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It is a cliché to say ‘The only constant is change’\(^1\) but nothing could be truer, particularly in workplaces across a diversity of industries and environments.

How we manage those changes in our work environment is the most important facet of successful organisations. I recognize that little else is as upsetting to people as significant change to the area in which they work and changed circumstances as to what is expected of them. Nothing has greater potential to cause angst; sadness lost production, or diminished performance. Yet nothing is as important to the long term survival of the University as change. History is full of examples of organisations that failed to change and that are now extinct. So the secret to successfully managing change is communication, clarity and understanding.

Resistance to change comes from a fear of the unknown or an expectation of loss. The front-end of an individual's resistance to change is how they perceive the change. The back-end is how well equipped they are to deal with the change.

Effectively managing any change initiative requires adoption of a planned and systematic approach. This means:

- any change initiative must be managed as a project
- good project planning is essential
- institutional requirements need to be clear
- good communication with staff and affected stakeholders is fundamental to effective change
- effective management of people during the process is vital

**Managing Change Toolkit**

Taking into account the context described, this toolkit has been developed to assist Managers to proactively manage organisational reform and subsequent challenges for their staff. The toolkit identifies five key phases in the change process and highlights the importance of good practice in supporting staff to make the transition through the change process. These phases are:

- Preparing for Change
- Planning for Change
- Managing Change Process
- Implementation
- Evaluation

The *Managing Change @ UniSA* chart, which outlines the five phases in detail, provides links to information that Managers will find useful at each stage of the process. Also attached are Fact Sheets providing information and perspectives on good practice, and templates providing guidelines on the development of the documentation necessary to effectively manage the change process.

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\(^1\) Heraclitus, Greek philosopher.
The toolkit is designed to help you manage yourself and your staff. However it is the possession of a philosophical attitude to change that will best equip you to move forward and help your staff adapt and move forward. Denise Bradley said….”

\[46\] But it is how you manage change that matters as you pursue your career. As someone who has sat on hundreds of selection committees at every level, let me assure you that all who are successful have characteristics in common. They have taken risks in their career – moved into new areas, carried out research which addressed wicked problems, accepted jobs or roles which were not well defined – they have been innovators and contributors. Career success is built upon hard work and quite a lot of luck but you only get lucky when you take a punt.”

\[46\]

People, Talent and Culture

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\[46\] Denise Bradley, August 2011, Address to University of Western Sydney.
## Chronological phases

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<td>✓ Identify resources required</td>
<td>✓ Develop Position Descriptions</td>
<td>✓ Implement the new staffing structure</td>
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<td>✓ Form a vision for future of work area</td>
<td>✓ Establish the Change Management Project Team</td>
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<td>✓ Explore scope of change required</td>
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<td>✓ Identify key groups whose commitment is needed</td>
<td>✓ Develop a Communications Strategy</td>
<td>✓ Develop the Managing Change Discussion Paper</td>
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<td>✓ Undertake preliminary scoping discussions with People, Talent &amp; Culture and relevant Senior Manager/s.</td>
<td>✓ Undertake Risk Assessment and Management</td>
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<td>✓ Clarify problem/opportunities</td>
<td>✓ Develop strategies for support for Staff</td>
<td>✓ Consult with staff and unions at least 10 days prior to consultative meeting, and consider their feedback</td>
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<td>✓ Develop the Business Case for the change</td>
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1. PREPARING FOR CHANGE

1.1 Drivers for Change and Vision for the Future

It is important that careful consideration is given to the rationale for change and the vision for the future for the institution, unit or the University as a whole. This involves analysing the positive and negative aspects of the current situation and identifying the internal and external drivers for change. It also involves clearly identifying the scope and type of change to be implemented.

Change may not be readily accepted by staff and stakeholders and may be difficult to sustain if the reasons for the change and the new vision for the future are not understood and accepted by staff and stakeholders. For change to be successful -

- Managers implementing change must be able to clearly and succinctly articulate the drivers for change and their vision for the new structure.
- Managers must involve members of their key management team to gain acceptance of the change and in preparing and planning for change.
- The Management Team must be united in the messages they provide to their staff on the drivers for change and the vision for the future.
- Good communication strategies must be put in place to ensure that staff and stakeholders are kept informed of the reasons for change, the vision for the institution/unit and the status of the change project.

Note: It is strongly recommended that People, Talent & Culture staff are involved in any preliminary managing change discussions, to ensure that industrial relations policies, procedures and the implications of the change are understood by the Manager and their management team, prior to commencing the managing change project.

Link to Fact Sheet - Preparing and Planning for Change

Link to Fact Sheet - Factors for Implementing Change

Link to Fact Sheet - Tips for Supervisors and Managers

1.2 Development of a Business Case for Change

Depending on the size and significance of the change initiative, a business case should be developed for approval by the Vice Chancellor or nominee. Information prepared for the Business Case can be used to inform the Managing Change Discussion Paper (see Section 3). The Business Case should clearly outline -

- The key objectives of the proposed change
- The drivers for change
- How the change meets the University’s objectives
- Benefits of the change
- Implications for staff and options for managing the change
- Risk assessment and management strategies
- Financial implications/modelling
- People, Talent & Culture implications/modelling
- Communication strategies
- Timelines

The Executive Director: People, Talent and Culture should be consulted regarding the final Business Case.

[Link to Template - Managing Change Business Case]
MANAGING CHANGE @ UniSA

2. PLANNING FOR CHANGE

2.1 Establishing the Change Management Project Team

Depending on the size and significance of the managing change initiative, a Change Management Project Team should be formed to manage the change initiative. Ideally the Project Team would include one or more representatives of management, People, Talent & Culture staff or change management consultants and other key stakeholders.

Generally the Project Team would report to a Project Sponsor, i.e. a senior management representative whose area of responsibility will be affected by the change or a Steering Committee comprised of appropriate senior management representatives.

The Project Team members must be committed to the objectives of the change, motivated to successfully implement the change, understand the context and conditions for successful change and have change management skills. The roles and responsibilities of each of the Project Team members must be clearly articulated and understood. Typical project team roles include:

- Project Sponsor - generally a senior management representative whose area of responsibility will be affected by the change and who can make key decisions regarding the project
- Project Manager - generally a senior management representative responsible for delivery of the project
- Project Team Members - internal and external staff who are responsible for aspects of the project and have specific areas of expertise
- People, Talent & Culture Staff/External Consultant - who are responsible for providing advice on human resources, industrial and/or change management issues.

2.2 Developing the Project Plan

The first responsibility of the Project Team is to prepare a Project Plan for managing the change. The Project Plan should cover the following:

- The project objectives and scope
- Key messages (a succinct two paragraph statement that can be provided to staff and stakeholders to explain the reason/s for the change)
- Guiding principles (in particular the People, Talent & Culture principles that underpin the change process)
- Governance arrangements
- Reporting requirements (to whom and how often)
- Communication strategies - staff and stakeholders
- Related projects (that need to be taken into account in managing the project)
- A schedule of project activities, milestones/timelines and responsible staff that will ensure successful completion of the project.

The Project Plan should be a “living document” and must be developed with flexibility to respond to changing imperatives and project objectives.

Link to Template - Managing Change Project Plan
2.3 Risk Assessment and Management Strategies

As part of the initial project planning, the Project Team should undertake a formal assessment of the potential risks which may threaten the successful delivery of the project. This involves -

- brain-storming potential risks
- identifying and assessing the risks against a rating of significant, medium, some risk, low and minimal
- assessing the consequences of the risk against a rating of significant, medium, some risk, low and minimal
- developing mitigation strategies to avoid or minimise the impact of the risk, in particular focussing on risks which have a high likelihood of occurring and would have a high impact
- assigning responsibility to particular Project Team or staff members to implement the mitigation strategies
- documenting the risks and mitigation strategies in the Project Plan Activity Schedule

2.4 Communication Strategies

Effective communication is a key tool for Managers seeking to implement successful change. A variety of different methods of communication should be used to ensure that staff feel satisfied that at each stage of the process they have received adequate information and opportunity to provide comment and input into the change initiative.

It is recommended that the Managing Change Project Team develop a Communications Plan for the Project. The purpose of a Communications Plan is to provide a broad framework for all communication with staff and other stakeholders regarding the Managing Change initiative. In addition to clearly articulating the communication objectives, the Plan should cover -

- The target audience for all communications - internal and external
- Key messages
- Communication methods
- Timeframes
- a Communications Action Plan which identifies responsible officers and timelines for the various communication strategies

Suggested communication methods include -

- An electronic Managing Change Bulletin - emailed to all affected staff and key relevant Stakeholders at appropriate intervals, (generally weekly during the life of the project), providing current information on the status of the project
- A Frequently Asked Questions (FAQs) website
- Management initiated meetings
- Easily accessible advice and support from People, Talent & Culture staff, as required
- Meetings with Employee Representatives, as required
- Meetings with Employee Assistance Program (EAP) and Outplacement services, as required

The communication methods, timelines and responsible staff members should be included in the Project Plan Activity Schedule.
MANAGING CHANGE @ UniSA

Note: It is important for the successful implementation of the change initiative that regular communication with staff continues for the life of the project and not cease until full implementation and review of the Managing Change Final Plan.

Link to Template - Communications Strategy

2.5 Project Team Meetings

The Project Team should meet very regularly, generally weekly or more often as required, to maintain momentum and ensure that project plan deadlines are met. Agendas should be prepared and brief but informative minutes kept of the meetings.

The Project Plan should be updated prior to every meeting of the Project Team and a status report should be provided to the Project Sponsor and/or a Steering Committee (as appropriate) at agreed timelines.

2.6 Support for Staff

Every communication with staff regarding the managing change process, whether written or verbal, should include a reminder that assistance and support is available to staff who may have difficulties in coping with the change.

The University’s Employee Assistance Program (EAP) provider can provide assistance to individual employees and can also provide coaching for managers and supervisors at various stages of the change process.

People, Talent & Culture can provide advice about available training support for managing change, and information regarding outplacement services for affected staff.

Link to Fact Sheet - Managing People Transitions

Link to Fact Sheet - Managing Resistance to Change
3. MANAGING CHANGE PROCESS - INDUSTRIAL REQUIREMENTS

The following section applies to the managing change requirements set out in Clause 22 of the University of South Australia Enterprise Agreement 2014.

The process outlined below should be undertaken in addition to the entire 5-stage managing change process, as outlined in the toolkit. The implementation of change in the workplace can be challenging for managers and staff and it is therefore important that good management practices are put in place. People, Talent & Culture is available to assist managers and staff in managing the change process as smoothly as possible.

Note: The Executive Director: People, Talent and Culture should be advised of any proposals for change as soon as they are contemplated.

3.1 What triggers a Managing Change Process?

The University is committed to direct consultation with staff where it is proposed to implement changes in work activities which may have significant consequences. Significant consequences may include but are not limited to:

- change to hours of operation and work;
- substantial change to the structure of, or the skills required in a Division, School, Institute or Unit; or
- redundancy

A managing change process must be followed where significant consequences impact on more than one staff member. Where only one staff member is affected, consultation shall occur directly with that staff member instead of the formal process set out below.

The process set out in the Enterprise Agreement provides a framework and outlines the obligations that need to be met when the University contemplates change as described above. In particular the process includes -

- Development of a Managing Change Discussion Paper for consultation with staff and relevant unions
- A Management initiated meeting to provide staff with an opportunity to contribute to the outcome of the managing change process via a consultation process to ask questions
- Development of the Final Managing Change Plan

Note: To ensure good faith with staff it is important that wherever possible, they are kept informed of issues that may affect their workplace and the University generally, and which may precipitate a managing change initiative. Staff will more readily accept the change if they are aware of the reasons and context for change, prior to receiving the Managing Change Discussion Paper.

3.2 Job Design and Evaluation

Position Descriptions must be developed and evaluated for all new and modified positions and released with the Managing Change Discussion Paper. It is important that the Project Plan timelines provide reasonable time for consultation with People, Talent & Culture regarding the content and evaluation of these documents.

Link to Fact Sheet - Job Design and Evaluation

Link to Position Description Writing Guidelines
3.3 Managing Change Discussion Paper

The purpose of the Discussion Paper is to commence consultation with the staff members and relevant unions on the proposed change and to gather information required for the development of 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;
- Change in strategic direction;
- Response to market demands
- Financial necessity;
- Continuous improvement.

The Managing Change Discussion Paper should include the following information:

- All relevant details of the changes proposed
- The context for change
- The benefits of the change
- The impact the changes are likely to have on staffing requirements, e.g. details regarding affected positions, unaffected positions, positions with minor changes, new positions and positions proposed to be disestablished
- A current and proposed organisational chart
- Measures to mitigate adverse effects on staff
- Voluntary redundancy and redeployment arrangements
- Consultation arrangements with staff
- Budget and resource implications
- Workload rationale
- Position descriptions (formally evaluated by People, Talent & Culture) for all affected positions
- The timeframe for consultation and implementation

The draft Discussion Paper should be forwarded to People, Talent & Culture for feedback prior to distribution allowing for adequate time to review.

The Discussion Paper is to be issued to all affected staff and the relevant union(s) at least 10 working days before a management initiated meeting to consult on the change proposals. A copy of the final Managing Change Discussion Paper should be provided to the Executive Director: People, Talent and Culture prior to further
dissemination allowing for adequate time for review prior to the anticipated release date. A template has been prepared to assist in completion of the Managing Change Discussion Paper -

Link to Template - Managing Change Discussion Paper

3.4 Management Initiated Meeting

The purpose of the management initiated meeting is to ensure that affected staff are informed about the issues and proposals presented in the Discussion Paper and provide them with an opportunity to contribute to the outcome of the managing change process and to ask questions. Affected staff should be provided with 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.

During the period of consultation it is important that staff are provided with the following opportunities to contribute ideas and raise issues:

- Managing Change Contact Officer
  Staff should be provided with the name and details of a relevant Project Team Member, e.g. the local People, Talent & Culture representative, and encouraged to provide that person with comments via email, telephone or face to face discussion. All interaction with the Contact Officer must be recorded and summarised for advice to staff at the Management Initiated Meeting and for inclusion in the Final Managing Change Plan.

- School Board/Unit meetings
  Such meetings provide a further opportunity for staff to discuss the Discussion Paper and make suggestions or provide comments to the Divisional Board/Unit Executive. It is imperative that minutes of these meetings reflect the issues raised.

It is expected that the Divisional Board/Unit Executive would meet to discuss the feedback from School Board/Unit meetings and that at or before this stage the Senior Management Group would have been advised of the issues under consideration and the relevant member of the SMG kept informed throughout the process.

3.5 Managing Change Final 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 relevant unions, affected staff members and, where requested by a staff member, their representative.

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

- Respond to the matters raised in the consultation process, including responses to feedback provided from staff and unions
- Outline the final structure
- Outline reasonable timeframes for implementation
- 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 Executive Director: People, Talent and Culture prior to forwarding it to all staff.
4. IMPLEMENTATION AND EVALUATION

4.1 Placement of Continuing Staff

When a managing change process results in the introduction of a new organisational structure, new or modified positions will be filled in the first instance by existing displaced continuing staff at the same classification level as the staff member’s previously held substantive position where it is determined:

- there is a minimum 75% match between the skill base required for a new position and the skill base of a staff member
- or
- the staff member would meet this requirement with no more than six (6) months retraining.

To assess whether a 75% skill match exists between the staff member’s skills and experience and the essential criteria of the new position, an accurate, up-to-date and formally evaluated and classified position description for the new position 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.

Where placement is not possible in the new structure, existing continuing staff will be placed into any other vacant continuing position in the University at the same classification level with a 75% skill match.

Where placement is not possible in the new structure, continuing staff may be placed into a position that is one (1) level lower with the agreement of the staff member. In this case, the staff member’s salary will be maintained at the previous level for two (2) years, after which it will be paid at the lower classification level but at the highest increment.

Where a greater number of staff meet the requirements for placement in the structure than there are positions available, the University will call for expressions of interest in a voluntary redundancy benefit from affected staff. Approval of a voluntary redundancy will be at the discretion of the University. If after the completion of this process, there still remains a greater number of staff than positions available, a simplified merit selection process shall be conducted between the staff concerned.

4.2 Placement of Fixed Term Contract Staff

Where a fixed term staff member does not secure a position within the newly created structure they will be placed in a position at the same classification level at UniSA for the remainder of their contract period.

4.3 Recruitment and Selection

The following arrangements apply for filling of positions resulting from the managing change -

- Where there are more displaced continuing staff at a particular classification level than positions available, expressions of interest will be sought from this group of staff only (modified selection process) and selection will be based on merit assessed against the essential criteria in the position description.
- Where there are insufficient displaced continuing staff available to fill positions at their substantive or lower classification levels with salary maintenance, these positions will be declared as vacant. Standard recruitment and selection processes may commence to fill these vacant positions.
- Where there are insufficient fixed term staff to fill temporary positions at their current classification, these positions will be declared vacant and, depending on the period of the contract, advertised internally or externally.
MANAGING CHANGE @ UniSA

➢ Where new positions are created at a higher level and there are no existing staff at the classification level of the position, such positions will be advertised and filled through standard recruitment and selection processes.

➢ Within the merit recruitment and selection process, where equal merit occurs between an external and internal applicant, preference will be given to the internal applicant.

➢ Eligible fixed term or casual staff members who are employed at the time a position is advertised internally will be eligible to apply for the position.

All reassignment of staff to positions at their substantive classification will be undertaken in a supportive manner that takes into account the skill match between individuals and the position and a commitment to providing adequate training and development.

Achieving satisfactory staffing of positions will be undertaken in a manner consistent with consultation, fairness, equity, communication and transparency of process.

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, subject to VC approval, or the option of redeployment. The date on which a position is redundant shall be specified in the Final Managing Change Plan.

4.4 Redundancy

‘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.

Note: Redundancy provisions only apply to continuing staff members.

4.5 Voluntary Redundancy

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 simplified 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 the option of applying for a voluntary redundancy benefit or the option of redeployment.

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.

Note: Approval of any voluntary redundancy benefit will be at the discretion of the University.
4.6 **Redeployment**

Redeployment provisions will apply for those staff that have opted for redeployment with the redeployment period being determined by the Executive Director: People, Talent and Culture. 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.

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.

4.7 **Compulsory Redundancy**

If at the identified disestablishment date or the end of a 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 Executive Director: People, Talent and Culture will advise the staff member that they will be made compulsorily redundant.

The staff member will be advised to seek advice from the Executive Director: People, Talent and Culture on further measures which might be taken to avert their termination of employment.

5. **REVIEW AND EVALUATION**

A formal review and evaluation of the change process is recommended. The review and evaluation should be undertaken once the change process has been completely implemented and is fully operational. This may be 12 months after all new positions have been filled.

A formal evaluation provides the opportunity to assess whether the objectives of the change initiative have been met. It also provides the opportunity to identify and share the lessons learned from the exercise, that is, what worked well and what aspects of the project could have been done differently.

The information gained is also useful for maintaining focus on the business objectives of the Unit/Division and ensuring continuous improvement.

People, Talent & Culture is available to provide advice regarding evaluation of the change initiative.
MANAGING CHANGE @ UniSA

TEMPLATE - MANAGING CHANGE BUSINESS CASE

1. INTRODUCTION
   (Brief description of the objectives and scope of the proposed initiative including drivers for change, relevant
   history/background information, scope of change, details of staff and stakeholders likely to be affected by the change
   and timelines for implementation.)

2. DRIVERS FOR CHANGE
   (Information regarding why the change is required, for example change to services, structure, reporting relationships,
   etc.)

3. BENEFITS OF CHANGE
   (Outline of the benefits and opportunities for UniSA/Division/Unit resulting from the proposed initiative.)

4. IMPLICATIONS FOR NOT UNDERTAKING PROPOSAL
   (Discussion regarding the problems/issues that will result if the proposed change does not proceed.)

5. ALTERNATIVES
   (Discussion regarding other potential ways to solve the problem.)

6. AREAS/STAFF AFFECTED BY PROPOSED CHANGE
   (High level information regarding impact of change on staff, i.e. current and proposed organisational arrangements.)

7. RISK ASSESSMENT AND MANAGEMENT
   (Outline of the risks associated with the proposed change and mitigation strategies.)

8. FINANCIAL RATIONALE
   (Summary of the financial implications of implementing the proposal and ongoing costs.)

9. RELATED PROJECTS
   (Other University projects/stakeholders which may have an impact on the change initiative.)

10. PROPOSED TIMELINES AND MILESTONES
    (High level summary of the key timelines and milestones of the proposal.)
MANAGING CHANGE @ UniSA

TEMPLATE - MANAGING CHANGE PROJECT PLAN

1. PROJECT TITLE
   (Title to be assigned to the Project)

2. PROJECT OBJECTIVES AND SCOPE
   (Short statement outlining the objectives and scope of the project.)

3. KEY MESSAGES
   (Brief statement of messages which can be readily understood by staff and stakeholders explaining the drivers for the change, for example -
   • Challenges facing the higher education sector generally
   • Environmental and budgetary challenges facing the School from the sharp decline of students
   • University's Strategic Directions as articulated in the Horizon 2020 document
   • Outcomes from the Step 2010 project)

4. GUIDING PRINCIPLES
   (Principles which will underpin the change process, for example -
   • The restructure will be managed in accordance with the University’s Enterprise Agreement and associated People, Talent & Culture policies, procedures and guidelines.
   • Staff will be provided with the opportunity to comment on and contribute to the proposed change.
   • A Communications Strategy will be developed to ensure that staff and stakeholders will be well informed of the proposed change, the timelines and receive consistent, timely and accurate information.)

5. GOVERNANCE
   (Information regarding the governance arrangements for the project for example steering committee members (where appropriate), project team members and key advisers)

<table>
<thead>
<tr>
<th>STEERING COMMITTEE</th>
<th>PROJECT TEAM</th>
<th>KEY ADVISERS</th>
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6. REPORTING ARRANGEMENTS
   (Details regarding reporting on the project status - to whom and how often. For example:
   • Project Team to meet weekly with Project Sponsor to provide a briefing on status and seek sign-off on activities
   • Regular briefings to be provided to ...........
   • Regular briefings and weekly meetings as required with the Steering Committee)
7. STAKEHOLDER MANAGEMENT AND COMMUNICATION
(List of key internal staff and stakeholders)

<table>
<thead>
<tr>
<th>Internal Staff and Stakeholders</th>
<th>External Stakeholders</th>
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<tbody>
<tr>
<td>For example</td>
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<tr>
<td>• Academic and Professional staff of the School</td>
<td>• Employee Representatives/Unions – where requested by a staff member</td>
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<td>• School Executive</td>
<td>• School Advisory Boards</td>
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<td>• Sessional staff of the School</td>
<td>• Funding Organisations</td>
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<tr>
<td>• Temporary staff of the School</td>
<td>• Other key stakeholders</td>
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<tr>
<td>• Divisional Administration Team</td>
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</table>

8. COMMUNICATION STRATEGIES
(List of appropriate communication strategies for the project, for example -

- Preliminary meeting with affected Staff to advise them that a Managing Change is imminent
- An electronic Managing Change Bulletin emailed to all affected staff and key relevant stakeholders weekly
- Frequently Asked Questions (FAQs and bulletins regularly updated on SharePoint)
- Management initiated meeting to consult on the proposed changes (following distribution of the Managing Change Discussion Paper)
- Advice and information provided by People, Talent & Culture staff, as required
- Meetings with Employee Representatives, as required)

9. RELATED PROJECTS
(Listed here are any other University projects which may have an impact on the change initiative.)

10. PROJECT ACTIVITIES AND MILESTONES
(The Project Team should identify all of the activities/tasks necessary to successfully plan and implement the change initiative. An identification number should be assigned to each task, a responsible staff member/s, completion dates, key dates where appropriate, completion dates and status/comments regarding progress.

An updated Project Plan should be an agenda item for each Project Team Meeting.)

<table>
<thead>
<tr>
<th>Id No.</th>
<th>Activity/Task</th>
<th>Resp. Person</th>
<th>Comm. Date</th>
<th>Key Date</th>
<th>Finish Date</th>
<th>Achieved/Comments</th>
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</table>
(As part of the initial project planning, the Project Team should undertake a formal assessment of the potential risks which may threaten the successful delivery of the project. This involves -

- Brainstorming potential risks
- Identifying and assessing the risks against the rating below of significant, medium, some risk, low and minimal
- Assessing the consequences of the risk against a rating below of significant, medium, some risk, low and minimal
- Developing mitigation strategies to avoid or minimise the impact of the risk, in particular focussing on risks which have a high likelihood of occurring and a high impact.
- Assigning responsibility to project team or staff members to manage the mitigation strategies)

<table>
<thead>
<tr>
<th>Risk</th>
<th>Likelihood of Risk Occurring</th>
<th>Consequences of Risk</th>
<th>Strategies to Manage Risk</th>
<th>Responsible Person</th>
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</table>

The activities and mitigation strategies listed above should be included in the Project Plan Activity Schedule

Key:  
Significant Risk/Consequence  5  
Medium Risk/Consequence  4  
Some Risk/Consequence  3  
Low Risk/Consequence  2  
Minimal Risk/Consequence  1
MANAGING CHANGE @ UniSA

TEMPLATE - COMMUNICATION STRATEGY

.......... PROJECT

1. PURPOSE
   (Brief summary of the purpose of the Communication Strategy)

2. COMMUNICATION PLAN OBJECTIVES
   (The objectives of the Communication Strategy, for example -
   - ensure that all communication with affected staff is in accordance with the managing change provisions of the Academic and Professional Staff Collective Agreement;
   - clarify the extent of the restructure and how it relates to other change initiatives occurring across the University;
   - ensure that staff and stakeholders are well informed of the proposed restructuring and the timelines and receive consistent, timely and accurate information; and
   - ensure that staff and relevant stakeholders are provided with the opportunity to comment on and contribute to the proposed restructure.)

3. TARGET AUDIENCE
   (Identification of the internal and external audience for the communications, for example -
   Internal Audience
   - Academic and Professional staff of ....
   - Divisional Executive
   - Other internal Division and University stakeholders
   External Audience
   - Employee representatives
   - Professional Associations, School Advisory Boards
   - Education sector
   - Current and prospective students and their families
   - Funding organisations
   - Service providers)

4. KEY MESSAGES
   (Brief and succinct key messages regarding the change initiative. It is recommended that these are included on each written communication/bulletin to staff - for example -
   1. The change initiative will result in greater efficiency and capacities of scale which will support the achievement of the University’s strategic objectives. This will allow us to:
   2. The change initiative will be managed to minimise the impact on staff.
   3. The mergers will be managed in accordance with the University’s Enterprise Agreement and associated People, Talent & Culture policies, procedures and guidelines.)

5. COMMUNICATION METHODS
   (The proposed methods of communication with staff and stakeholders should be documented here. Examples include -

<table>
<thead>
<tr>
<th>Method</th>
<th>Timeframe</th>
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</thead>
<tbody>
<tr>
<td>An electronic Managing Change Bulletin emailed to all affected staff and key relevant stakeholders</td>
<td>Wednesday of each week</td>
</tr>
<tr>
<td>Frequently Asked Questions (FAQs) regularly updated on Sharepoint</td>
<td>Weekly</td>
</tr>
<tr>
<td>Management initiated meetings to consult on the proposed changes</td>
<td>As determined</td>
</tr>
<tr>
<td>Advice and information provided by People, Talent &amp; Culture staff, as required</td>
<td>As required</td>
</tr>
<tr>
<td>Meetings with Employee Representatives, as required</td>
<td>As required</td>
</tr>
</tbody>
</table>
6. TIMEFRAMES
(Timeframes for the communication strategies, for example a weekly bulletin to staff, regular updating of a Frequently Asked Questions site, proposed dates for meetings with staff, etc.)

7. COMMUNICATIONS ACTION PLAN

<table>
<thead>
<tr>
<th>Communication Strategies</th>
<th>Target audience/Stakeholders</th>
<th>Action Officer/Team</th>
<th>Timelines</th>
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</tbody>
</table>

(The strategies and timelines listed above should be included in the Project Plan Activity Schedule.)
CONTENTS

1. Introduction
2. Drivers for Change
3. Benefits of Change
4. Proposed Changes:
   - Existing
   - Proposed
5. Measures to Mitigate the Adverse Affects on Staff
6. Financial Rationale
7. Workload Rationale
8. Position Descriptions
9. Timeframe and Implementation
10. Consultation
1. INTRODUCTION

Managing Change in the Workplace is detailed in Clause 22 of the University of South Australia Enterprise Agreement 2014.

Where the University proposes to implement changes in work activities that may have significant consequences for more than one staff member, a managing change process must be undertaken in accordance with Clause 22 of the Agreement.

Where only one staff member is affected by a proposed change, direct consultation with the staff member and where they so choose, their representative, should be undertaken.

Introduction should contain:
- A brief overview of the context for change;
- Any relevant history/background information about the work area undertaking the change;
- Details of all stakeholders likely to be affected by the change.

Detail all consultative forums/processes undertaken to date. This may include discussions and/or consultation with staff on a review process conducted prior to the change. Include details of whether staff input was sought and/or considered as part of the review process.

2. DRIVERS FOR CHANGE

Provide background information on the drivers for change.

- What is the driver for change?
- Why is a change required?

This may include details of the following:

- Services
  - Change required to deliver better services;
  - Change in the type of services provided/required;
  - Increased demand in service activity and service needs impacting on staff and business operations;

- Structure
  - Opportunity for leadership, management or structural support of staff;
  - Currently have specialised roles, however require a multi-skilled team (or vice versa);
  - Structure does not provide for adequate training or succession planning of staff;
  - Structure must be varied to comply with legislative requirements
  - Requirement for a risk management plan to support staff;
  - Partnerships / Interaction with internal (Divisions/Schools/Units) or external clients.

- Reporting relationships
  - Movement of tasks and/or introduction of new tasks;
  - Redesigning workflow to improve efficiency of work outcomes.

- Other
  - Workforce needs;
  - Technological changes;
  - Political requirements;
  - Changes in strategic direction;
  - Part of a continuous improvement process.
Review

In the case where an external or internal review was undertaken, provide details of the reason for the review and any relevant outcomes that may have contributed to the managing change process being undertaken.

3. BENEFITS OF CHANGE

Detail the proposed benefits of change. For example: The proposed structural change aims to:

- Respond to needs outlined in drivers for change;
- Improve quality systems / service outcomes;
- Support workforce planning objectives;
- Address changes to legislative or business requirements;
- Ensure efficient use of resources and to deliver consistent practices and cost savings;
- Improve Occupational Health Safety and Welfare requirements;
- Improved research staff productivity and improved support for students.

4. PROPOSED CHANGES

Existing

Provide an overview of the existing organisational structure / service / reporting relationship.

Provide a copy of the existing organisational structure.

Alternatively, a summary of the positions affected by the change can be listed in table format (refer example below).

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Function</th>
<th>Class</th>
<th>Fraction</th>
<th>Status</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Agent</td>
<td>Consultative support to School of Change Management</td>
<td>HEO8</td>
<td>1.0</td>
<td>Continuing</td>
<td>Affected/ Unaffected/ Disestablished</td>
</tr>
</tbody>
</table>

Summarise any hindrances the current structure has on business needs and/or other requirements raised in the drivers for change.
Examples:
- Structure is flat / hierarchical;
- Multi skilled roles rather than specialised roles – or vice versa;
- Requires role(s) with a strategic focus;
- Lacks appropriate resources to meet workload/ business demands;
- Structure lacks clear definition of roles/responsibilities of positions;
- Does not support career development / succession planning.

**Proposed**

Provide an outline of the proposed changes to the structure, systems and/or reporting relationship. Where applicable, the proposal should be grouped into respective functions / sections / team groups.

Provide a copy of the proposed organisational structure.

Detail how the proposed structure supports the requirements of the work area. This may include improvements to:
- Reporting relationships;
- Cross skilling;
- Specialisation of skills;
- Workloads and operating conditions;
- Strategic direction of the workplace.

List proposed changes in the following groups:
- New Positions
- Modified Positions
- Disestablished Positions
- No Change to Positions
- Non Recurrent Funding Positions

This section is very important and must provide details of the impact to every position in the current structure as well as details of any positions proposed to be created in the new structure.

Provide details of the proposed affects on all staff. That includes details of those who may be automatically appointed to new or modified positions, those who occupy disestablished positions and any other proposed affect on staff.

In each section, detail the changes to each position impacted by the change. This may include:
- Clarification of roles;
- Reporting relationships;
- Re-distribution of duties / responsibilities;
- Changes to the overall number of positions within the structure.
5. **MEASURES TO MITIGATE THE ADVERSE AFFECTS ON STAFF**

All staff affected by the change will be consulted and staff placed into the new structure as follows and as determined by the manager, with advice of the Executive Director: People, Talent and Culture.

**Placement of Staff**

The placement of continuing staff will be undertaken in accordance with Section 3 Clause 22.5 of the University’s Enterprise Agreement 2014

Existing continuing staff shall be placed in either new or modified continuing positions in the new structure at the same classification level, where it is determined:

- that there is a minimum 75% skill match between the skill base required for a new position and the skill base of a staff member,
  
  OR
  
  - that the staff member would meet this requirement with no more than six (6) months retraining.

- Where you are unable to determine whether a staff member can be placed into a position at their substantive level in the new structure, a discussion may occur with the staff member concerned to determine their skill base to meet the minimum 75% skill match.

- Standard and/or modified recruitment processes may then commence to fill remaining vacancies.

  Additional detail may be provided in the Final Managing Change Paper.

- Where a greater number of staff meet the requirements for placement than the positions available, the University will call for expressions of interest in a voluntary redundancy benefit from affected staff.

- Staff not placed into the new structure at the conclusion of the above process may be directed into another position at their substantive level within the University by the Executive Director: People, Talent and Culture.

- Any staff not placed into a position at the conclusion of the placement process, will be declared to be occupying positions which are redundant and shall be offered a voluntary redundancy, or redeployment.

**Voluntary Redundancy (VR)**

- Where a staff member’s substantive position has been disestablished through the change process and they are unable to be placed into the new structure, they would be eligible to apply for a voluntary redundancy under the provisions in their respective Agreement.

- A VR should not be offered to a staff member who has transferable skills to undertake duties of a new position at their substantive level in the new structure or in a position at their substantive level elsewhere in the university.

- Approval of a VR can only be made by the Vice Chancellor.

**Redeployment**

- Redeployment only applies to staff that hold a continuing position and whose substantive position has been disestablished as part of a managing change process.
A reasonable period of redeployment will be determined by the Executive Director: People, Talent and Culture. This is usually up to a maximum period of six (6) months.

People, Talent & Culture support will be provided for staff who occupy disestablished positions to discuss future employment opportunities.

The Senior People, Talent & Culture Consultant leads the redeployment process in identifying suitable positions for a staff member to be redeployed into.

While an alternative position is being identified, the staff member usually remains in their substantive division/school/unit and will continue to be funded by their substantive area.

Staff may be placed into a position that is one (1) level lower with the agreement of the staff member. In this case, the staff member’s salary will be maintained at the previous level for two (2) years, after which it will be paid at the lower classification level but at the highest increment.

Ongoing training and support will be provided throughout the process as required.

Affected staff should be given the opportunity to access the Employee Assistance Program (EAP) to support them through the Managing Change process.

6. **FINANCIAL RATIONALE**

Detail the financial rationale and costing of the proposed change. Where the proposed change is not cost neutral, provide details on the benefits.

For example:
- The increased cost over existing establishment will be more than offset by improved quality of services to support the objectives of the Division/School/Unit;
- All costs have been allocated in the Division/School/Unit budget.

7. **WORKLOAD RATIONALE**

Detail the impact on workload (if any) as a result of the proposed change.

For example:
- It is anticipated that the proposed change will not have an adverse impact on staff workloads given the creation of new positions;
- The proposed structure aims to improve the distribution of work across the team and provide a more equitable workload;
- The proposed structure promotes more flexible workload management by eliminating the existing silo operating system;
- Promotes cross skilling of staff across work groups to promote redirection of workload and resources across the team.

8. **POSITION DESCRIPTIONS**

The Discussion Paper should include copies of all Position Descriptions (PDs) impacted by the change. The PDs provide an outline of the purpose, core responsibilities and expected outcomes of the position and the skills, experience, qualifications, knowledge and qualities required to successfully perform in the role.
The PDs must be formally evaluated by People, Talent & Culture to determine the appropriate classification levels and ensures compliance with the University’s standard procedures. The evaluation process must be undertaken before the PDs are distributed with the Discussion Paper to all affected staff for information.

Attach copies of all proposed position descriptions

9. **TIMEFRAME and IMPLEMENTATION**

Provide details of the timeframe for undertaking the change process and its implementation.

This includes details of the proposed date to:

- Distribute the Discussion Paper;
- Consult with affected staff on the proposed change;
  - Where there is to be a meeting with staff, have regard to the ten (10) working day requirement under the University’s Enterprise Agreement.
  - Where Senior Staff are involved, then a reasonable time frame to consult must be observed.
- Distribute the Final Managing Change Plan;
- Implement the proposed structure;
- Commence the Recruitment and Selection process to fill positions.

10. **CONSULTATION**

In accordance with the Managing Change Implementation Schedule, comments are sought on the proposed Managing Change Discussion Paper.

- Consultative Meeting held on ____
- Comments to ____ by close of business on ____

All comments received will be considered before the Final Managing Change Plan is distributed. Staff should be encouraged to provide feedback at the consultative meeting and/or in writing after the meeting. All feedback must be taken into consideration before progressing to the Final Managing Change Plan.
University of South Australia

Name of Unit / Division

FINAL MANAGING CHANGE PLAN

DATE ___/___/___
CONTENTS

1. Purpose
2. Background
3. Feedback
4. New Structure
5. Implementation Plan
6. Review
1. PURPOSE

The Final Managing Change Plan aims to respond to matters raised during the consultative process which followed the distribution of the Managing Change Discussion Paper.

The Final Plan also includes timeframes for the implementation of the new structure.

2. BACKGROUND

This section should include details of the following:

- A brief overview of the drivers for change. This section need only be concise as the detail should be incorporated in the Managing Change Discussion Paper;
- When the Managing Change Discussion Paper was distributed to staff and when feedback on the paper was requested by;
- When the consultative meeting was held with affected staff, where the Managing Change Discussion Paper was discussed.

Provide a summary of the proposed changes detailed in the Discussion Paper:

- New Structure (Units/Sections/Teams)
- New Positions
- Modified Positions
- Non-Recurent Funding Positions
- Disestablished Positions
- No Change to Positions

3. FEEDBACK

- Provide an overview of the feedback staff provided on the Discussion Paper.
- Include any feedback taken into account by the University in determining the Final Managing Change Plan.
- A summary of the feedback from staff and the University's clarification and response can be detailed in this section or as an appendix.

4. NEW STRUCTURE

Following consideration of feedback on the Discussion Paper, the Final Plan should include a copy of the proposed structure to be implemented.

The Final Plan must detail any changes to positions, sections and/or teams detailed in the Discussion Paper.

Provide details of the proposed affects on all staff. That includes details of those who may be automatically appointed to new or modified positions, those who occupy disestablished positions and any other proposed affect on staff.
5. **IMPLEMENTATION PLAN**

**Placement of Staff**

The placement of staff in the new structure must be undertaken in accordance with Clause 22.5 of the University's Enterprise Agreement 2014.

All staff affected by the change will be placed into the new structure in accordance with the principles outlined in the Managing Change Discussion Paper.

Detail any variation to the placement, redundancy and redeployment provisions that were detailed in the Discussion Paper.

**New Positions**

List the implementation plan to fill all new positions while providing an opportunity for all staff to apply for new positions.

For example:

- Position x will be quarantined and advertised internally amongst current staff only;
- Position y will be advertised internally across the University only;
- Position z will be advertised internally and externally to attract a wide range of candidates.

Confirm whether the position descriptions for each new position will be in line with those distributed with the Discussion Paper. Where there have been any changes, a copy of the revised position description must be attached.

**Modified Positions**

List the implementation plan to fill all modified positions. For example:

- Minor changes to the position enables the incumbent to be appointed into the modified position;
- Given there is a minimum 75% skill match, the incumbent will be placed into the modified position.

Confirm whether the position descriptions for the modified positions will be in line with those distributed with the Discussion Paper. Where there have been any changes, a copy of the revised position description must be attached.
No Change Positions

Staff that occupy positions which have had no change (excluding minor changes like position title) will continue in the same corresponding positions in the new structure.

Disestablished Positions

The date on which a position is made redundant must be specified in the Final Plan. This is usually the date the new structure becomes operative.

Staff occupying disestablished positions will be provided with the following options:

- Redeployment into other positions or placements to avert or minimise the impact of redundancy;
- Voluntary redundancy in accordance with the entitlements outlined in the respective Agreement.

Measures to Avert or Minimise Adverse Affects

If an existing continuing staff member whose position is made redundant is unsuccessful in securing a position in the new structure, they will be eligible for a Voluntary Redundancy, subject to VC approval, or the option of redeployment in accordance with the redundancy and redeployment clause within the University’s Enterprise Agreement.

Modified Selection Process

Staff members may be given the opportunity to apply for new positions through a modified selection process. The modified selection process may involve staff members submitting an expression of interest addressing the essential selection criteria of the position – whereby a curriculum vitae and cover letters will not be needed.

Timetable for Implementation

A timetable for implementing the new structure should be detailed in an attached document.

The timetable should include details of when the new positions will become operative and the date successful applicants will commence in the new roles.

6. REVIEW

A formal review and evaluation of the change process is recommended.

The review and evaluation should be undertaken once the change process has been fully implemented and given the opportunity to be fully operational. This may be 12 months after all new positions have been filled.

The review should include an assessment of the operation of the structure and impact on workload.
FACT SHEET - PREPARING AND PLANNING FOR CHANGE

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. 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.
**FACT SHEET - FACTORS FOR IMPLEMENTING CHANGE**

Cacioppe’s seven-factor model identifies the factors that need to be in place to ensure effective implementation of change.

<table>
<thead>
<tr>
<th>Pressure for change</th>
<th>+</th>
<th>Clear shared vision</th>
<th>+</th>
<th>Capacity for change</th>
<th>+</th>
<th>Actionable first steps</th>
<th>+</th>
<th>Model the way</th>
<th>+</th>
<th>Reinforce &amp; solidify change</th>
<th>+</th>
<th>Evaluate and improve</th>
<th>=</th>
<th>Successful change</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>+</td>
<td>Clear shared vision</td>
<td>+</td>
<td>Capacity for change</td>
<td>+</td>
<td>Actionable first steps</td>
<td>+</td>
<td>Model the way</td>
<td>+</td>
<td>Reinforce &amp; solidify change</td>
<td>+</td>
<td>Evaluate and improve</td>
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<td>Bottom of the in-box</td>
</tr>
<tr>
<td>Pressure for change</td>
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<td>+</td>
<td>Capacity for change</td>
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<td>Actionable first steps</td>
<td>+</td>
<td>Model the way</td>
<td>+</td>
<td>Reinforce &amp; solidify change</td>
<td>+</td>
<td>Evaluate and improve</td>
<td>=</td>
<td>A quick start that fizzles</td>
</tr>
<tr>
<td>Pressure for change</td>
<td>+</td>
<td>Clear shared vision</td>
<td>+</td>
<td>?</td>
<td>+</td>
<td>Actionable first steps</td>
<td>+</td>
<td>Model the way</td>
<td>+</td>
<td>Reinforce &amp; solidify change</td>
<td>+</td>
<td>Evaluate and improve</td>
<td>=</td>
<td>Anxiety, frustration</td>
</tr>
<tr>
<td>Pressure for change</td>
<td>+</td>
<td>Clear shared vision</td>
<td>+</td>
<td>Capacity for change</td>
<td>+</td>
<td>?</td>
<td>+</td>
<td>Model the way</td>
<td>+</td>
<td>Reinforce &amp; solidify change</td>
<td>+</td>
<td>Evaluate and improve</td>
<td>=</td>
<td>Haphazard efforts, false starts</td>
</tr>
<tr>
<td>Pressure for change</td>
<td>+</td>
<td>Clear shared vision</td>
<td>+</td>
<td>Capacity for change</td>
<td>+</td>
<td>Actionable first steps</td>
<td>+</td>
<td>?</td>
<td>+</td>
<td>Reinforce &amp; solidify change</td>
<td>+</td>
<td>Evaluate and improve</td>
<td>=</td>
<td>Cynicism and distrust</td>
</tr>
<tr>
<td>Pressure for change</td>
<td>+</td>
<td>Clear shared vision</td>
<td>+</td>
<td>Capacity for change</td>
<td>+</td>
<td>Actionable first steps</td>
<td>+</td>
<td>Model the way</td>
<td>+</td>
<td>?</td>
<td>+</td>
<td>Evaluate and improve</td>
<td>=</td>
<td>Go back to the old ways</td>
</tr>
<tr>
<td>Pressure for change</td>
<td>+</td>
<td>Clear shared vision</td>
<td>+</td>
<td>Capacity for change</td>
<td>+</td>
<td>Actionable first steps</td>
<td>+</td>
<td>Model the way</td>
<td>+</td>
<td>Reinforce &amp; solidify change</td>
<td>+</td>
<td>?</td>
<td>=</td>
<td>Sceptical and stagnate</td>
</tr>
</tbody>
</table>

*(Cacioppe, R 1998, “Getting change to stick”)*
Role of the Manager or Supervisor during change

The role of a manager 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 managers 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.

Managing performance during change

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.

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 may 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.

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4 Material under this heading provided by Davidson Trahaire.
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.

   - 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.
FACT SHEET - MANAGING PEOPLE TRANSITIONS

In *Managing Transitions*, 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 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.

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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

The University’s Employee Assistance Program (EAP) provider, can provide assistance to individual employees and can also provide coaching for managers and supervisors at various stages of the change process.

People, Talent & Culture can provide advice about available training support for managing change and outplacement services for affected staff.
FACT SHEET - MANAGING 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 organisation.

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.
### MANAGING CHANGE @ UniSA

#### Your choices before change happens during planning and design stages (Typically with negative outcomes) vs. positive outcomes

<table>
<thead>
<tr>
<th>Negative Outcomes</th>
<th>Positive Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talk badly about the proposed change with your peers or those who report to you.</td>
<td>1. Learn about the change.</td>
</tr>
<tr>
<td>2. Talk negatively about the organisation or people in the organisation.</td>
<td>2. Ask how you can help.</td>
</tr>
<tr>
<td>3. Talk one way in public, but say otherwise in private conversations.</td>
<td>3. Find out what you can do to prepare for the change.</td>
</tr>
<tr>
<td>4. Stop doing your current responsibilities or do them carelessly.</td>
<td>4. Display a positive outlook.</td>
</tr>
<tr>
<td>5. Have closed meetings with those you supervise where the change is minimised or not taken seriously.</td>
<td>5. Encourage constructive conversations with fellow employees.</td>
</tr>
<tr>
<td></td>
<td>6. Be open and honest with your feedback about the change.</td>
</tr>
<tr>
<td></td>
<td>7. Be quiet and curious (This choice is acceptable during the early phases of a change).</td>
</tr>
</tbody>
</table>

#### Your choices during the implementation of change (Typically with negative outcomes) vs. positive outcomes

<table>
<thead>
<tr>
<th>Negative Outcomes</th>
<th>Positive Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Block progress or sabotage the change process.</td>
<td>1. Ask questions about the future.</td>
</tr>
<tr>
<td>2. Talk negatively about the change in private conversation.</td>
<td>2. Ask how the change will impact day-to-day operations.</td>
</tr>
<tr>
<td>3. Ignore the change - pretend that it is not happening (denial).</td>
<td>3. Provide input to the solution.</td>
</tr>
<tr>
<td>4. Prevent others from participating in the design of the solution or implementation of the design.</td>
<td>4. Find out what new skills and abilities you will need to perform when the change is in place.</td>
</tr>
<tr>
<td></td>
<td>5. Assess your own strengths and weaknesses.</td>
</tr>
<tr>
<td></td>
<td>6. Identify training that will be available to fill skill gaps.</td>
</tr>
<tr>
<td></td>
<td>7. Take advantage of the change to develop new skills and grow professionally.</td>
</tr>
</tbody>
</table>

#### Your choices after the change is in place (Typically with negative outcomes) vs. positive outcomes

<table>
<thead>
<tr>
<th>Negative Outcomes</th>
<th>Positive Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Avoid using the new work processes or tools whenever possible.</td>
<td>1. Reinforce the change with peers and those who report to you.</td>
</tr>
<tr>
<td>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.</td>
<td>2. Help the business achieve the objectives of the change (be results-oriented).</td>
</tr>
<tr>
<td>3. Talk negatively about the organisation with clients.</td>
<td>3. Avoid reverting back to old processes or ways of doing work when problems arise with the new processes and systems.</td>
</tr>
<tr>
<td>4. Revert to the old way of doing work when problems or issues arise with the change.</td>
<td>4. Help solve problems that arise with new work processes and tools.</td>
</tr>
<tr>
<td>5. Take advantage of problems during implementation to argue why the change will never work.</td>
<td></td>
</tr>
</tbody>
</table>

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?
MANAGING CHANGE @ UniSA

FACT SHEET - JOB DESIGN AND EVALUATION

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.

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:

<table>
<thead>
<tr>
<th>Benefits for UniSA</th>
<th>Benefits for Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Highly skilled workforce</td>
<td>• Increased job satisfaction</td>
</tr>
<tr>
<td>• Flexible and responsive workforce</td>
<td>• Increased skills and training</td>
</tr>
<tr>
<td>• Increased productivity and efficiency</td>
<td>• More opportunity to participate in decision making and planning</td>
</tr>
<tr>
<td>• Improved quality</td>
<td>• A safer workplace</td>
</tr>
<tr>
<td>• Organisational effectiveness</td>
<td>• More career opportunities</td>
</tr>
<tr>
<td>• Increased customer service standards</td>
<td>• Improved quality of working life</td>
</tr>
<tr>
<td>• A reduction in OH&amp;S problems</td>
<td>• Clear understanding of performance expectations</td>
</tr>
<tr>
<td>• Elimination of unnecessary levels of supervision, checking and control</td>
<td>• Improved efficiency by reducing costs associated with waste, delays and accidents</td>
</tr>
<tr>
<td>• Lower employee turnover</td>
<td>• Reduced absenteeism</td>
</tr>
<tr>
<td>• Reduced absenteeism</td>
<td>• High morale</td>
</tr>
</tbody>
</table>
MANAGING CHANGE @ UniSA

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 and Position Description Writing Guidelines.

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.

Please visit the HR website for further information on: Evaluating positions as a result of Managing Change

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

Position Remains the Same – Where the principal purpose and responsibilities, skills and experience remain unchanged so too does the position (including reporting relationship and staffing numbers), 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 following systems are used to evaluate positions:

- Cullen Egan Dell job evaluation system – Points system designed by CED
- Professional Staff Position Descriptors (DWM Descriptors) – as set out in the University’s industrial instruments relevant to professional 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).

Please visit the HR website for further information on: Evaluating positions as a result of Managing Change

**Academic Staff:**

Classification of the academic positions is determined by the University's academic position classification standards as contained in the applicable industrial instruments.

It is important to cross-reference the selection criteria of the position description, particularly with regards to qualification and academic standing, to the University's position classification standards as contained in the applicable Industrial Instrument to ensure that consistency is ensured and maintained.
FACT SHEET – PLACEMENT OF CONTINUING STAFF

In accordance with the University of South Australia Enterprise Agreement 2014, the following steps shall apply during a Managing Change process.

Placement of Continuing Staff:

- Continuing staff occupying a modified position will transition to the new duties in the modified position on a date identified in the Managing Change Implementation Plan.
- Positions in the new structure will be filled in the first instance by existing continuing staff, where they shall be placed in either new or vacant modified continuing positions in the new structure at the same classification level, where a suitable skills match is determined:
  i. there is a minimum 75% match between the skill base required for a new position and the skill base of a staff member; OR
  ii. that the staff member would meet this requirement with no more than six (6) months retraining.
- Where placement is not possible in the new structure, existing continuing staff will be placed into any other vacant continuing position in the University at the same classification level where a suitable skills match is determined.
- Where placement is not possible in the new structure, continuing staff may be placed into a position that is one (1) level lower with the agreement of the staff member. In this case, the staff member’s salary will be maintained at the previous level for two (2) years, after which it will be paid at the lower classification level but at the highest increment.
- Where a greater number of staff meet the requirements for placement in the structure than there are positions available, the University will call for expressions of interest in a voluntary redundancy benefit from affected staff. Approval of a voluntary redundancy will be at the discretion of the University.
- If after the completion of this process, there still remains a greater number of staff than positions available, a simplified merit selection process shall be conducted between the staff concerned.
- The placement of staff into the new structure will be as determined by the manager, with advice of the Executive Director: People, Talent and Culture or delegate.

Recruitment and Selection:

- Where there are more continuing staff at a particular classification level than positions available, expressions of interest will be sought from this group of staff only (quarantined selection process) and selection will be based on merit assessed against the essential criteria in the position description.
- Where there are insufficient continuing staff available to fill positions at their substantive level or lower classification levels with salary maintenance, these positions will be declared as vacant. Recruitment and selection processes may commence to fill these vacant positions.
- Where new positions are created at a higher classification level and there are no existing staff at the classification level of the position, such vacancies will be advertised and filled through a merit selection process undertaken in accordance with the standard recruitment and selection process.
- Within the recruitment and selection process, where equal merit occurs between an external and internal applicant, preference will be given to the internal applicant.
- Fixed term or long term casual staff members who are employed at the time a position is advertised internally will be eligible to apply for the position.
- All reassignment of staff to positions at their substantive classification will be undertaken in a supportive manner that takes into account the skill match between the individual and the position and a commitment to providing adequate training and development.
- Achieving satisfactory staffing positions will be undertaken in a manner consistent with consultation, fairness, equity, communication and transparency of process.
Redundancy and Redeployment:

- Where a continuing staff member is not placed into a position at the conclusion of the placement process, they will be offered a Voluntary Redundancy (Clause 53) or the option of Redeployment (Clause 54).
- A reasonable period of redeployment for a staff member will be determined by the Executive Director: People, Talent and Culture or delegate up to a maximum period of six (6) months.
- During redeployment, the staff member will be placed into a suitable position that is compatible with their substantive salary level and their existing skills, or skills they can develop within their redeployment period.
- Redeployed staff will be provided with additional support by People, Talent & Culture staff and provided with opportunities for training and support.
- Staff are expected to participate fully in the redeployment process by maintaining a proactive search for positions, by attending interviews and by participating in appropriate training.
- A staff member shall not refuse to accept redeployment to a suitable continuing position.
- A staff member may submit an application for voluntary redundancy and have it considered at any stage during redeployment. Approval will be at the discretion of the University and only the Vice Chancellor can approve a voluntary redundancy.
- If, at the conclusion of the redeployment period, a staff member has not been appointed to a suitable continuing position, the staff member’s employment will be terminated with the appropriate redundancy benefits.
- If a staff member has not been appointed to a suitable continuing position at the conclusion of their redeployment period, or the University determines that there is no position into which the staff member can be redeployed the staff member will be offered a voluntary redundancy.
- If the staff member rejects the offer of a voluntary redundancy benefit, they will be given notice that they will be made compulsorily redundant according to the compulsory redundancy benefits (Clause 68 or 82).
- A staff member who has separated from the University with a redundancy benefit is not eligible to be re-employed by the University without approval of the Executive Director: People, Talent and Culture or delegate, for three (3) years from the date of their separation.

More Information

People, Talent & Culture staff can provide further information and support on the Implementation of a Managing Change process.

Staff are encouraged to access the Employee Assistance Program (EAP) to support them through the Managing Change process.

References

University of South Australia Enterprise Agreement 2014
Managing Change @ UniSA – Resource Kit
Recruitment & Selection Policy
Managing Change – Placement of Continuing Staff

Implementation Flowchart

**Stage 1**

- **Impacted Staff**
  - Continuing staff members whose substantive position has been disestablished

- **Placement into new or modified continuing positions at the same classification level in the new structure**
  - **Not placed**
  - **Placed**

  - **Where a greater number of staff meet the requirements for placement, the University will call for expressions of interest in Voluntary Redundancy. If there still remains a greater number of staff than positions available, a simplified merit selection process shall be conducted.**

**Stage 2**

- **Placement into any vacant continuing positions at the same classification level within the University**
  - **Not placed**
  - **Placed**

  - **No further action**

**Stage 3**

- **Agreed placement into position at 1 classification level lower**
  - or

- **Elect redeployment (period of up to a maximum of 6 months # as determined by Executive Director: PTC)**
  - or

- **Voluntary redundancy applications can be made Approval at the discretion of the University**

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**Legend**

- Placement where there is a 75% skill match between the skill base of the new position and the staff member or where the staff member would meet this requirement with 6 months retraining
- 100% skill match; by agreement; and salary maintained for 2 years
- Excludes Security, Ground and Document Services staff

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Placement of Continuing Staff in accordance with clause 22.5 of the University of South Australia Enterprise Agreement 2014


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.

Updated 21 August 2017