Acknowledgement:
Workplace Productivity Program (WPP) grant from DEEWR.

This module and these resources will be available on the Organisational Development, Division of Human Resources website from second session 2008.

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<table>
<thead>
<tr>
<th>Learning resource</th>
<th>Owner</th>
<th>Version:</th>
<th>Summary/Overview of changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Culture</td>
<td>Hedy Bryant</td>
<td>1.0 August 2008</td>
<td></td>
</tr>
</tbody>
</table>
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in the Workplace</td>
<td>4</td>
</tr>
<tr>
<td>Program Overview</td>
<td>5</td>
</tr>
<tr>
<td>Icons</td>
<td>6</td>
</tr>
<tr>
<td>Framework for Delivery of Professional Development Resources</td>
<td>7</td>
</tr>
<tr>
<td>The Context</td>
<td>8</td>
</tr>
<tr>
<td>Exercise – Ice Breaker Using Values Cards</td>
<td>8</td>
</tr>
<tr>
<td>What is Organisational Culture? How can we Identify Culture? Some Tools</td>
<td>11</td>
</tr>
<tr>
<td>Exercise – Office Politics Game</td>
<td>11</td>
</tr>
<tr>
<td>Why does Organisational Culture matter and why understand Organisational culture? Who (should) develop and guide workplace culture? What is my role as a leader and manager in creating or changing organisational culture?</td>
<td>18</td>
</tr>
<tr>
<td>Reflection and Workshop Debrief</td>
<td>19</td>
</tr>
<tr>
<td>Attachments</td>
<td>20</td>
</tr>
<tr>
<td>References and Suggested Readings</td>
<td>20</td>
</tr>
</tbody>
</table>
LEARNING IN THE WORKPLACE

To continue to reinforce your learning from this workshop and prior to the follow up session, when you return to your team use the table below to assist you to reflect on the concepts introduced. Your reflection may also incorporate other behaviours that you have observed from other leaders within your workplace as well. You should aim to identify at least 10 different situations.

As part of your reflection, identify some of your key strengths and opportunities for improvement in the way you think about organisational culture principles within the workplace. What steps might you be able to take to improve your own practice?

<table>
<thead>
<tr>
<th>What was the outcome?</th>
<th>What attributes of leadership in changing organisational culture did you display?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How have you applied this? Try to think of a specific work situation.</td>
</tr>
<tr>
<td>Effective understanding of organisational culture concept</td>
<td></td>
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</tbody>
</table>
PROGRAM OVERVIEW

Module Content
This module will provide participants with:
- an introduction to their responsibilities for managing people at CSU
- an understanding of organisational or workplace culture and its importance for them as leaders and managers at CSU
- an awareness of the current organisational culture at CSU and the desired organisational culture
- an introduction to tools for understanding culture and identifying values in the workplace

Session Objectives
At the end of this session participants will be:
- aware of their generic responsibilities and accountabilities for managing people (and understanding culture) as leaders and managers at CSU
- aware of how to identify their current and desired workplace culture and organisational cultural values

Our Focus
Our focus is on exploring the question of organisational or workplace culture in the context of developing a culture that is “responsive to organisational change and renewal”. This is necessary as all organisations; importantly higher education providers are undergoing exponential organisational transformation. To transform an organisation the culture and values of the organisation need to be understood and the desirable culture and values need to be identified.

This workshop is not about identifying the different cultures at CSU, about diversity or cross-cultural awareness, about developing strategies for including cultural diversity into learning and teaching and/or research. Rather it is about providing some basic tools for you as a leader, manager, supervisor or staff member to understand and become more aware of culture, to identify with your team the desired culture or subculture and values that you wish to work in, and for you as change agents to implement cultural change.

Process
The workshop will be a mix of facilitated and focussed discussions as a whole group and/or in groups, as well as presentation of key concepts and information. Therefore, the workshop program and timing is flexible

We will explore the following questions:
- What is organisational or workplace culture?
- Why does organisational culture matter and why understand organisational culture?
- Who (should) develop and guide workplace culture? What is my role as a leader and manager in creating or changing organisational culture?
- How do I understand culture and develop workplace values? Some tools will be used during the workshop and provided for you to use in your workplace.
Working Assumptions (ICA®) (with explanation of each in parentheses)

I facilitate workshops and meetings using the following assumptions for which I acknowledge Jo Nelson of the Institute of Cultural Affairs (ICA). I believe that these also facilitate a culture of ‘inclusiveness’, ‘respect’ and ‘active listening’ by participants.

1. Everyone has wisdom. (This doesn't mean everything that everyone says is wise. It means that behind what they say is wisdom, and we will listen for it.)

2. We need everyone's wisdom for the wisest result. (In the same way that a diamond is more valuable when it is cut with more facets, what we come up with will be more valuable when we have illuminated more facets of what we are working with.)

3. There are no wrong answers. (See number 1 -- behind what may seem on the surface as a wrong answer -- and I have heard some that were positively evil on the surface -- there is wisdom, and that is what we will listen for. The corollary, of course, is that there are no right answers, only the best we can come up with given our limitations.)

4. The whole is greater than the sum of its parts. (Trite, yes, but points to consensus as creating a larger answer that is not identical to any one view, but includes the wisdom of many. Diamond image again. I think of compromise as smaller than the sum of its parts, consensus as larger. Like a puzzle picture, which is the sum of the puzzle pieces and their relationships. All puzzle pieces are included, or there is a hole.)

5. Everyone will hear others and be heard. (This doesn't mean that everyone has to talk all the time -- then nobody would be heard. It means listening to others as well as making sure your wisdom is on the table.) I've recently concluded that Aretha Franklin would probably summarize the whole list with "R.E.S.P.E.C.T." (The only time I had anyone argue with this was the first time I used them, about 13 years ago. When I put up "there are no wrong answers" one lady in the back of the room shouted "there are too wrong answers!" I thought really really fast and responded, "and that's not a wrong answer either!" The whole group gasped, laughed, relaxed, and began to participate. Since then, I tell that story when I put that item on the flipchart, and groups respond in the same way.)

ICONS

The following icons appear within this learning resource. They highlight important information as well as activities that can be completed:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔗</td>
<td>These are the outcomes that relate to a section of the resource.</td>
</tr>
<tr>
<td>🧑‍🤝‍🧑</td>
<td>An Individual or group exercise.</td>
</tr>
<tr>
<td>💡</td>
<td>A key message or important point</td>
</tr>
<tr>
<td>🤔</td>
<td>Self-reflection</td>
</tr>
<tr>
<td>🔍</td>
<td>This is a workplace activity</td>
</tr>
</tbody>
</table>
FRAMEWORK FOR DELIVERY OF PROFESSIONAL DEVELOPMENT RESOURCES

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

1. FRAMING:
   - University Strategy & core plans & frameworks
   - Core processes & University/Enterprise Model: yourCSU; WPI; BPM
   - OD Frameworks

2. SKILLING & TOOLS
   - Discipline, systems, delegations
   - Project management tools & templates
   - Initiatives & funding proposals & mechanisms
   - Reports – committees, Academic Senate etc
   - Business and report writing skills
   - Leadership programs & Leading People Series
   - Online learning resources on OD website

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:
**Exercise – Ice Breaker using Values cards**

Look at the value card that you have, reflect on how this resonates with your values. Introduce yourself to the person next to you and share your insights.

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**University strategy**

Charles Sturt University (CSU) in its *University Strategy 2007-2011* key indicators of the desired organisational culture are underlined:

- **Vision**
  A national university for *excellence* in education for the professions, strategic and applied research and flexible delivery of learning and teaching
- **Values**
  - *Intellectual independence and freedom of inquiry*
  - *The discovery, refinement, preservation and dissemination of knowledge*
  - *Engagement with professions and communities through responsiveness, partnerships and inclusiveness*
- **Social justice** including ethical practice and global citizenship
- **Economic, social and environmental sustainability**, including the responsible stewardship of resources, and
- **Its staff and students, their well-being and development**
- **Institutional Development**
  - Adhering to the concept of ‘One University’
  - *Creating a culture that is responsive to organisational change and renewal*
  - Aligning institutional values, planning and performance through *commitment to quality and continual improvement*
- **Ensuring ethical and effective governance practices and the responsible stewardship of resources**
- **Forming collaborative networks and alliances with other institutions**
- **Attracting, retaining and developing committed, high quality staff and empowering them within a positive work environment**
Under the CSU Institutional Development Committee a number of Program committees have been established. Working together these committees are responsible for overseeing cultural change at CSU. These committees include:

- Organisational Culture Program Committee (incorporating the Internal Communication Working Party) – directly responsible for fostering cultural change and improved organisational communication. The Committee has drafted a set of Guiding Principles for CSU Culture, Behaviour and Values (see Attachment 4). These will guide our support for the development and promulgation of behaviours and values at CSU. It is important to note that there needs to be support for the development of values and behaviours by each Division, Faculty, School and Unit that fit within the values of CSU.

- Workforce Planning – responsible for developing plans, policies and strategies for attracting, retaining and developing committed, high quality staff and empowering them within a positive work environment.

- Sustainability Committee – responsible for developing plans, policies and practices that promote financial, social and environmental sustainability.

- Service Alignment – ensuring consistency, alignment and integration of services through commitment to quality and continual improvement.

In addition, our senior management has committed to a performance culture through the performance management scheme http://www.csu.edu.au/division/humres/org-dev/performance/ and leadership development, focussing on the development of transformational and supportive leaders (Attachment 2).

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.

A number of initiatives, frameworks and plans have been undertaken to facilitate cultural change. These include:

- An Organisational Change and Renewal Framework - refer to Division of Human Resources Website http://www.csu.edu.au/division/humres/org-dev/ (under construction so may not have the change management framework, also refer to Attachment 1)


- Professional Development resources and programs: see following diagrams and information:
Workplace Productivity Program (WPP) and the Enterprise Model

University Strategy
Institutional Development
- Organisational Culture (& Change)
- Service Alignment
- Workforce Planning
- Sustainability

Organisational Development Frameworks:
- Leadership & Management
- Performance
- Continual PD
- Change Management

Organisational culture & communication

Work Process Improvement (WPI) 2006

Workplace Productivity Program (WPP)
- Enterprise model yourCSU
- Organisational Change & Renewal Framework
- PD resources for leaders & managers (YOU)
- WPI Stage 2: Business Process Management (BPM)

Business Knowledge modules & Leading People Series:
- Change Management
- People Management
- Resource Management
- Planning

PD delivery & development: OD & WPP

CSU Project Management Framework

Reading institutional culture in order to develop and match the strategies for change is fundamental to an effective change process — Kezar and Eckel (2002)
WHAT IS ORGANISATIONAL CULTURE? HOW CAN WE IDENTIFY CULTURE? SOME TOOLS

Exercise – Office Politics Game

In the workshop introduce yourself to your group and your role at CSU. Nominate one member to take on the role of the Advice Seeker, while the other players take on the role of the Advisors. The Advice Seeker starts the round by reading their Office-Politics Dilemma (which will be provided) aloud to the group, and then asks the others to respond to the dilemma by offering their advice. Each player then responds by sharing their opinions and offering recommendations. After discussing the dilemma amongst themselves, their joint advice can be read aloud by a single spokesperson. Put forward your recommendation to the whole workshop group.

Facilitator will debrief the discussions: What were the key discussion points? What stood out for you about the differences in positions? What did this indicate about the values and behaviours that we support or hold at CSU or in your work team? Note: normally this would be done by an evaluation by the Advice Seeker; however, the game has been shortened for this workshop. Note: this game will be available from Organisational Development later in the year for you to play with your team.

...culture is multidimensional, multifaceted phenomena, not easily reduced to a few major dimensions. Culture ultimately reflects the group’s effort to cope and learn; it is the residual of a learning process. Culture, not only fulfills a function of providing stability, meaning, and predictability in the present but is a result of functionally effective decisions in the group’s past. Edgar Schein 2004

Organisational culture has been defined, researched, theorised and debated in many arenas and by a large number of academics and organisational psychologists. The most renowned and the one who is easy to read is Edgar Schein. He has developed a solid theory and praxis about organisational culture and its relationship and importance to leadership. The quotes included are good definitions as they paint a picture of what culture is:

Culture somehow implies that rituals (the way we do things around here), climate, values and behaviours bind together into a coherent whole. This patterning or integration is the essence of what we mean by “culture”. Edgar Schein 2004 Note: brackets my inclusion

Definition of a group’s culture: A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation, and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Edgar Schein 2004
Three elements or levels of culture are one very accepted definition and useful means to describe culture: Schein (1999, 2004) and Synnot and Fitzgerald (2007 after Schein).

**Artefacts**
Visible organisational structure and processes

**Espoused Values and Beliefs**
Strategies, goals & philosophies (espoused justifications)

**Underlying Assumptions**
Shared mindsets, unconscious, taken-for-granted beliefs, perceptions, thoughts and feelings (the ultimate source of values and action; stories; folklore, such as heroes and anti-heroes)

**Artefacts**
These are the visible signs of an organisation including office layout; technology; language; clothing; observable rituals; myths and stories; published lists of values; celebrations and ceremonies etc.
Exercise – Artefacts

(After Synnot and Fitzgerald 2007)
What visible aspects of the workplace typify for you

- The way we do things around here?
- The rules?
- The procedures?
- The habits?

Brainstorm in the group a list of artefacts that stand out for you. Nominate a scribe to report back.
Workshop facilitator will debrief this list, test it and refine it with the whole group.

Based on the most significant artefacts, what values do they characterize?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________
_________________________________________________________________

Unwritten Ground Rules

Simpson (2004) generated a new concept of culture that he called *unwritten ground rules* (UGRs®). He indicated that these were people’s perceptions about ‘the way we do things around here’. New employees will watch and be able to give insights into UGRs by observing:

- How managers speak to employees and how employees speak about managers in their absence
- The receptiveness of managers to ideas from staff
- How customers are treated and what is said about customers among staff and managers
- The patterns of communication at staff meetings – whether they involve one-way information dissemination or different points of view are encouraged – what is said immediately after a staff meeting
- The level of urgency with which employees and managers go about their day-to-day work

Workplace Activity – Unwritten Ground Rules

Refer to “Unwritten Ground Rules: the way we do things around here” (Simpson 2004) in attached readings: You may wish to do this in your workplace as an individual reflection and/or as a team discussion to elicit some of ‘the ways you do things’, i.e. some of the cultural aspects of your workplace
Espoused Values and Beliefs

These are reflected in the vision, mission, strategies and philosophies of an organisation. Schein (2004) reinforces that beliefs and values developed and based on prior learning, are good predictors of behaviour and will be congruent with underlying assumptions. They will act as a guide for people to deal with uncertainty in key events, on how work should be done and how people should relate to one another.

*Definition*: values are the common beliefs or priorities of a group of people. Values are qualities that define a group to its members. Driskill and Brenton (2005).

*Values are the invisible threads of culture* – when they are congruent they create ‘connection’. All relationships – between one person and another, between the present and the future, between customer and product, a team and its goals, a leader and a vision – are strengthened by aligned values... When an organisation has a defined set of values that are embodied by all employees there is less need for managing and control. Henderson and Thompson (2003)
Exercise – Aligning beliefs to values

1 or 2 groups (20 mins group discussion with 5 min report back) (after Henderson and Thompson 2003)

“We value continual improvement because…….” complete the sentence as a group. Nominate a group leader (facilitator) to write down all of the group’s answers on the butcher’s paper. If you have time craft a sentence that will represent a belief statement for this value. Report back Workshop facilitator will debrief this sentence, test it and refine it with the whole group.

Workplace/team exercise: develop values (exercise in attached readings with your Faculty, Division, Unit, School or team. Test them for alignment with the CSU University Strategy Values statements. Develop belief statements for each of your values using the exercise above which is also provided in the attached readings.

Workplace Activity – Identifying the desirability of behaviours

Workplace Team Exercise: Identifying the desirability of behaviours: refer to p137 Synnot and Fitzgerald (2007) in attached readings
This is a matrix for encouraging the identification of positive and negative behaviours that affect everyone. Once these behaviours are identified the team can work towards resolving undesirable behaviours and encouraging desirable behaviours.
Underlying Assumptions

Underlying or basic assumptions are the deepest level of culture. They actually guide behaviour, and tell group members how to perceive, think about, and feel about things (Argyris 1976; Argyris and SchÖn 1974; as cited by Schein 2004). Underlying assumptions are often so strongly held by a group that behaviour that deviates from this is found to be unacceptable by the group, for example, not wearing a tie to work, talking loudly or over the top of others, parking on the lawn, being late for work. An understanding of the deeper level of underlying assumptions will provide an understanding of the surface levels of culture – artefacts and espoused values. It will assist leaders and managers to identify contradictions and inconsistencies between artefacts and espoused values.

The shared assumptions about the right way or how people relate to each other within an organisation is an important part of the culture. Assumptions about relationships must resolve four basic elements (Synnot and Fitzgerald 2007):

- **Identity and role** (who am I supposed to be in this group and what will be my role?)
- **Power and influence** (will my needs for influence and control be met?)
- **Needs and goals** (will the group’s goals allow me to meet my own needs?)
- **Acceptance and intimacy** (will I be accepted, respected and like in this group? How close will relationships be?)

Exercise – Underlying assumptions about relationships

1 or 2 groups (20 mins group discussion with 5 min report back) (after Synnot and Fitzgerald 2007)

Brainstorm the following question:

*What are the basic assumptions about how conflict should be resolved and how decisions should be made in your workplace? Note any differences that stand out between your work teams as these will demonstrate sub-cultures.*

If you have time discuss whether there are contradictions or inconsistencies between these underlying assumptions and the espoused values of the organisation.

The workshop facilitator will debrief these basic assumptions and discuss their comparison with the artefacts and beliefs identified by the other groups.

A symbolic frame – another definition: culture can also be identified through viewing an organisation through a symbolic frame through symbols, stories and performances that create meaning for employees (Driskill and Brenton 2005).
Workplace Activity – What is culture…what is the culture of CSU?

Listen to yourself explaining your culture to newcomers, telling them what they have to learn to fit into this organisation/community (Synnot and Fitzgerald 2007)

What are the stories that you tell new staff when they start or when you are inducting them? What symbols, rituals or performances are enacted that are unique or stand out for you in your workplace?

Key findings from focus groups: organisational culture and internal communication:
In 2007 and 2008, 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 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.

What was said in 2007:

<table>
<thead>
<tr>
<th>What needs improving</th>
<th>What’s good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing workloads</td>
<td>Flexibility of working conditions, the environment, the people</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>
</tr>
<tr>
<td>Change management &amp; communication of changes</td>
<td>Staff welcome change &amp; wish to be part of the consultation</td>
</tr>
<tr>
<td>Fear &amp; cynicism; hesitant to speak up</td>
<td>Team work &amp; trust in some units</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>
</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>
</tr>
<tr>
<td>Lack of separation between professional &amp; private conversations</td>
<td>Professionalism &amp; respect of each other</td>
</tr>
</tbody>
</table>

Exercise – What is the culture of CSU?

Consider the key findings and themes from the 2007 focus groups with your team in a non-threatening discussion. What stands out for you and your team? What are the similarities and differences in the way your team works? What are you good at? What are the things that you do well? What positive changes have occurred in the past 12 months?
WHY DOES ORGANISATIONAL CULTURE MATTER AND WHY UNDERSTAND ORGANISATIONAL CULTURE? WHO (SHOULD) DEVELOP AND GUIDE WORKPLACE CULTURE? WHAT IS MY ROLE AS A LEADER AND MANAGER IN CREATING OR CHANGING ORGANISATIONAL CULTURE?

Schein (2004) proposed that while a deeper understanding of cultural issues in an organisation is important to decipher what goes on in them, that even more important is to identify the priority issues for leaders and leadership. He states that Organisational cultures are created in part by leaders, and one of the most decisive functions of leadership is the creation, the management, and sometimes even the destruction of culture. Schein also identifies the inter-related nature of leadership and culture, that the unique talent of leaders is their ability to understand and work with culture. He distinguishes leadership from management or administration, arguing that leaders create and change cultures, while managers and administrators live within them.

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/colliegiality, teamwork, reflective practice, continual improvement and learning, and responsiveness to change.

Exercise – Why understand Culture?

As a leader and manager at CSU why should I understand culture?
How will understanding culture benefit our workforce and our performance?
Brainstorm in your groups a list of reasons and benefits for understanding culture. Verbal report back.
Facilitator will scribe a list and debrief.
Reflection – Taking it back to the workplace

What was your key learning, and what ideas will you take back to your workplace? Considering the importance of understanding organisational culture, what will you do differently in the future? What are you already doing with your team that you wish to hold and to build on? Try some of the exercises/tools with your leadership or management team.
ATTACHMENTS

1. CSU Organisational Change and Renewal Framework
2. Desired Leadership Behaviours for Building a Performance Culture at CSU

REFERENCES AND SUGGESTED READINGS


Charles Sturt University Strategy 2007-2011


The Office-Politics Game® (2008) Nerdheaven Ltd: Toronto
ATTACHMENT 1: THE CSU ORGANISATIONAL CHANGE AND RENEWAL FRAMEWORK

CSU Organisational Change and Renewal Framework

The Eight Dimensions of Effective Organisational Change and Renewal

Plan

1. Laying the Foundation For New Ways - Leadership & Readiness for Change
   - External: DEWTS; Learning & Teaching Fund
   - ACQA, Council of Richard & colleagues; topic bottom line manageability; need position & student numbers; technology; labour & skills shortages
   - Internal: University strategy; creating the vision, WP/BPM; working in different ways, WP, financial, infrastructure, leadership

2. Establishing a Sense of Importance (Clarity of Purpose)
   - External: DEWTR; Learning & Teaching Fund
   - ACQA, Council of Richard & colleagues; topic bottom line manageability; need position & student numbers; technology; labour & skills shortages
   - Internal: University strategy; creating the vision, WP/BPM; working in different ways, WP, financial, infrastructure, leadership

3. Forming a Change Team/Defining Change Management Interventions
   - Leaders & change catalysts/stakeholders working as a team with shared commitment, CSU project and change management, methodology, plan & tools

4. Creating Strategic Alignment
   - University strategy 2007-2011, institutes creating a culture responsive to organisational change & renewal, and "one university" approach, Quality Management; Line of sight Performance Management

5. Communicating the Vision for Change
   - Build a communication plan using all means: VC’s roundtable, staff meetings, bulletin, staff forum, announcements, induction, you CSU, What’s New, CSU News, focus groups

6. Maximising Connectedness
   - Increase transparency of decision making processes & create opportunity for staff, managers & trust at all levels, high performing team & culture; identify & measure success (process, structure & people) in change, Identify & foster stakeholder relationships

7. Creating and Celebrating Short-Term Wins
   - Establish & celebrate short-term, realistic milestones; report on progress against strategy, market position; course profile, student load, Staff & organisational rewards & recognition; VCs awards for excellence, PBF, internal & external research funding; Council awards & citations, AUQA individual organisational units

8. Consolidating Performance Improvements & Institutionalising New Ways
   - PBF: plan, implement, review, improve: change systems, policies & processes (WP/BPM), WP, employees recruitment, retention, promotion & development; create a culture responsive to organisational change & renewal, innovation, creativity, transformational leadership & learning; mentoring & coaching; Performance management a line of sight continual improvement

Review

University Strategy

Implement

WHAT IS THE CULTURE AT CSU
ATTACHMENT 2: DESIRED LEADERSHIP BEHAVIOURS FOR BUILDING A PERFORMANCE CULTURE AT CSU

TRANSFORMATIONAL LEADERSHIP

Key Success Factors For Supportive Leadership: Building CSU’s Performance Capability (Sept 2007)

Supportive Leadership

Alignment

Performance

Relationships

Inspire deeper respect and emulation
A persistent role model
Generates confidence in the vision
Transparency in actions
Questions current ways
 Generates simpler solutions
Enables innovation
Overcomes resistance to change
Encourages matching of individual and organisational goals
Motivates and encourages – “I care about your development, as a person and professionally”