



UniSA

unisa

Managing Change @ UniSA

A RESOURCE KIT FOR MANAGERS





MANAGING CHANGE @ UniSA

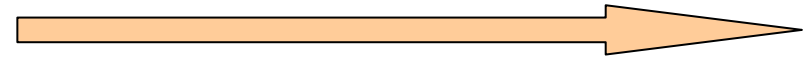
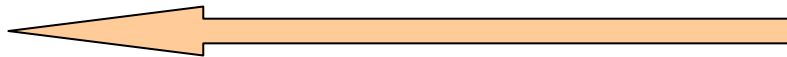
CONTENTS

1. [Managing Change @ UniSA: Charting the process](#)
2. [Introduction and Overview](#)
3. [Preparing and Planning for Change](#)
4. [The Process of Managing Change](#)
5. [Implementation and Separation](#)
6. [Redeployment](#)
7. [Further Reading](#)

MANAGING CHANGE @ UniSA

Introduction and Overview

Chronological phases				
		Regulatory framework of Enterprise Agreement		
Phase 1. Preparation	2. Planning	3. <u>The Process</u>	4. Implementation	5. Evaluation
<i>Elements:</i> Assess need for and type of change Explore scope of change required/ undertake risk analysis Undertake preliminary scoping discussions with Human Resources and relevant Senior Manager/s. Clarify problem/ opportunity Investigate alternative solutions Preparing for change Further reading	<i>Elements:</i> Form a vision of future of work area Identify key groups whose commitment is needed (management team and other change agents) Explore possible options with stakeholders Establish steps/milestones Identify resources required Develop a communication strategy Guidelines for project managers	<i>Industrial requirements:</i> Discussion paper Final Managing Change plan Placement of Continuing Staff. <i>Other elements:</i> Job design Ensure good communication and consultation processes are in place throughout. Frequently Asked Questions	<i>Elements:</i> Implementing a new staffing structure Redundancy Redeployment Managing performance during change	<i>Elements:</i> Assessing whether objectives have been met Reflecting on lessons learned Feeding information into maintaining focus and continuous improvement
Continuing concerns Communication Leading transition Business continuity				





MANAGING CHANGE @ UniSA

INTRODUCTION AND OVERVIEW

The Change Imperative

Worldwide, the pace of change is accelerating and fundamentally affecting how we work. As a consequence, change has become the single most important element of business management today and organisations are seeking to respond to the challenge by:

- becoming more adaptable to changing environments
- being more agile in meeting new challenges and
- developing more flexible structures and more robust organisational cultures capable of embracing change.

Universities are not protected from these developments. Change in the higher education sector is constant and has a range of drivers:

- changes in higher education financing & accountability
- student expectations about value for money paid
- growth in student participation
- globalisation of education
- the number and nature of competitors
- industrialisation of the sector
- Information technology & the transformation of teaching & learning
- external quality audits
- universities' role in the social and economic transformation of Australia.

UniSA has recognised change is an ever-present part of the environment in which the institution must operate and that taking a proactive approach to change is the only way to take charge of the future.¹

Managing Change

Taking a proactive approach means the effective management of change and this implies, by definition, the making of changes in a planned and systematic fashion. UniSA has developed a formal framework for managing significant structural changes to academic and administrative units outlined in the University's industrial instruments.

In 2003, the Human Resources (HR) Unit² carried out an investigation of the effectiveness of the University's processes for the management of change. Following discussion with a number of managers who had led change projects in both academic and administrative areas, it was agreed there was capacity to improve both our processes for managing change and our shared understanding of what constitutes good practice in this area.

In particular, consultations highlighted that:

- we need to think of managing change processes as a project that extends beyond the formal steps outlined in the relevant Collective Agreement
- good project planning is essential
- institutional requirements need to be clear
- good communication with staff and affected stakeholders is a key to effective change
- effective management of people during the process is vital.

¹ With acknowledgement to Essential Managers (1998). *Managing Change*. P.6.

² With significant assistance from Holly McCausland from Planning and Assurance Services.

Consolidating our Approach

Collective bargaining negotiations resulted in changes to the formal framework for managing significant change across the University.

This toolkit identifies five key phases in the change process and also highlights the importance of good practice in supporting staff make the transition through the change process.

A brief survey of the literature suggests there are a number of keys to success in the management of change:

- *understanding context*: of the business environment, the organisation and its culture
- *planning*: setting the strategic direction; communicating at all levels
- *implementing*: establishing a Change Program, led by a manager empowered as change champion
- *controlling the change process*: expecting the unexpected; keeping track of progress; continuing to improve and learn from experience.
- *assisting* people make the *transition*, the psychological process people go through to come to terms with and accommodate change.

We have described the process of Managing Change as proceeding through five distinct phases. These are:

- Preparation
- Planning
- 'The Process'
- Implementation
- Evaluation.

The *Managing Change @ UniSA* chart, which outlines the five phases in detail, provides links to information managers will find useful at each of the stages of the process.

[Phase 1&2: Preparation and Planning](#)

The first section of this kit includes a variety of information and perspectives on good practice in the management of change. The *Managing Change @ UniSA* chart provides links to three sets of resources:

- *Preparing for Change*, which is included as section 1 of this kit
- *Guidelines for Project Managers*, which is available for reference at the Induction and Staff Development website
- *Further Reading*, included as the final section of this kit.

A major focus of the discussion in *Preparing for Change* is on improving the management of workplace change by assisting people to work through the psychological [transitions](#) accompanying any change process. The section concludes with a discussion on resistance to change.

[Phase 3: The Process](#)

The second section of the kit takes managers through the major stages of the formal change process. Accompanying this, is information about the job [design](#) process for general staff

[Phase 4: Implementation](#)

Following an outline of the formal process is a series of documents that provide details on:

- [Implementing a new staffing structure](#)
- [Redundancy](#)
- [Redeployment](#)

Some tips are also offered on:

- [Managing development and performance during change](#)

Shard Lorenzo
Director
Human Resources Unit.



MANAGING CHANGE @ UniSA

PREPARING AND PLANNING FOR CHANGE

This section of *Managing Change @ UniSA* provides advice on preparation and planning for change. It includes information drawn from a number of writers on important steps to consider when you are developing a plan for change, or leading people in the transition from one organisational structure and culture to another. Advice is also included for team leaders on managing development and performance during periods of change and on some of the issues that emerge when staff resist change. The section is divided into four:

- A. *Some Steps to Consider in Managing Change*
- B. *Leading Transition*
- C. *Some Tips for Team Leaders*
- D. *Resistance to Change*

A. Some Steps to Consider in Managing Change

Six things to remember if you want to manage change effectively:

1. *Ensure that everyone understands why change is necessary.*
2. *Demonstrate how things will be better in the future.*
3. *Ensure that people understand the plan.*
4. *Try to ensure that there can be no way of going back to previous ways of doing things: ensure that only new forms are available, that information management systems reflect the new way of working, and that procedures work smoother under the new system than the old.*
5. *Ensure people perceive a high level of support throughout.*
6. *Ensure a continuous flow of open information at all stages.*

In an extensive study of lessons from theory and practice of change management processes in the 1990s, Burnes [1992: 257-273]³ sets out a nine-step plan for change:

1. Creating a vision
2. Developing strategies
3. Creating the conditions for successful change
4. Creating the right culture
5. Assessing the need for and type of change
6. Planning and implementing change
7. Involvement
8. Sustaining momentum
9. Continuous improvement.

Burnes provides a range of interesting observations in this chapter but among the most useful are (numbers correspond to those in the list produced immediately above):

³ Burnes, Bernard. (1992). *Managing Change*. London: Pitman Publishing.

3. *Creating the conditions for successful change*

- Make people aware of the pressure for change
- Give regular feedback on the performance of individual functions and areas of activity within the organisation
- Publicise successful change
- Understand people's fears and concerns
- Encourage communication
- Involve those affected.

5. *Assessing the need for and type of change*

- Clarify the problem or opportunity
- Investigate alternative solutions
- Feedback – explore possible options with stakeholders
- Make recommendations in a form which clearly defines the problem/ opportunity, identifies the range of solutions, establishes the criteria for selection and outlines decisions based on this.

6. *Planning and implementing change*

- Establish a change management team
- Activity planning – constructing a schedule for the change program citing specific activities and events that must occur if transition is to be successful
- Commitment planning – identify key groups whose commitment is needed for change to occur and deciding how to gain their support
- Management structures – to help give direction, special structures such as project teams are needed to manage the process
- Post audit should be carried out to establish whether objectives have been met and what lessons have been learned that can be incorporated into future projects
- Training to build both required new skills and as part of creating awareness of the need to change behaviours.

7. *Involvement*

- Information and progress reporting – let those who will be affected know from the early stages what is happening, how it might affect them and reporting on progress made
- Communication – establish a two way dialogue
- Actual involvement – where possible, responsibility for aspects of the change project should be given to those who will be directly affected by the result.

8. *Sustaining momentum*

- Provide resources for change
- Give support to the change agents
- Develop new competencies and skills
- Reinforce desired behaviour.

Another writer of organisational change offers a thirteen-point plan:

1. Educate the leaders of change.
2. Use a "systems" approach to ensure that all aspects of the organisation are considered when planning and implementing change.
3. Use a team approach that involves many stakeholders in the change process.
4. Share power with others to encourage the implementation of the change efforts.
5. Make plans, but "hold your plans loosely." Develop plans, but know that they will have to be adapted to change as needs change.
6. Realise that there is a tension between establishing readiness for change and the need to get people implementing new approaches quickly. While getting people intellectually ready for change is something to be considered, it should not take so much time and effort that people lose interest and motivation.
7. Provide considerable amounts of training and staff development for those involved. These activities can include everything from holding study groups to "on-the-dash" coaching.
8. Choose innovative practices for and with staff that are research-based and "workplace friendly." Picking approaches that have been used or researched can help the implementation of those approaches.

9. Recognise that change happens only through people. The emotional effects of change on people need to be considered and understood by all involved in the change process. Understanding resistance and working with it is the key.
10. Be prepared for "implementation dip." Some writers in the area note that things often get worse temporarily before improvement begins to appear.
11. Help staff develop an "intellectual understanding" of the new practices. While the outcomes are important to assess, people also need to understand the underlying meanings and functions of the practices.
12. Seek out "paradigm shifters" and "idea champions" who are interested in making substantial changes in practice.
13. Take the long view; realise change takes time and should not be forced to occur too quickly (though this will obviously depend on environmental factors affecting the change process).⁴

B. Leading Transition

In *Managing Transitions*,⁵ William Bridges writes:

It isn't change that does you in, it's the transitions. Change is not the same as transition. Change is situational: the new site, the new boss, the new team roles, the new policy. Transition is the psychological process people go through to come to terms with the new situation. Change is external, transition is internal. [Bridges 1995: 3]

Although the details of a transition management plan are unique to each situation, those leading the process – according to Bridges – need to consider the following essential steps:

1. Learn to describe the change and why it must happen, and do so succinctly -- in one minute or less.
2. Be sure that the details of the change are planned carefully and that someone is responsible for each detail; that timelines for all the changes are established; and that a communications plan explaining the change is in place.
3. Understand (with the assistance of others closer to the change) just who is going to have to let go of what -- what is ending (and what is not) in people's work lives and careers -- and what people should let go of.
4. Make sure that steps are taken to help people respectfully let go of the past. These may include "boundary" actions (events that demonstrate that change has come), a constant stream of information, and understanding and acceptance of the symptoms of grieving, as well as efforts to protect people's interests while they are giving up the status quo.
5. Help people through the neutral zone with **communication** (rather than simple information) that emphasises connections with and concern for the followers, to keep reiterating the "4 Ps" of transition communications:

The purpose: Why we have to do this

The picture: What it will look and feel like when we reach our goal

The plan: Step-by-step, how we will get there

The part: What you can (and need to) do to help us move forward.

6. Create temporary solutions to the temporary problems and the high levels of uncertainty found in the neutral zone. For example, one high-tech manufacturer, when announcing the closing of a plant, made interim changes in its usual reassignment procedures, bonus compensation plans, and employee communications processes to make sure that displaced employees suffered as little as possible, both financially and psychologically. Such efforts should include transition-monitoring teams that can alert the leader to unforeseen problems -- and disband when the process is done.
7. Help people launch the new beginning by articulating the new attitudes and behaviours needed to make the change work -- and then modelling, providing practice in, and rewarding those behaviours and attitudes. For example, rather

⁴ Thirteen points drawn from the Davidson Trahair newsletter.

⁵ Bridges, William (1995) *Managing Transitions: Making the Most of Change*. London: Nicholas Brealey Publishing.

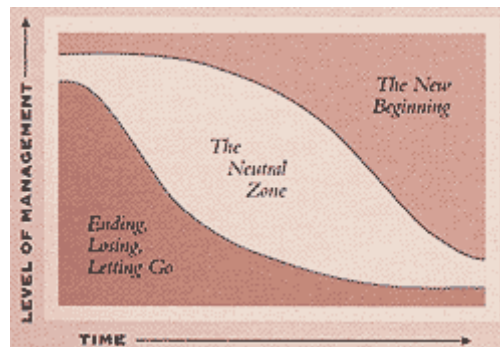
than announcing the grandiose goal of building a "world-class workforce," leaders of transition must define the skills and attitudes that such a workforce must have, and provide the necessary training and resources to develop them.

In *Managing Transitions*, Bridges offers useful advice for assisting employees to make the transition from one organisational state to another. What follows are some of the key points made in sections of the book.

How to get them to let go

- Identify who is losing what
- Accept the reality and importance of subjective losses
- Don't be surprised by over-reaction
- Acknowledge the losses openly and sympathetically
- Expect and accept signs of grieving
- Compensate for the losses
- Give people information and do it again and again
- Define what is over and what isn't
- Mark the endings
- Treat the past with respect
- Let people take a piece of the old way with them
- Show how endings ensure continuing of what really matters
- Whatever must end, must end – don't drag it out.

Managing the 'Neutral zone' successfully. Bridges refers to the middle phase of the transition process as the neutral zone because it is a nowhere between two somewheres. [Bridges 1995: 35] He advises that it can be both a dangerous or creative time, depending on leadership.



Dangers of the Neutral Zone

- Anxiety rises and motivation falls
- People miss more workdays than at other times
- Old weaknesses, long patched over or compensated for, re-emerge in full flower
- In the neutral zone personnel are overloaded, signals are often mixed, and systems are in flux and therefore unreliable
- Given the ambiguities of this phase, it is natural for people to become polarised between those who want to move forward and those rooted in the past
- People respond slowly to competitive threats.

Capitalise on confusion by fostering innovation.

- 'Normalise' the Neutral Zone by explaining it is an uncomfortable time which, with careful attention, can be turned to everyone's advantage
- Redefine it by choosing a new and affirming metaphor
- Create temporary systems and special training programs
- Strengthen intra-group connections
- Use a transition monitoring team
- Use the Neutral Zone creatively to experiment with new systems and approaches.

Launching a new beginning

- Clarify and communicate the purpose
- After a purpose, a picture
- Create a plan
- Provide people with a part to play
- Reinforce a new beginning
 - Rule 1 – Be consistent
 - Rule 2 – Ensure Quick Successes
 - Rule 3 – Symbolise the new identity
 - Celebrate success

There are a number of strategies and support arrangements available to assist managers manage people transitions. The Employee Assistance Program has been used to provide support to individual employees cope with the difficulties of change, while firms like [Davidson Trahaire](#) (our Employee Assistance Program provider) and [McPhee/Andrewartha](#) (which delivers our leadership coaching program) have been used to provide training and support for managers and supervisors at various stages of the change process.

Chart 2⁶ provides a diagram of the process of managing people through transitional stages.

C: Tips for Team Leaders

Role of team leader during change

The role of a team leader or supervisor during periods of significant organisational change can be extremely challenging. The performance of the team and achievement of expected work outcomes need to be maintained while change is being implemented, although it inevitably has an impact on staff. It is critical that team leaders are aware of how to manage these situations effectively and the following tips may provide some useful ideas.

- Make clear statements about the change, the reasons for the change, the likely impact of the change, and what support is being offered through the change period.
- Clarify the desired outcomes of this change; the new goals and targets which are being set.
- Assist in re-establishing individual and teamwork goals at a realistic level. Acknowledge there may be an initial impact on performance but explain this needs to be balanced with an expectation to refocus and move forward.
- Review workloads and priorities and consider if and how these need to be adjusted during the change period.
- Monitor work performance (your own as well) and provide rapid, factual feedback so that people can assess their own progress through the change period.
- Offer work focussed counselling or support for staff experiencing particular difficulties with the change.
- Encourage the development of support networks. Be a role model for encouraging constructive discussion of the change and its impact.
- Develop a set of team principles for working together during periods of change and pressure.
- Look at what aspects of work are in fact "business as usual" which can provide a base of the known and familiar while others things change.
- Review resources and their allocation to ensure optimal usage during the change period.
- Create formal ways to encourage team and organisational problem solving during the change.
- Promote involvement and ownership of the change through participation in any consultation process.
- Formalise ways of handling conflict arising from either the effects of the change itself or differing perceptions and opinions about the change.

Performance Development and Management during change⁷

In times of rapid and sudden change supervisors are required to manage simultaneously the performance of staff and the process of radical change. We expect performance standards and normal workloads will be achieved, despite the impact impending change will have on staff. Therefore managers and supervisors need to understand how to manage the change process and the impact on themselves and their team.

⁶ Chart provided by Davidson Trahaire.

⁷ Material under this heading provided by Davidson Trahaire.

When major organisational change occurs:

1. Recognise that there will be an impact upon individuals and the work team.
 - productivity will be affected; positive interpersonal behaviour will be eroded. Allowances must be made for this impact.
 - staff may have different perceptions of the same event and different levels of readiness to accept change.
2. Keep yourself as informed as possible about the change process, particularly the reasons for change, the cost/savings, the strategic plans and the timeframe for the process.
 - staff will be more ready to move through transition if they understand the rationale behind the changes.
3. Tell the staff as much as you know and what to expect. If sudden changes are to take place, inform the relevant staff privately.
 - ensure that time is spent on questions/answers and staff reactions. Time should be allowed for mourning the losses (perceived and real). If positions are lost ensure that remaining workload is evenly distributed.
4. Involve staff in the change process and consult with them. If resources are limited involve staff in creative problem solving and brainstorm to prevent further problems occurring.
5. Maintain and increase good people management practices, particularly:
 - regular communication processes
 - regular monitoring of staff and their performance
 - keeping a positive and enthusiastic approach to the change.
6. Regularly monitor progress of the acceptance of change, workload balance and process and intervene if work performance declines markedly. Document the change process and strategies.
 - Structured management with clear job roles and expectations
 - Focus more on short term goals.
7. Monitor your own stress levels. Leadership is critical in times of change. Your moods and behaviours will become a barometer for staff to assess how positive things are in the organisation. Model the standard of behaviour you expect from staff.

If change is to progress at a moderate pace and the timeframe allows for a proper restructure, ensure on-going staff know their required jobs, tasks and skills and expected standards and consult with them if they are to be different. Allow room for different reactions. Regularly monitor staff reactions and offer counselling where appropriate.

D. Resistance to Change

Change will always meet with some resistance. People can resist change for a number of reasons:

- *Self-Interest*
Where someone has achieved status, privilege or self-esteem through effective use of an old system, they will often see your plan as a threat.
- *Fear of the Unknown*
People may be uncertain of their abilities to learn new skills, their aptitude with new systems, or their ability to take on new roles.
- *Conscientious Objection or Differing Perceptions*
People may sincerely believe you are wrong. They may view the situation from a different viewpoint, or may have aspirations for themselves or the organisation that are fundamentally opposed to yours. It is worth trying to understand their position. However, once you have done so and formed an opinion, take responsibility and do what you think is right. Remember that different people in different jobs will have different perceptions of a situation.

- *Suspicion*
People may not trust you, or management as a group perceiving that there are hidden agendas or that you are not acting in the interests of staff or organisation.
- *Conservatism*
Organisations or people may simply be opposed to change. This can result from a feeling that everything is OK, from loss of touch with clients and other stakeholders, from lack of exposure to better ways of doing things, or from slowness of decision making, etc.

You can pre-empt resistance to a large extent by anticipating and understanding people's reservations. Effective change managers take steps to either accommodate objections in their plans or gather evidence to counter others. If you understand the causes of possible resistance to change, you can plan for it and overcome it before it becomes a significant obstacle.

Responses to Change

The choices staff make during a change process can influence the success of the project, and have an impact on productivity, morale, and retention. Sometimes people will make choices that have negative outcomes, both for them and the organisation, while other decisions will benefit them and enhance their ability to thrive in a changing organization.

The information outlined below is provided to help managers prepare for discussions with team leaders and other staff about how they as individuals and groups can assist in contributing to a change process. It outlines choices and the consequences of decisions. The choices shown are separated into:

- Choices with typically negative outcomes
- Choices with typically positive outcomes.

These examples are written in the first person (as if you were talking directly to a staff member or group) and are designed to help illustrate the conscious and unconscious decisions we all make regarding change.

<i>Your choices before change happens during planning and design stages (Typically with negative outcomes)</i>	<i>Your choices before change happens during planning and design stages (Typically with positive outcomes)</i>
<ol style="list-style-type: none"> 1. Talk badly about the proposed change with your peers or those who report to you. 2. Talk negatively about the organisation or people in the organisation. 3. Talk one way in public, but say otherwise in private conversations. 4. Stop doing your current responsibilities or do them carelessly. 5. Have closed meetings with those you supervise where the change is minimised or not taken seriously. 	<ol style="list-style-type: none"> 1. Learn about the change. 2. Ask how you can help. 3. Find out what you can do to prepare for the change. 4. Display a positive outlook. 5. Encourage constructive conversations with fellow employees. 6. Be open and honest with your feedback about the change. 7. Be quiet and curious (This choice is acceptable during the early phases of a change).

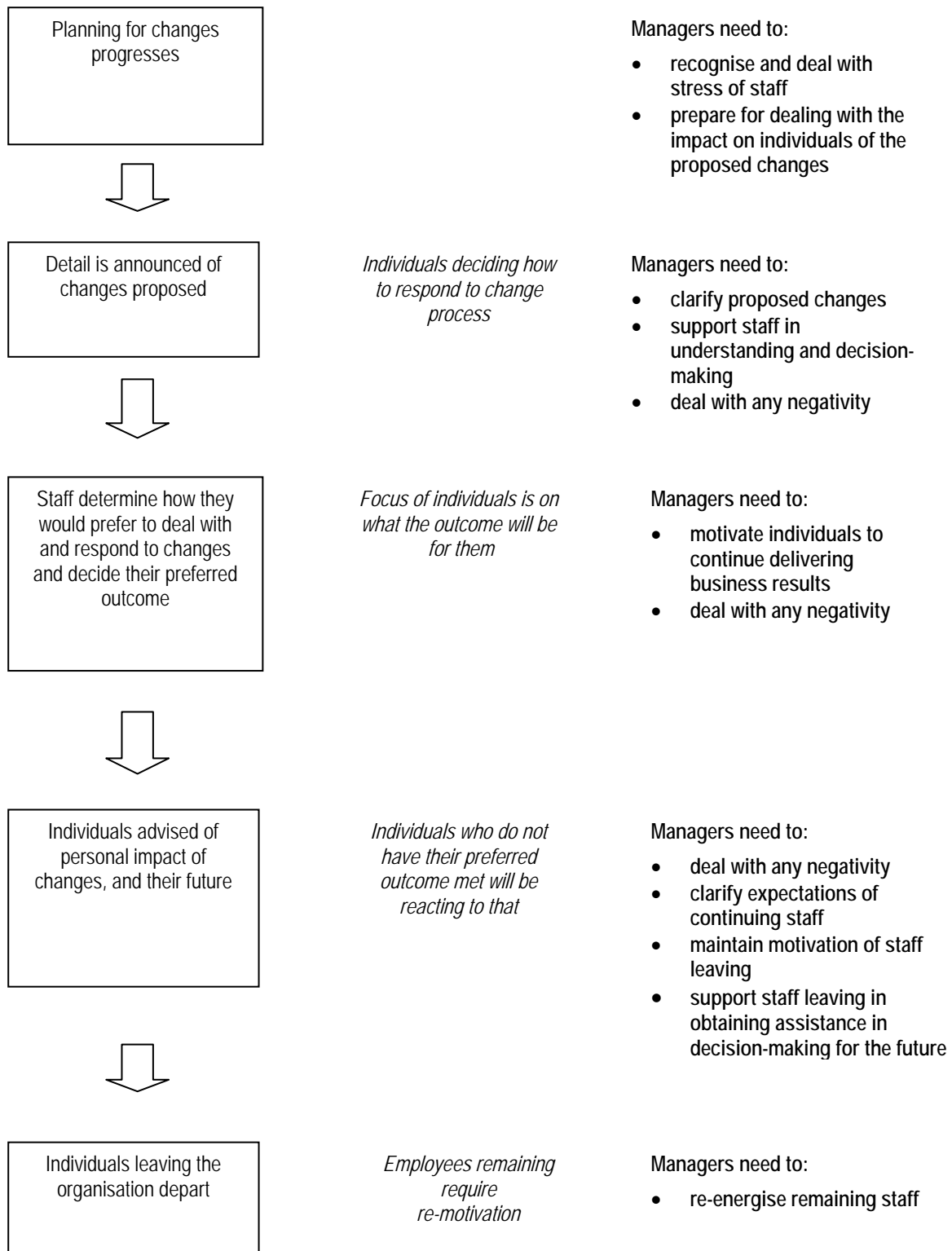
<i>Your choices during the implementation of change (Typically with negative outcomes)</i>	<i>Your choices during the implementation of the change (Typically with positive outcomes)</i>
<ol style="list-style-type: none"> 1. Block progress or sabotage the change process 2. Talk negatively about the change in private conversation 3. Ignore the change - pretend that it is not happening (denial) 4. Prevent others from participating in the design of the solution or implementation of the design. 	<ol style="list-style-type: none"> 1. Ask questions about the future. 2. Ask how the change will impact day-to-day operations 3. Provide input to the solution. 4. Find out what new skills and abilities you will need to perform when the change is in place. 5. Assess your own strengths and weaknesses. 6. Identify training that will be available to fill skill gaps. 7. Take advantage of the change to develop new skills and grow professionally.

<i>Your choices after the change is in place</i> (Typically with negative outcomes)	<i>Your choices after the change is in place</i> (Typically with positive outcomes)
<ol style="list-style-type: none"> 1. Avoid using the new work processes or tools whenever possible. 2. Tell peers or subordinates that using the new work processes or tools is not a big deal and shouldn't be taken too seriously. 3. Talk negatively about the organisation with clients. 4. Revert to the old way of doing work when problems or issues arise with the change. 5. Take advantage of problems during implementation to argue why the change will never work. 	<ol style="list-style-type: none"> 1. Reinforce the change with peers and those who report to you. 2. Help the business achieve the objectives of the change (be results-oriented). 3. Avoid reverting back to old processes or ways of doing work when problems arise with the new processes and systems. 4. Help solve problems that arise with new work processes and tools.

How staff choose to react to change is also shaped by answers to frequently asked questions that staff have about change, including:

- Why is change happening now?
- What is the rush?
- What will the change mean to me?
- What are the benefits of supporting the change?

Chart 2: Managing transition at different points of the change process





MANAGING CHANGE @ UniSA

THE PROCESS

Contextual Factors

This process only applies to the managing change requirements set out in the Academic and Professional Staff Collective Agreement 2006. Refer to the relevant collective agreement for formal requirements for Security and Grounds staff and Document Services staff.

This process framework does not replace good management practice nor should it be seen as the only steps in a managing change process - it sets out the industrial provisions only. The implementation of change in the workplace can be challenging for managers and staff, it is therefore important that the Human Resources Unit partners with managers and staff throughout the process. To ensure this occurs, the Director: Human Resources should be advised of any proposals for change as soon as they are contemplated.

What triggers a Managing Change Process?

The University is committed to direct consultation with staff where the University proposes to implement changes in work activities that may have significant consequences. Where significant consequences impact more than one staff member, a managing change process must be followed. Where only one staff member is affected, consultation shall occur with that staff member instead of the formal process set out in Steps 1, 2 and 3 below.

Significant consequences may include but are not limited to:

- a) Hours of operation and work;
- b) Substantial change to the structure of, or the skills required in a Division, School, Institute or Unit; or
- c) Redundancy.

The process set out in the Collective Agreement provides a framework and sets out the obligations that need to be met when the University contemplates change as described above.

STEP 1 Discussion Paper

The purpose of the Discussion Paper is to commence consultation on the proposed change and to gather information required for Step 2 of the process, the Final Managing Change Plan. It should be used as one of the vehicles to describe the proposed workplace change to all staff likely to be directly affected and also to seek feedback. To this end, it is necessary to explain the reasons for change. Generally the rationale may arise from one or more of the following:

- Structural review;
- Financial necessity;
- Change in strategic direction;
- Response to market demands;
- Continuous improvement.

The Discussion Paper shall include:

- a) All relevant details of the changes proposed (eg the issues and options under consideration and the rationale for change);
- b) The effects the changes are likely to have on staff;
- c) The timeframe for consultation and implementation where relevant; and
- d) Measures to avert or minimise any adverse effects on staff.

It is also suggested that the Discussion Paper includes:

- How the proposal was developed;
- The drivers for change;
- Any contextual factors that affect the business;
- Who was consulted in the process of developing the proposed change model; and
- What other options, if any, were considered.

It is expected that all new and modified position descriptions are formally evaluated prior to the distribution of the Discussion Paper.

The draft Discussion Paper should be forwarded to the Human Resources Unit for feedback prior to distribution.

The Discussion Paper is to be issued to staff, and should an affected staff member request, their representative, at least 10 working days before a management initiated meeting to consult on the change proposals. A copy of the final Discussion Paper should also be provided to the Director: Human Resources.

The management initiated meeting ensures that affected staff are informed about the issues and proposals presented in the Discussion Paper and provides staff with an opportunity to contribute to the outcome of the managing change process and to ask questions. Affected staff should be provided with a reasonable opportunity to attend the meeting.

Managers need to be able to demonstrate how matters raised by staff in relation to the Discussion Paper have been taken into account in the preparation of the Final Managing Change Plan (Step 2 of the process).

During this phase, it is necessary to ensure that:

- **School Board/Unit meetings** are held to discuss the Discussion Paper and make suggestions as considered necessary to the divisional board/unit executive. It is imperative that minutes of these meetings reflect dialogue on the Discussion Paper that can then be considered by divisional board/unit executive.
- **Divisional board/unit executive** must meet to discuss the feedback from school board/unit meetings. Minutes of these meetings must be taken to ensure that this process has occurred.

It is expected that at or before this stage the Senior Management Group has been advised of the issues under consideration and the relevant member of the SMG is kept informed throughout the process.

STEP 2 Final Managing Change Plan

Following consultation with staff on the change proposals detailed in the Discussion Paper, managers need to give prompt and demonstrable consideration to matters raised by affected staff members and where requested by a staff member, their representative.

A Final Managing Change Plan needs to be provided to all affected staff and should an affected staff member request, their representative. The plan needs to:

- a) Respond to the matters raised in the consultation process and include how managers have addressed feedback from staff;
- b) Outline a final structure/proposal;
- c) Outline reasonable timeframes for implementation; and
- d) Measures that will be implemented to avert or minimise the adverse effects on staff.

A copy of the Final Managing Change Plan also needs to be provided to the Director: Human Resources.

STEP 3 Placement of Continuing Staff

When a managing change process includes the introduction of a new structure, existing continuing staff shall be placed in either:

- a) An appropriate new and/or vacant continuing position in the new organisational structure at the same level as the staff member's previously held substantive position; or
- b) Where placement is not possible in the new structure, any other appropriate vacant continuing position in the University at the same level as the staff member's previously held substantive position.

An appropriate position is one where it is determined, with the advice of the Director: Human Resources, that there is a minimum 75% match between the skill base required for the new position and the skill base of the staff member, or that the staff member would meet this requirement with no more than six (6) months retraining.

To assess whether a 75% skill match exists, a manager will need to compare the staff member's existing position description with the position description for the position in which it is proposed to place the staff member. For this exercise, an accurate, up-to-date and properly classified position description for the staff member is vital. Where the skill match may fall slightly short of 75%, a manager will need to assess whether the staff member could develop the skills required with no more than six months training.

Where a staff member is placed into a continuing position either within the new organisational structure or elsewhere in the University, that is at the same level as the staff member's previously held substantive position and there is a minimum of a 75% skills match, there is no entitlement to redeployment or redundancy payments in relation to the previously held substantive position.

In circumstances where there is more than one staff member who could be placed into one position, a simplified merit selection process shall be conducted between the staff concerned. This process will require the staff members to prepare an expression of interest addressing the selection criteria. The relevant manager will constitute the selection panel after seeking advice from the Director: Human Resources.

A staff member may be placed into a position one level lower than their substantive position only by agreement. Where a staff member has been offered and accepted a position at a lower classification level, their salary shall be maintained at the previous level for two (2) years, after which it shall be paid at the lower classification level but at the highest increment, with the possibility of identifying this position as linked according to the University's *Classification Linking Guidelines*.

Any staff member who does not hold a position in the new structure at the conclusion of this process will be declared as occupying a position which is redundant and is to be offered a voluntary redundancy or the option of redeployment. The date on which a position is redundant shall be specified in the Final Managing Change Plan.



MANAGING CHANGE @ UniSA

JOB DESIGN

Having a clear understanding of the purpose of the position and the skills and knowledge required to undertake the role is fundamental when restructuring or redesigning jobs to reflect the requirements of the local area and the University.

The first step – Organisational Redesign

Briefly the first step before looking at job design is to review the existing organisational structure, identifying the skills and knowledge needed to implement the strategic and business plans of the local area and the most effective way to group individuals with these skills and knowledge. Reporting lines and accountabilities will need defining along with position descriptions, selection criteria and finally performance plans for each individual.

What is job design?

Job design identifies what work must be performed. For example, job content, how and where it is to be performed and the competencies required to perform it. Job design will establish how the position should operate within the structure and what participation is required, to achieve the desired outcomes and contribution.

Why is job design important?

A well designed job can help to maximise productivity and job performance. Job design should be conducted whenever a position is to undergo change; this applies to all new, existing and modified positions.

The symptoms of poor job design include absenteeism, turnover, low productivity and low morale and often these symptoms are treated rather than the cause. However the benefits of effective job design include:

Benefits for UniSA	Benefits for Employees
<ul style="list-style-type: none"> ● Highly skilled workforce ● Flexible and responsive workforce ● Increased productivity and efficiency ● Improved quality ● Organisational effectiveness ● Increased customer service standards ● A reduction in OH&S problems ● Elimination of unnecessary levels of supervision, checking and control ● Improved efficiency by reducing costs associated with waste, delays and accidents ● Lower employee turnover ● Reduced absenteeism ● High morale 	<ul style="list-style-type: none"> ● Increased job satisfaction ● Increased skills and training ● More opportunity to participate in decision making and planning ● A safer workplace ● More career opportunities ● Improved quality of working life ● Clear understanding of performance expectations

Job design typically commences during workforce planning when the area undertakes a review of future requirements, whether the area is undergoing change or when evaluating a new role. The analysis concludes when the position description is completed.

Ideally, each position in a structure should have been through a process that:

- identifies the duties or functions of the particular position,
- develops an understanding of how the position contributes to the local area and the University, and
- documents the elements (outcomes, measurements and responsibilities) of the position.

Please visit the HR website for further information on [Job Analysis](#).

Job Definitions

It is a requirement that all new and modified position descriptions be included in Step 1 of the Managing Change Process, the [Discussion Paper](#). It is expected that these position descriptions are classified prior to the Discussion Paper being distributed. For evaluation purposes the new and old position descriptions must be made available, along with details of the new organisation structure.

Below are terms used in describing the changes from the old to the new structure:

Position Remains the Same – Where the principal accountabilities, skills and experience remain unchanged so too does the position, regardless of what position title is used.

New Position – The position is new to the Division/School/Portfolio/Unit/Research Centre/Research Institute if it has no links to previous or existing positions.

Modified Position – The intent of the position has been modified when some duties/responsibilities remain from the existing position and/or new duties/responsibilities have been added or removed, or perhaps some old duties have been modified.

- A 70/30 rule should be applied when determining whether a position is comparable to an old position within the structure. If 70% of the role remains then the role has been modified.

Disestablished Position – Where the position responsibilities are no longer required within the local area structure, the position must be disestablished.

Job Evaluation of Professional Staff Positions through Managing Change Process

Introduction

Proposed change to a Division/School/Portfolio/Unit/Research Centre/Research Institute structure may result in the creation of new positions and the modification of existing positions to fit in with the identified future needs of the work area.

Overview

The University is committed to openness and transparency throughout the evaluation and classification process and seeks consistency and equity in classification outcomes across the University.

What is Job Evaluation?

Job evaluation is the process used to measure the relative job worth of positions within a Division/School/Portfolio/Unit/Research Centre/Research Institute structure at a point in time. Job evaluation focuses on the actual requirements of the position, not on a person or their performance. Job evaluation measures the content/work value and not the volume of work. The work value of the position is dependent on a range of factors including the experience, skills and training required to perform the duties and responsibilities of the position.

Professional Staff Classification System

The University utilises the Higher Education Officer (HEO) classification grading structure Levels 1-10. The classification grading structure is underpinned by the Hay Chart Points Job Evaluation Methodology, which is widely used around the world in private and public sectors and is recognised as being a valid and reliable method of evaluating positions.

The information required to assess a position through Managing Change may come from modified or new position descriptions, interviews with Supervisors and Staff Members and both the new and modified organisational structure charts.

The following systems are used to evaluate positions:

- Cullen Egan Dell job evaluation system – Points system designed by CED
- General Staff Position Descriptors (DWM Descriptors) – as set out in the University's industrial instruments relevant to general staff

Each position from Level 1 to 10 is evaluated using a comprehensive process based on three factors common to all jobs:

- expertise,
- judgement, and
- accountability

External remuneration benchmarking and advice is also obtained as required (e.g. HEO10 and above).



MANAGING CHANGE @ UniSA

IMPLEMENTATION AND SEPARATION

Redundancy

Redundancy provisions only apply to continuing staff members.

Redundancy and redundant are terms used to describe a situation where the position occupied by a continuing staff member is identified as surplus to the University's requirements, normally as a result of a managing change process.

For audit, superannuation and taxation reasons, a redundancy may only be paid in circumstances where the University can demonstrate that a position is no longer required. The disestablishment of a position(s) will generally occur through a managing change process.

Voluntary Redundancy

Approval of any voluntary redundancy benefit will be at the discretion of the University.

At any stage prior to the implementation of a final managing change plan, a cost centre manager may call for, and consider expressions of interest in a voluntary redundancy benefit from those continuing staff whose positions are to be made redundant.

A call for expressions of interest in a voluntary redundancy may result in all staff whose positions are redundant requesting a redundancy package.

As part of the managing change process, managers will identify whether it is possible to place staff into the existing structure. Where a staff member is placed into the new structure, a redundancy benefit is not payable.

In circumstances where there is more than one staff member who could be placed into one position, a modified merit selection process shall be conducted between the staff concerned.

Those staff members who are not placed into the new structure on the implementation of the final managing change plan will be offered a voluntary redundancy benefit or the option of redeployment.

Redeployment

The redeployment provisions will apply for those staff who have opted for redeployment with the redeployment period being determined by the Director: Human Resources (see redeployment procedures).

At any stage up to and including the end date of the redeployment period, a staff member may submit an application for a voluntary redundancy benefit. Approval of any voluntary redundancy will be at the discretion of the University during redeployment.

If a staff member has not been appointed to a suitable continuing position by the conclusion of their redeployment period, or the University has determined that there is no position into which the staff member can be redeployed, the staff member shall be offered a voluntary redundancy benefit.

Compulsory Redundancy

If at the end of the redeployment period a staff member has not been appointed to a suitable continuing position and the offer of a voluntary redundancy benefit is rejected by the staff member, the Director: Human Resources will advise the staff member that they will be made compulsorily redundant and they will be given notice in accordance with the applicable industrial instrument and the University's redundancy procedures.

The staff member will be advised to seek advice from the Director: Human Resources on further measures which might be taken to avert their termination of employment.



MANAGING CHANGE @ UniSA

REDEPLOYMENT

Introduction

When a position occupied by a continuing staff member is made redundant and the staff member has opted for redeployment, the University will implement a redeployment process.

The success of the redeployment process hinges on cooperation between the redeployee, the cost centre manager, local human resources staff and the human resources unit. The following points broadly outline the University's process for managing and supporting redeployees. These points must be read in conjunction with:

- *the applicable industrial instruments*, and the
- *Redeployment Procedures*.

The Redeployment Process

Redeployment is a process where a suitable continuing position is sought for staff members who may hold skills and expertise still required by the University.

The University will seek to redeploy a continuing staff member whose position has been declared redundant into a continuing position for a reasonable period of up to a maximum of six (6) months as determined by the Director: Human Resources. During this period, the redeployee will be provided with appropriate duties, wherever possible, within their original cost centre.

When determining the period of redeployment, the Director: Human Resources will take into consideration:

- The staff member's existing skills, experience and qualifications: and
- The potential that reasonably appropriate and suitable alternative employment could be found for the staff member given their existing skills and experience, or skills and experience they can develop with up to six (6) months training.

Career support services, including curriculum vitae development, job search and interview preparation, may be offered to redeployees. The human resources unit will liaise with the local human resources staff and cost centre manager regarding these services, with the cost being incurred by the relevant cost centre.

Redeployees should be considered for suitable vacant positions, within the University, prior to internal and external advertising. A suitable position is one that is compatible with their substantive salary and which the local human resources coordinator/officer and the appropriate cost centre manager have assessed that the redeployee meets at least 75% of the skills required and has the capacity to meet the remainder of the skills required in the time remaining in their redeployment period with reasonable training and/or development.

Wherever possible, redeployees will be considered for positions at their substantive classification level, however, a redeployee may also be considered for positions one level below their substantive level.

Where it is considered that a redeployee is suited to a position one classification level lower than the substantive level, the redeployee must agree to be placed into the lower level position. When placed into a lower level position, a redeployee is entitled to two years' salary maintenance at their substantive classification level with possibility of classification linking this position (see [Classification Linking Guidelines](#)).

Redeployees appointed to a fixed-term position during their redeployment period will remain on the redeployment program for the remainder of the period. In this circumstance, the redeployment period may be greater than six (6) months but no greater than twenty-four (24) months. During this time, the Director: Human Resources (or nominee) will continue to seek a suitable continuing position for redeployment.

A redeployee is expected to actively participate in the search for suitable positions, whether internal or external to the University. The redeployee is entitled to reasonable paid leave to attend job interviews.

At any stage during the redeployment period, a redeployee may request a voluntary redundancy.

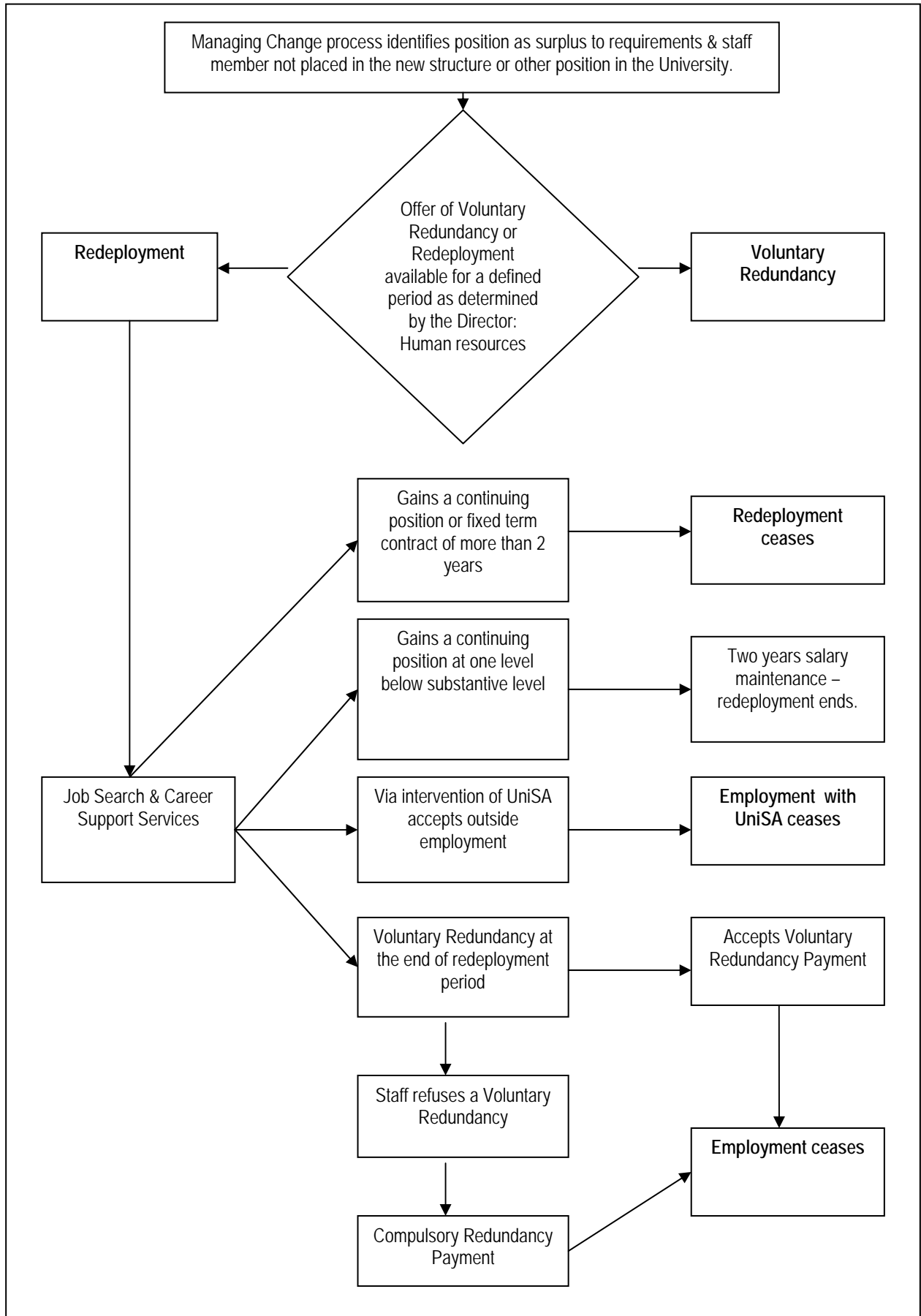
End of Redeployment

At the end of the redeployment period as determined by the Director: Human Resources if the redeployee has not been appointed to a suitable continuing position within the University, nor has accepted a reasonable offer of alternative employment with another employer through the intervention of the University, the redeployee will be offered a voluntary redundancy benefit.

If the redeployee does not accept the voluntary redundancy benefit offer, they will be made compulsorily redundant and receive entitlements in accordance with the applicable industrial instrument.

It is the responsibility of the redeployee's original cost centre to fund any redundancy payment.

Chart 3: Overview of Redeployment Process





MANAGING CHANGE @ UniSA

FURTHER READING

Bridges, William (1995). *Managing Transitions: Making the Most of Change*. London: Nicholas Brearley Publishing. The Human Resources Unit has multiple copies of Bridges that managers can borrow while planning change.

Burnes, Bernard. (1992). *Managing Change*. London: Pitman Publishing.

Essential Managers (1998). *Managing Change*. London: Dorling Kindersley.

Ford, J. D. (1999). 'Organisational Change as Shifting Conversations' *Journal of Organisational Change Management*. Volume 12 (6). (P.480-500)

Harvard Business Essentials (2003) *Managing Change and Transition*. Boston: Massachusetts.

Harvard Business Review (ed.) (1998). *On Change*. Boston: Massachusetts.

Moran, J.W. & Brightman, B.K (2000). 'Leading Organisational Change' *Journal of Workplace Learning*. Volume 12 (2).(p.66-74)

Abstract: Discusses the shift in focus of change management from change itself to the people facing change and the impact on the most powerful drivers of work behaviour: purpose, identity and mastery. Observes that leaders need to align these behaviours with organizational change by explaining the who, what, where, why and how of the change. Describes the change management cycle: understand the current situation, develop a change plan, enlist others to develop critical mass and track and stabilize results. Presents the "TRY" (test, recalibrate, yes) model to help change leaders' resistance to change and lists what is needed in leaders to increase their ability to manage organizational change effectively.