Personal reflections on the Faculty Administrative Restructure
Initial consultation early 2013 and final implementation October 2014

Manager expectations gained through training and support

Reality experienced during the restructuring
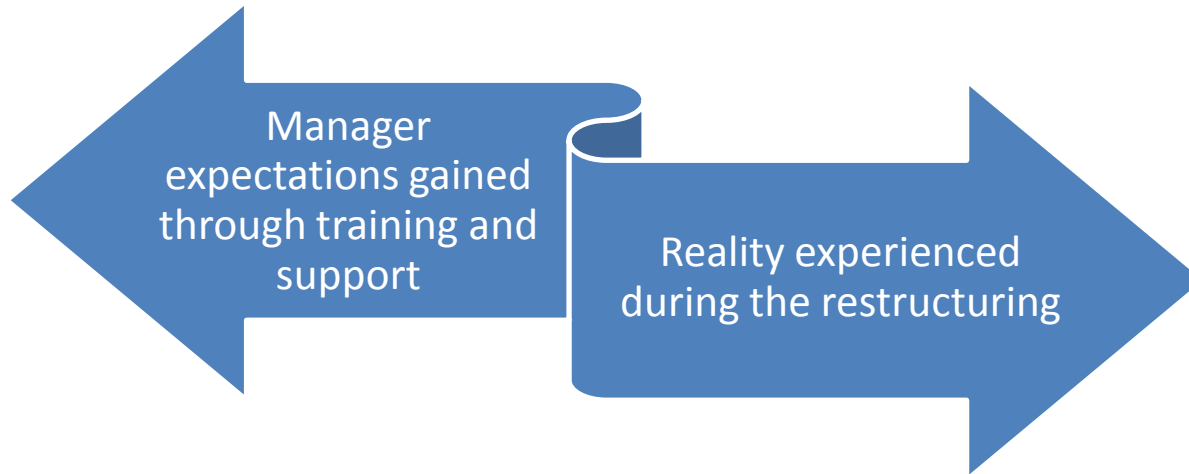
In trying to make sense ….

Considered what made this restructuring particularly complex

Thought how the theory helped and hampered the way managers coped

Unpacked some issues for managers to show the cumulative emotional effect on individuals

Offered some considerations that might better prepare managers in our tertiary environment

Particular emotional complexities of this restructure

1   Implemented in **two phases over a period of almost two years**

2   Existing Department Managers had staff reporting to them **even after a new management structure had been implemented**

3   **Better career development** for professional staff was **misinterpreted as a transition benefit**
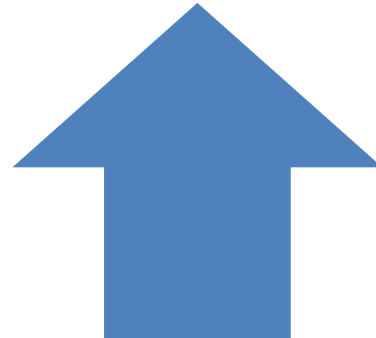
Theory

ADKAR Change management; SARA Resilience

All models are wrong; some are more useful than others

Prosci's ADKAR model
Outcome-oriented approach to facilitate successful personal transitions

Awareness of the need to change

Desire to participate in and support the change

Knowledge how to change

Ability to implement required skills and behaviours

Reinforcement to sustain the change

THE UNIVERSITY OF
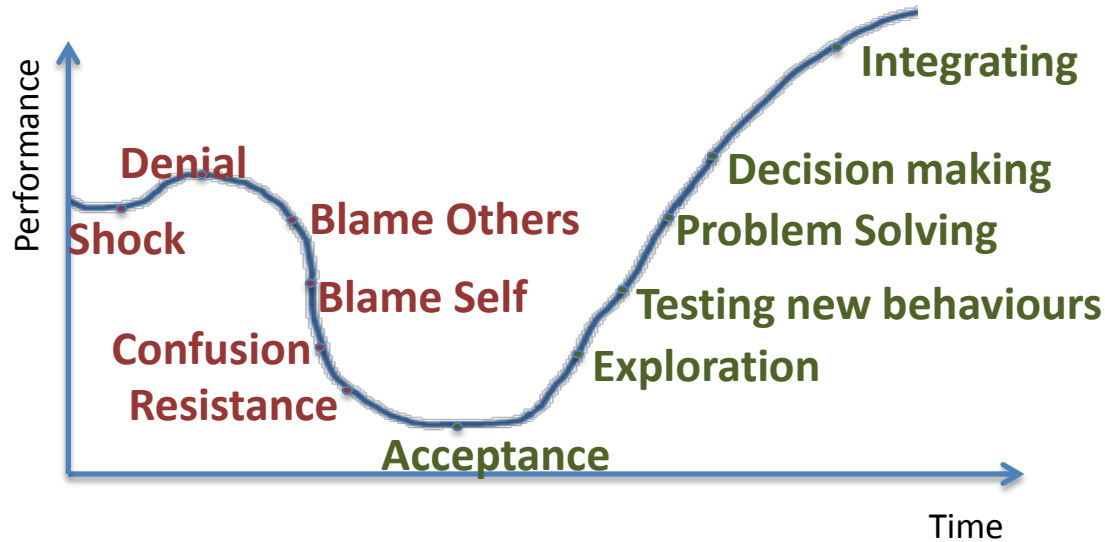AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

ADKAR
At an organisational level each person reaches **Awareness** at a different stage, and therefore **Desire** lags behind that.

Person A

AWARENESS	DESIRE	Knowledge - Ability - Reinforcement

Person B

Person C

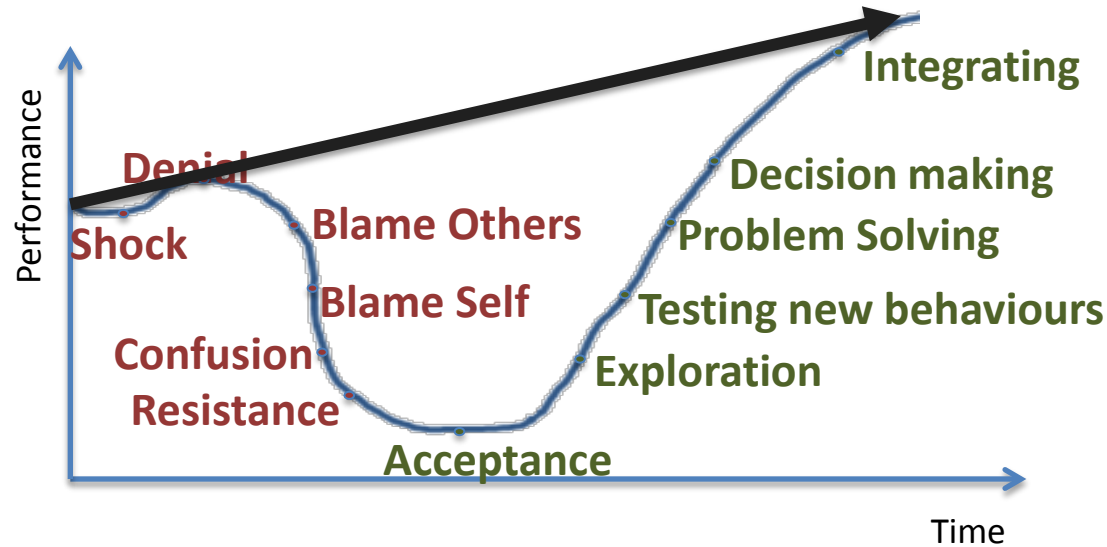**Person D**

Person E
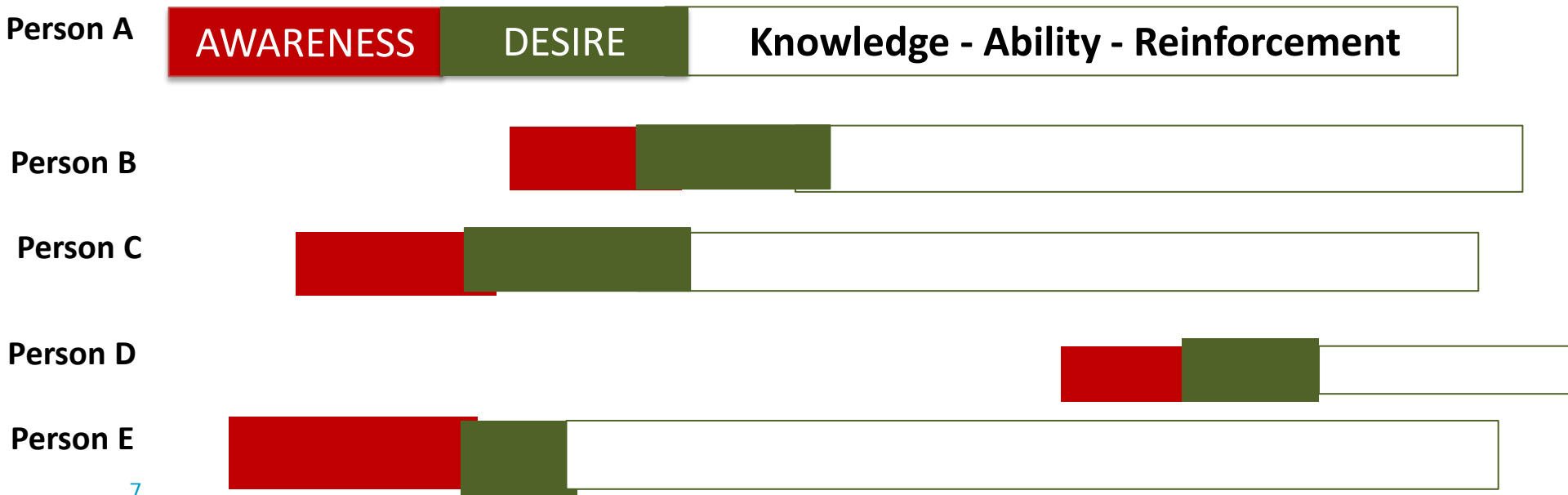
SARA Change Curve
Shock Anger Rejection and Acceptance

Typically people go through a series of emotions over time, affecting performance
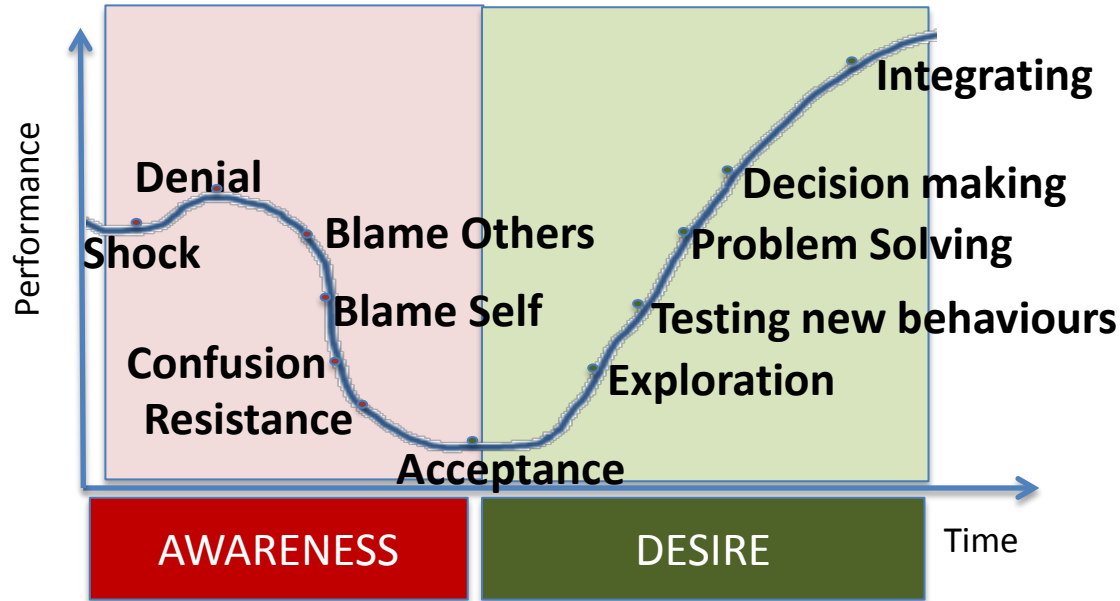
Successful changes with higher levels of performance

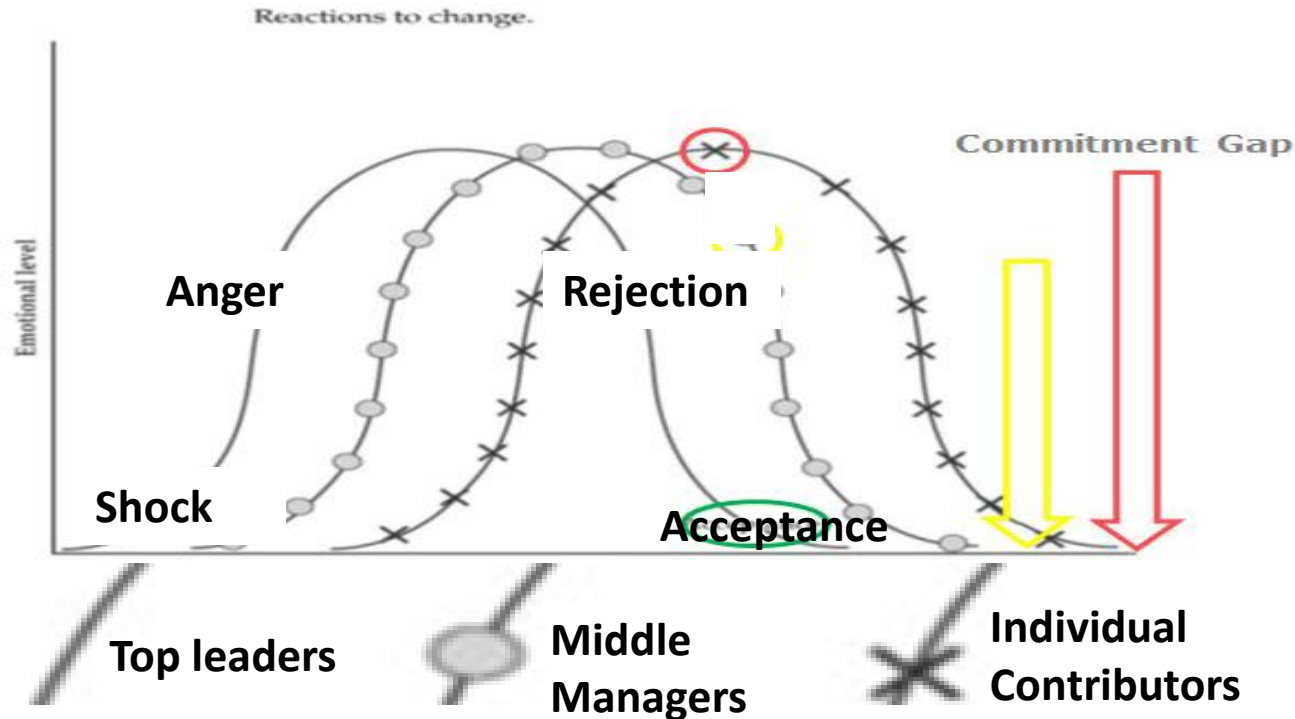Typically people go through a series of emotions over time, affecting performance

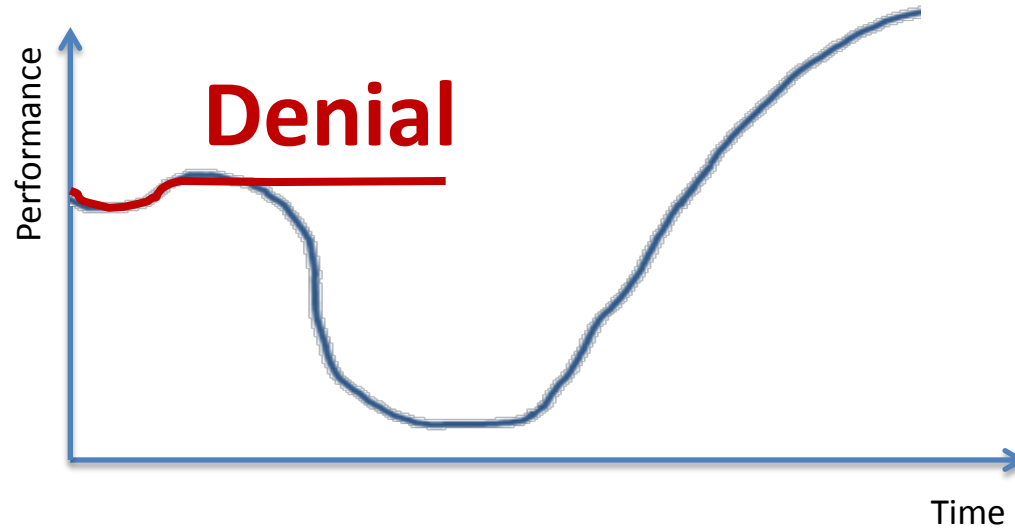# Connection between SARA and ADKAR

Different sectors of the organisation affected at different times

Reactions to change.

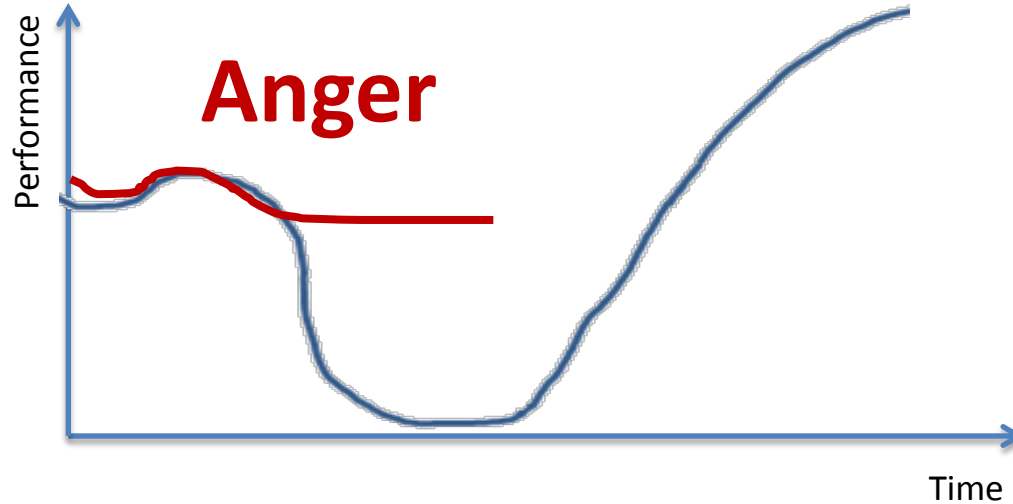# SARA Curve differentiation Denial

Rejection of proposal and believed that SMT would withdraw it

SARA Curve differentiation Anger

Anger

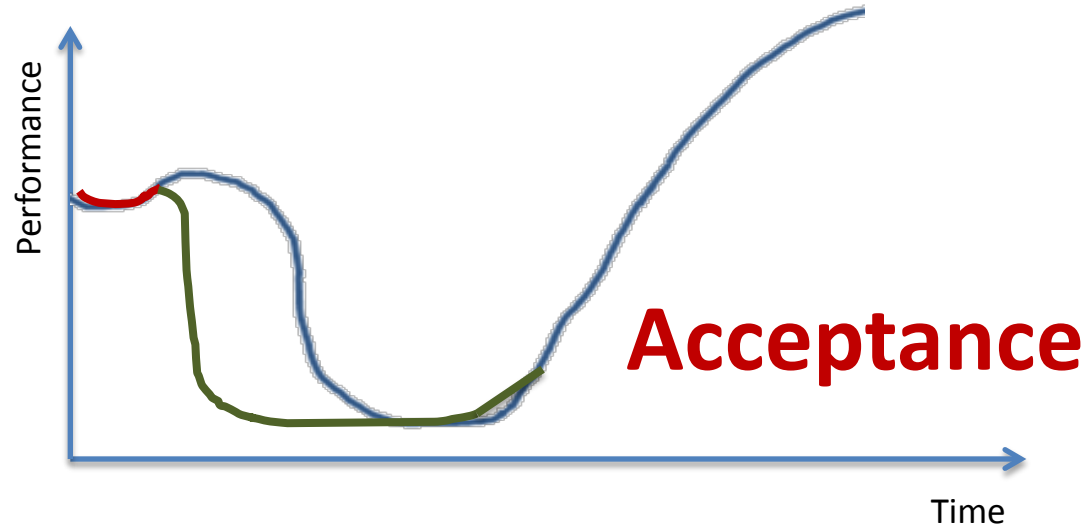Performance (y-axis)

Time (x-axis)

Those that seriously thought that they would potentially lose their jobs

SARA Curve differentiation Acceptance

Optimists welcomed the change as they perceived it would immediately help career development.

Impact of Managers emotions

THE UNIVERSITY OF
AUCKLAND
Te Whare Wananga o Tamaki Makaurau
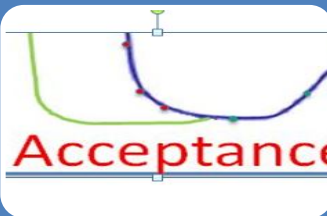NEW ZEALAND

Denial

STUCK

- Didn't apply for jobs
- Didn't engage their staff

Anger

REACTIVE

- More vocal in their negativity
- Their staff becoming victims of prolonged negativity
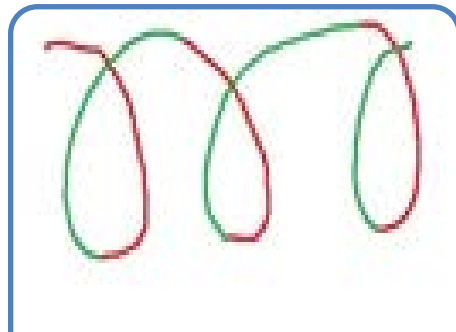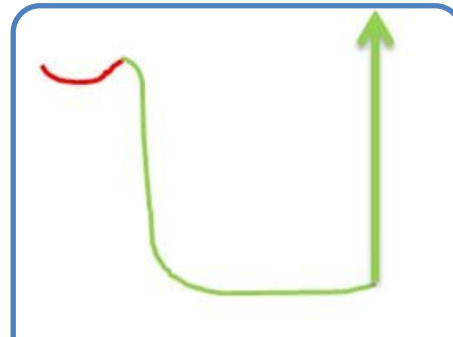
Acceptance

PROACTIVE

- Supported the proposal
- Helped staff understand the proposal

Significance of job application outcomes

Ongoing Anxiety

Well into Desire
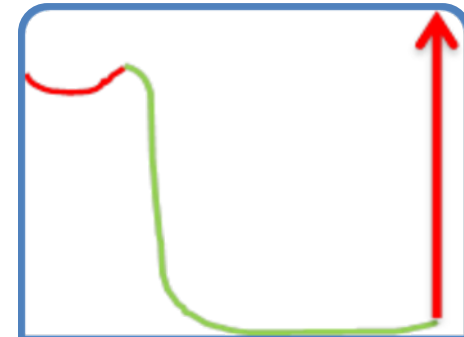
Back to Anger

Every failed job application
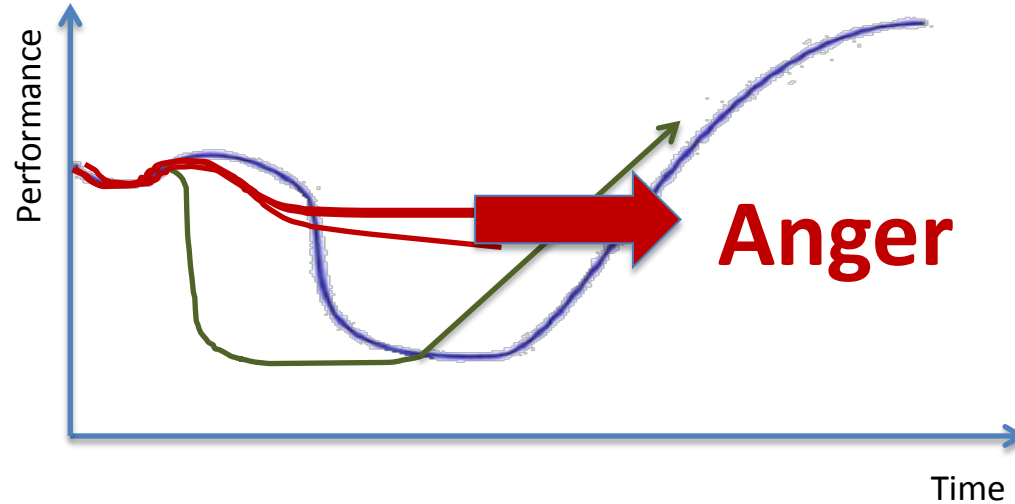
….it seemed as if the mass of staff who were negative increased

Not everyone reaches Desire or Acceptance

Person A — AWARENESS **EXIT**

Person B — AWARENESS **EXIT**

Person C — AWARENESS DESIRE

Person D

Person E — AWARENESS DESIRE Knowledge Ability Reinforcement

18
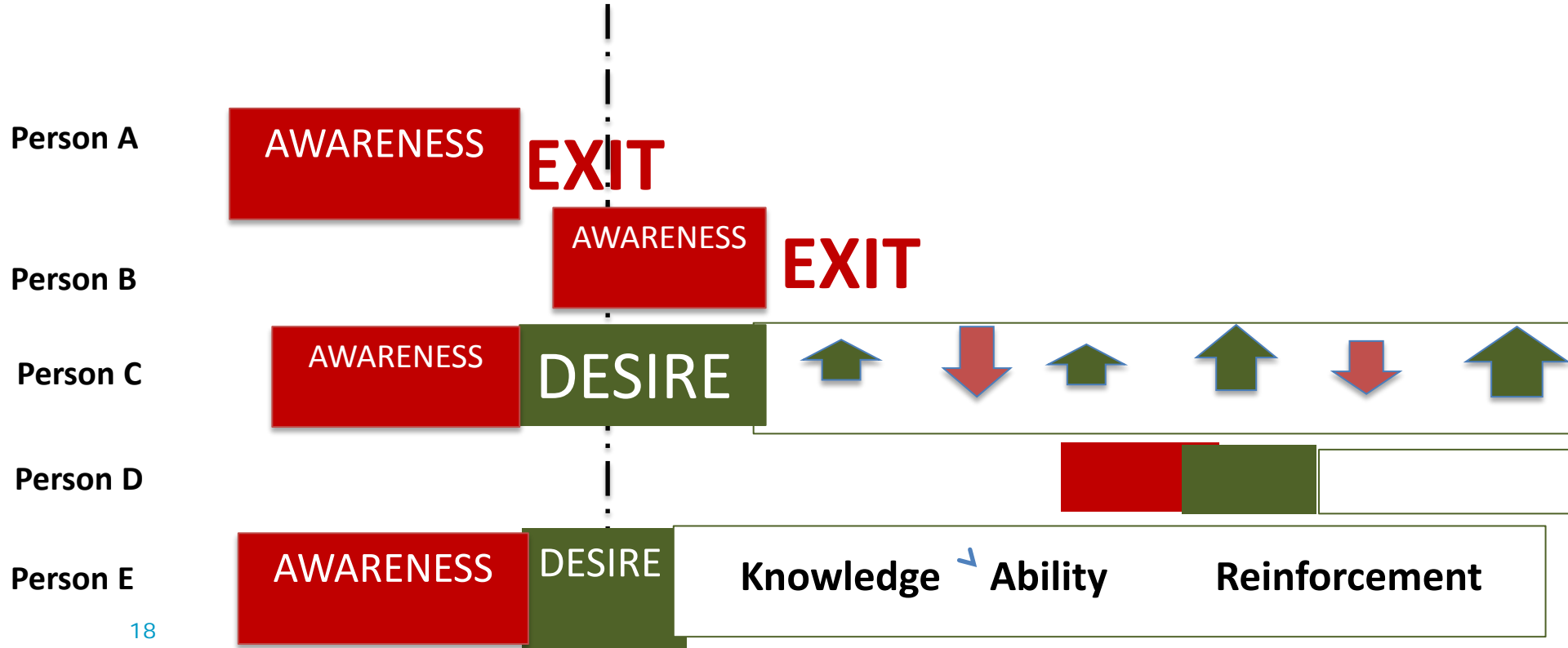
Academics attitude shifts
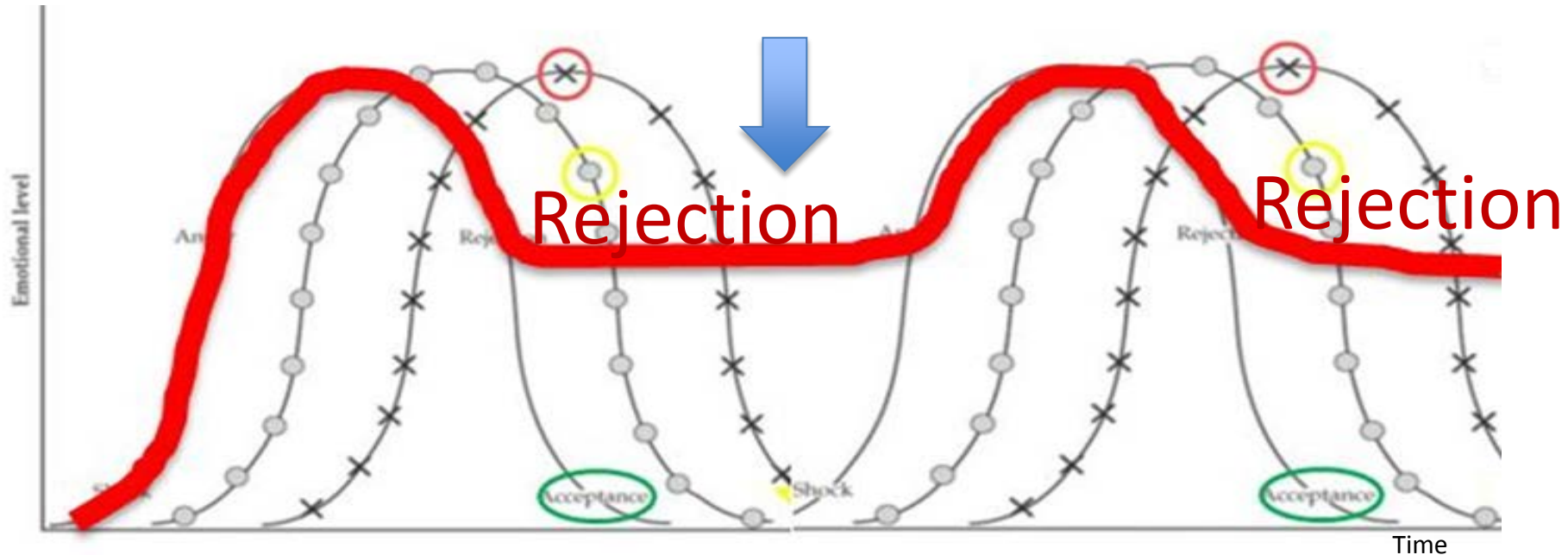
A large cohort of academics completely
missed acceptance
by the implementation of managers.

Split amongst the staff
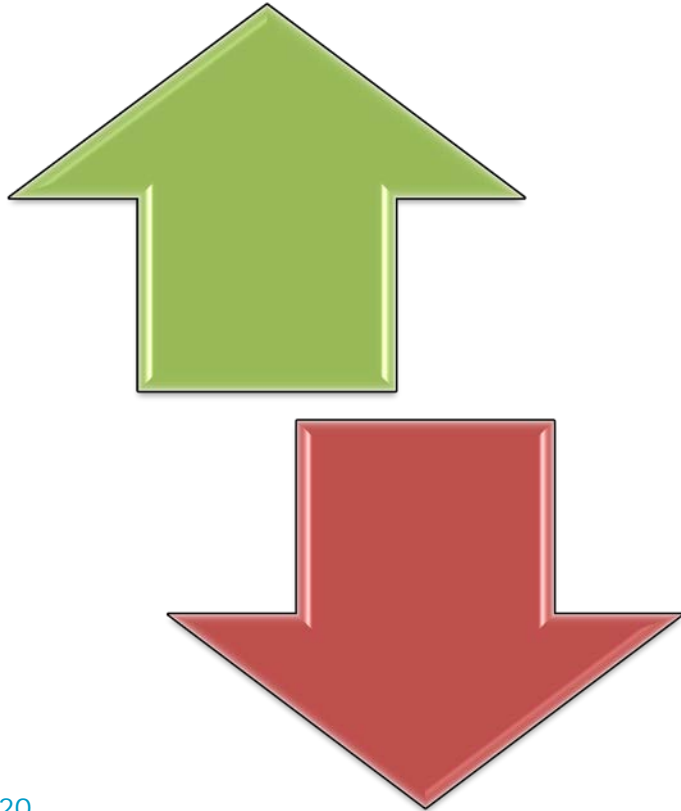
Those who initiated the process and those that had benefited by it

Those academics and professional staff in Faculties against the proposal

Rough start for new professional staff managers in the new structure

THE UNIVERSITY OF
AUCKLAND
Te Whare Wananga o Tamaki Makaurau
NEW ZEALAND

The effect was that some new managers started feeling isolated; sliding further into **red** negativity.

Roles of some of the new managers were not understood

As change management agents	
Substantially different roles required for the transition period	Not able to embed the expected published job descriptions

Preparing teams for being disbanded and staff redeployed

Challenges facing the new managers included	absenteeism as a result of stress
	mediocre work
	heartfelt situations
	gaps in teams
	lost local and institutional knowledge

Emotional loops with a desire to reach out for others
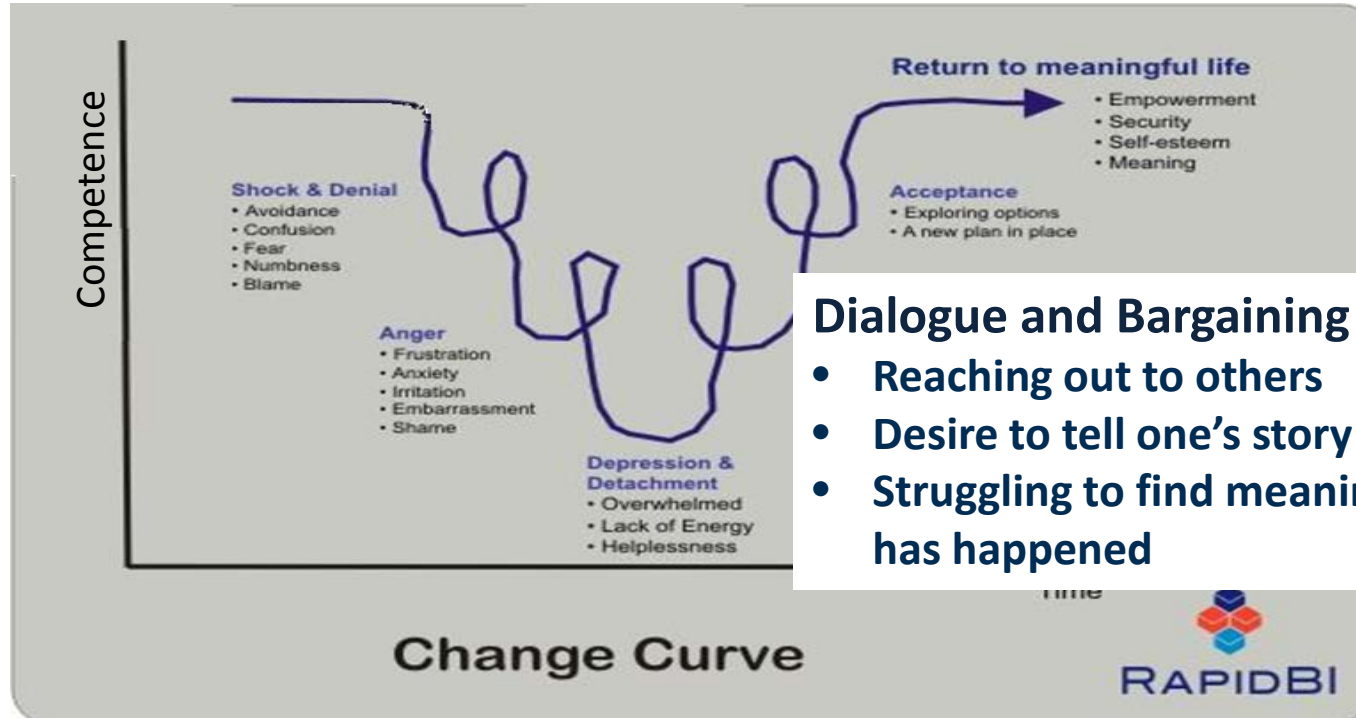
Dialogue and Bargaining
- **Reaching out to others**
- **Desire to tell one's story**
- **Struggling to find meaning for what has happened**

Newly appointed to the University ...seen as outsiders

I know I made the right choice

What did I get myself into?

Managers' Change Saturation
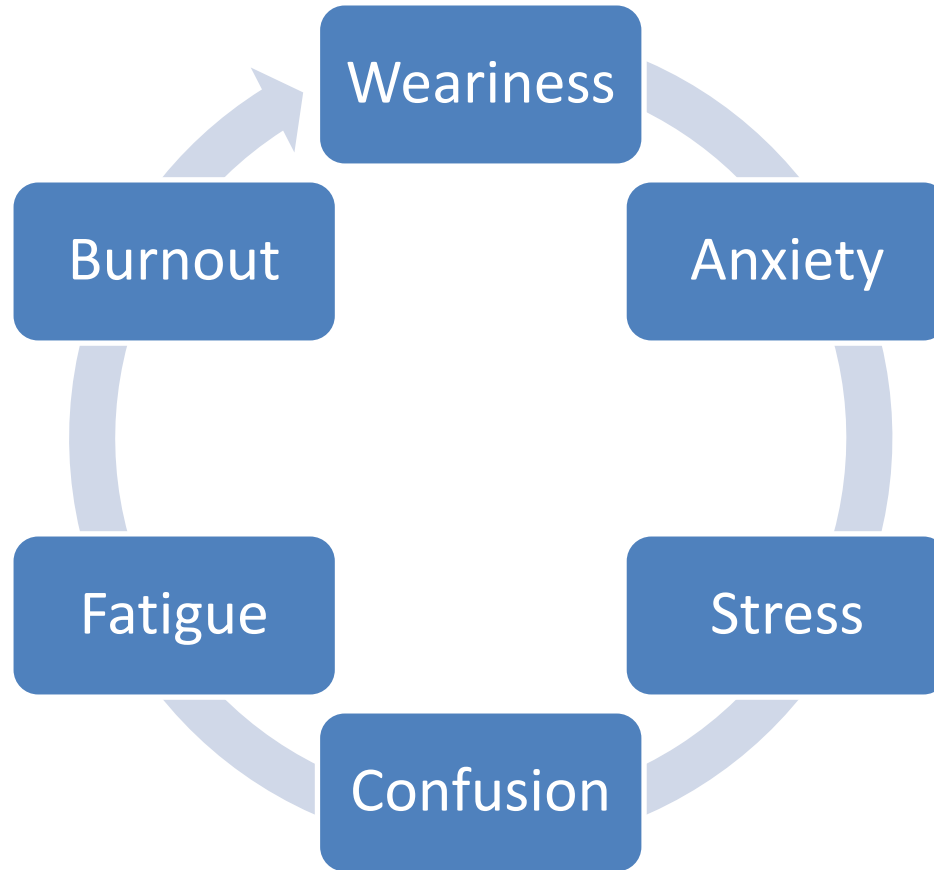
Understanding Ourselves:
High levels of Optimism not helpful

Stockdale Paradox

"You must never confuse faith that you will prevail in the end
—which you can never afford to lose—
with the discipline to confront the most brutal facts
of your current reality, whatever they might be."

27

Understanding others:
Adjusting to inconsistent behaviour

Professor Will Hayward referring to Stanley Milgram's experiments

People are being consistently **influenced by powerful yet often unobserved aspects of the environment**

We **significantly underestimate** these effects of the situation.

Not easy adjusting

How Stakeholders React to Disruptive Change

Productivity

Light at the end of the tunnel

Time
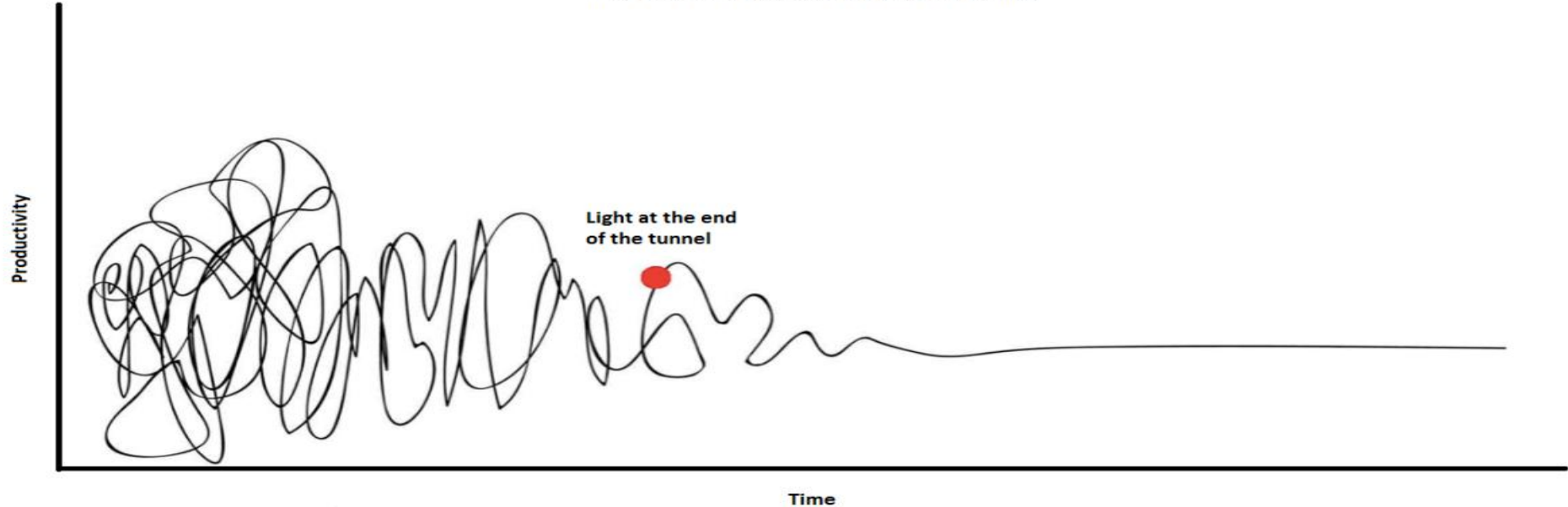
Some considerations that might better prepare managers in these significant and complex changes

Rule# 1 – people are different

Rule# 2 – people are different

Rule# 3 – people are different

Communication: How you tell it

Professor Kevin Lowe suggested leaders share the message

seven times	seven audiences

….in seven ways

Earlier timing of support activities to more staff
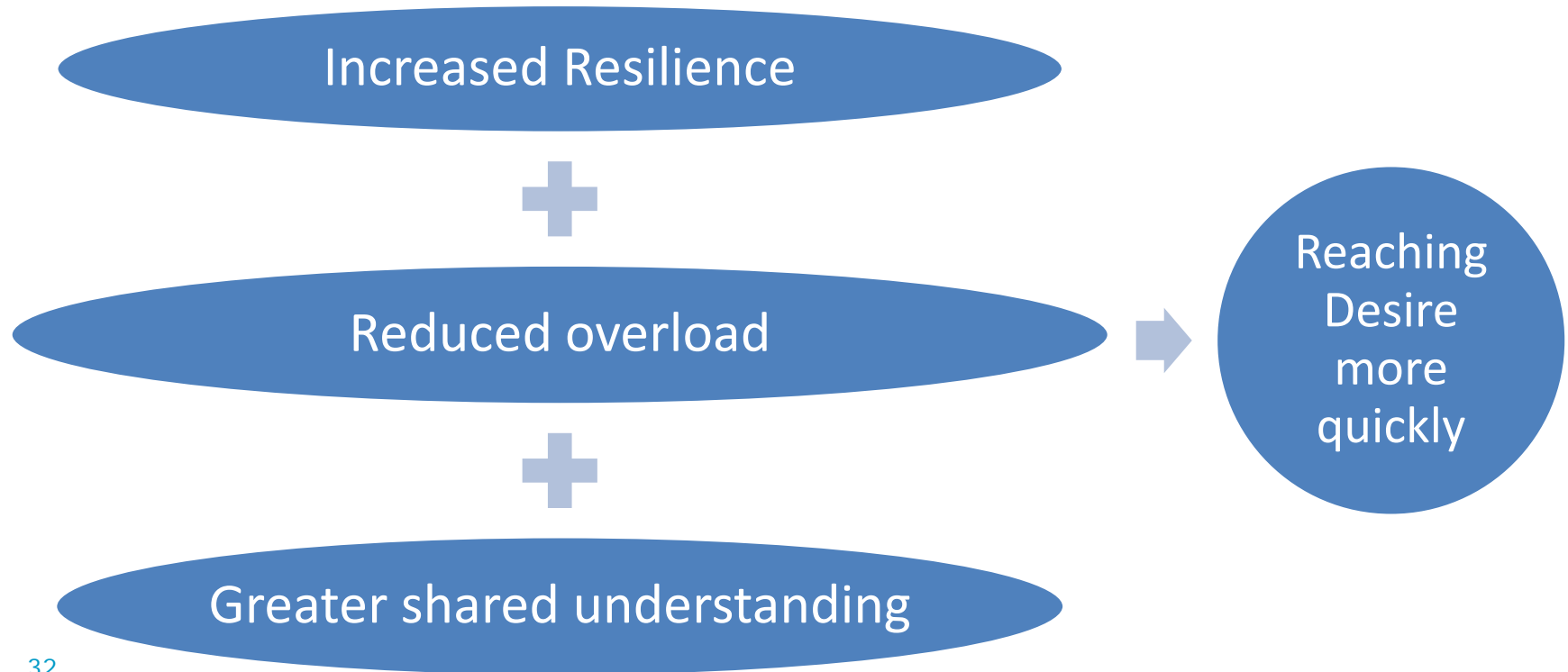
Increased Resilience

➕

Reduced overload

➕

Greater shared understanding

➡️ Reaching Desire more quickly

Over-simplifying theoretical models isn't enough to prepare people

REACTIONS TO CHANGE & PHASES OF TRANSITION

Endings
- Denial
- Hurt
- Shock
- Fear

Creativity

New Beginnings
- Enthusiasm
- Confidence
- Adaptation
- Optimism
- Hope

Transition

- Anger
- Frustration
- Confusion
- Stress

Chaos

- Testing
- Understanding
- Acceptance
- Awareness

Ambivalence

Giving Up

Neutral Zone

Presenting the training information in different formats

PASSING ON WISDOM OR EXPERIENCE OR PERSPECTIVE ON THE WORLD IS REALLY IMPORTANT. WE NEED TO TELL EACH OTHER STORIES. Michele A'Court

Sharing stories

Engaging emotions

Facing realities
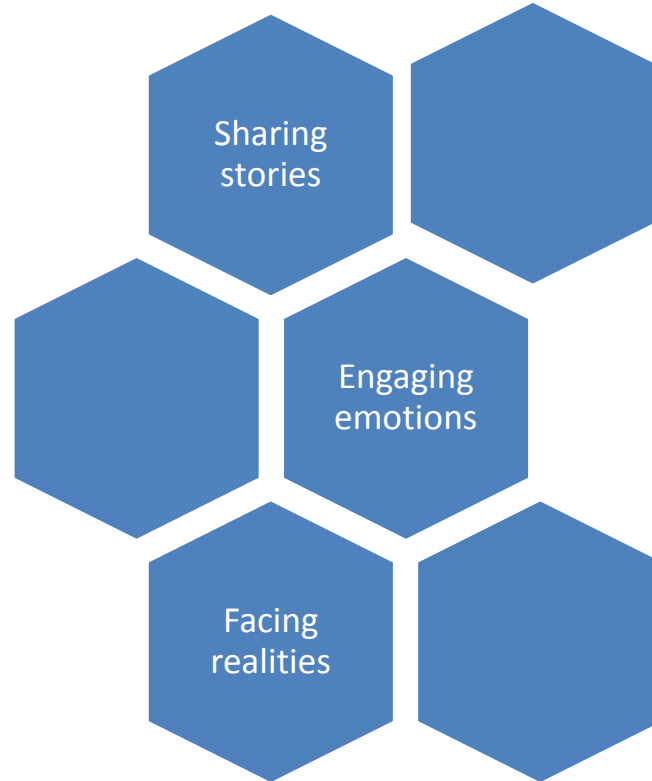
Summary

Almost no two people had a completely shared experience

We are burying our past with respect, and building the future with patience

35

Thanks to
- Linda Thompson and Adrienne Cleland who supported me undertaking a controversial topic
- Professor Kevin Lowe for sharing resources after his well-timed presentation on leadership
- Professor Will Hayward for a thought provoking *Pyschologiser* Blog 10 /8/2015
- My many colleagues who helped me with encouraging feedback on the drafts
- Friends and family who supported me in countless ways to enable me to work at home.

….and the many University of Auckland staff who shared their stories with me, and who were willing to listen to mine.