension 6: Maximising Connectedness</td>
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<tr>
<td>Dimension 7: Creating and Celebrating Short Term Wins</td>
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<tr>
<td>Dimension 8: Consolidating Performance Improvements &amp; Institutionalising New Approaches</td>
</tr>
</tbody>
</table>
Developing a Change Management Plan

The three main fundamentals in the CSU Change Management Framework should be considered in developing any Change Management Plan and a Communication Plan. These are well covered by the 8 dimensions:

**People and Culture:**
1. lay the foundations for new ways through capability: knowledge, skills and leadership development (Dimension 1)
2. maximise connectedness: identify and remove barriers to change; willingness and readiness for change (Dimension 6)
3. consolidate performance improvements (Dimension 8)

**Plan:**
1. use the project management methodology: create an “Assignment “ or a full scale project and form a change or transition team (Dimension 3)
2. create strategic alignment or fit within the university strategy: establish goals and objectives (Dimension 4)

**Communicate:**
1. develop a communication plan and communicate the vision (Dimension 5)
2. create a sense of urgency (Dimension 2)
3. create and celebrate short and long term wins (Dimension 7)

**Homework Exercise: Change Management Plan**
Consider a change which you are planning in your area. Develop a draft change management plan (and Communication Plan) using the CSU project management templates and tools [http://www.csu.edu.au/division/psc/PLframework/](http://www.csu.edu.au/division/psc/PLframework/) and the CSU Organisational Change and Renewal Framework. Examples are provided in Attachments 4 & 5 of the CSU Interact Change and Communication Plans.
ATTACHMENTS

1. Workshop Program (follows)
2. CSU Organisational Change and Renewal Framework (as separate document)
3. Findings of Focus Groups: Communication and Culture, 2007 (follows)
4. CSU Interact Change Management Framework (as separate document)
5. CSU Interact Communication Plan (as separate document)

REFERENCES AND SUGGESTED READINGS

CSU Diploma of Frontline Management: BSBFLM510B Facilitate and Capitalise on Change and Innovation.
Charles Sturt University Strategy 2007-2011
### Leading People (Business Knowledge Module: CM Unit 1):
#### The Process of Managing Change

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
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</table>
| 1.00pm | **Welcome**  
Objectives of the Session & Outline of the Process for the Workshop  
| 2.15pm | **Introductions**  
What is change & Why manage change  
Q. What is change? Why manage?  
change cycles, an overview & exercise | Hedy Bryant (either in small groups or whole group depending on numbers) |
| 3.00pm | **Who manages change**  
The manager as a change leader; CSU responsibilities; introduction to Module 2: Facilitating & Leading Change & further reading |                           |
| 3.15pm | **Afternoon Tea**                                                      |                           |
| 3.30  | **Managing change at CSU:**  
The Organisational Change & Renewal Framework  
The 8 key dimensions: an overview  
Project management methodology; communication plan |                           |
| 4.00  | **Group Exercise:** Using the framework in the context of current or planned workplace change |                           |
| 4.45-5.00pm | **Homework:** On-the-job Applications: Developing a Change Management Plan, Evaluation & Close |                           |
# ATTACHMENT 3:
**KEY FINDINGS FROM FOCUS GROUPS: ORGANISATIONAL CULTURE AND INTERNAL COMMUNICATION AUGUST-OCTOBER 2007**

**What needs improving, what’s good, what solutions were offered? Key themes**

Note: there was overlap between communication and culture issues

<table>
<thead>
<tr>
<th>What needs improving</th>
<th>What’s good</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s New</td>
<td>It’s an institution used by many</td>
<td>Re-classify; skills staff in subject headings</td>
</tr>
<tr>
<td>Downward flow of information:</td>
<td>VCs roadshows</td>
<td>Focus groups</td>
</tr>
<tr>
<td>• Emails</td>
<td>A great form of communication if used well</td>
<td>Email best practice guidelines; email free day</td>
</tr>
<tr>
<td>• Decision making &amp; governance process</td>
<td>We have good Academic Senate &amp; Council governance processes</td>
<td>Process outlined at VC Roadshow (on p1.); focus groups</td>
</tr>
<tr>
<td>• Formal interactions</td>
<td>Informal, personal approaches; approachable senior management</td>
<td>Informal gatherings: intercampus tours, sports events; regular divisional meetings; focus groups</td>
</tr>
<tr>
<td>• Lack of processes for storing/follow up on policy decisions/owners</td>
<td>Central repository for policy decisions/changes; governance processes</td>
<td></td>
</tr>
<tr>
<td>Lack of induction</td>
<td>Some areas do induction very well: seems dependent on the manager</td>
<td>Review of induction; support for managers; campus &amp; divisional tours</td>
</tr>
<tr>
<td>Communications directory/systems</td>
<td></td>
<td>A handbook; fix up the search functions &amp; engines</td>
</tr>
<tr>
<td>Divisional silos: increasing lack of customer focus</td>
<td></td>
<td>Process for decision making; Work Process Improvement; MMF(^1)</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing workloads</td>
<td>Flexibility of working conditions, the environment, the people</td>
<td>Work Process Improvement; senior managers’ acknowledgement</td>
</tr>
<tr>
<td>Loss of community: campuses getting larger &amp; dominance of larger campuses</td>
<td>Pride of working in the CSU community; especially of smaller campuses as a community</td>
<td>Integrated service delivery (service alignment) especially on smaller &amp; remote campuses</td>
</tr>
<tr>
<td>Change management &amp; communication of changes</td>
<td>Staff welcome change &amp; wish to be part of the consultation</td>
<td>A process for change mgt; celebrate small wins</td>
</tr>
<tr>
<td>Fear &amp; cynicism; hesitant to speak up</td>
<td>Team work &amp; trust in some units</td>
<td>Staff feedback &amp; listening mechanisms; consultation; decision making process</td>
</tr>
<tr>
<td>Lack of (support for) innovation/new ideas; rules; lack of engagement; role-constrained behaviour</td>
<td>Problem/solution focussed people; find ways to go around obstacles</td>
<td>Resource people better &amp; engage them; change messages about resources</td>
</tr>
<tr>
<td>Hierarchy; over-importance on ‘levels’ esp &lt;Level 6</td>
<td>Ian Goulter &amp; Lyn Gorman are respected for being approachable</td>
<td>Include lower levels in forums &amp; leadership programs; more avenues for feedback &amp; listening; focus groups</td>
</tr>
<tr>
<td>Lack of separation between professional &amp; private conversations</td>
<td>Professionalism &amp; respect of each other</td>
<td>Transparent decision making processes; opportunities for informal interaction with management</td>
</tr>
</tbody>
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\(^1\)MMF: Middle Managers Forum