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Big Rain Coming:

The Roles of Key Change Agents, Business Analysts and Business Readiness Consultants in Implementing Major Change

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Swinburne
▶ think forward

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- Background
- Key concepts of the presentation
- Key findings
- Conclusion from SUT Case Study

“**Big Rain Coming**” is a story from the remote Aboriginal community of Minyerri where the leaders used a variety of change strategies in preparing its community for the arrival of a major storm. The book “**Big Rain Coming**” by Katrina Germein describes the implementation of these change strategies so that Rosie’s Kids, the panting dogs, the Fat Green Frogs, and Old Stephen can keep cool as storm clouds are approaching on the horizon.

HOW?

- Engaging **Key Change Agents**
- Involving **Business Analysts** in the business with hypercare activities
- Establishing **Business Readiness Consultants Team**



Challenges, Adoption, Innovation

Challenges:

The Victorian Government's funding cuts to TAFE. The overall **cost impact** of the Government's budget decision for Swinburne, as a dual sector higher education provider, is in the order of \$35 million in 2013.

Adoption:

The need for change.

Innovation:

ISM and Student One.

Transforming Swinburne Project was established to develop and implement a streamlined model for the delivery of student services and other administrative functions of the university. Consultations, individual meetings and workshops were conducted to seek ways to improve performance.

Effective from 1 January 2014

1. Implementation of a new **three faculty model**

From 1 January 2014, Swinburne moves to a **three faculty** organisational model comprising:

- o Faculty of Science, Engineering and Technology
- o Faculty of Health, Arts and Design
- o Faculty of Business and Enterprise

2. Implementation of the **Integrated Services Model**

- o Research Support
- o Higher Education Support
- o Finance, Planning and Performance
- o Student Administration
- o Communications, Engagement, Web and International & Future Students (CEWI)

The following roles were created to support the implementation of the two major changes (ISM and Student One) at Swinburne:

Adaptation to the book “ Big Rain Coming”

Key Change Agents

Old Stephen

- Change Managers (for ISM)
- Business Solution Leaders (for Student One)

Business Readiness Consultants Team – (communication with one voice)

The Fat Green Frogs

Business Analysts - (hypercare activities)

Rosie's kids

Key Change Agents:
What would make ISM work?

1. **Business continuity** – nothing changes until it changes
2. Direct reporting to the relevant **service area function**
3. Clarity on **responsibility and authority to make decisions**
4. Clear lines of **accountability**
5. Agree on **service standards** e.g. **metrics and performance measures**

Communication, Consultation, Clarity = service culture

Business Readiness Consultants Team:
What would it take to get the business ready for the change?

Change Scenarios

- Structural change
- Cultural change
- IT-based process change

Responses

- Those who let it happen
- Those who make it happen
- Those who wonder what happened

Business Analysts: Implementing Change

Reactive:

- focusing on unachieved KPIs,
- bureaucratic approach,
- long turn-around time in investigating issues

Proactive:

- engaging business and process owners,
- determination in making improvement,
- putting sustainability measures in place

The Changes

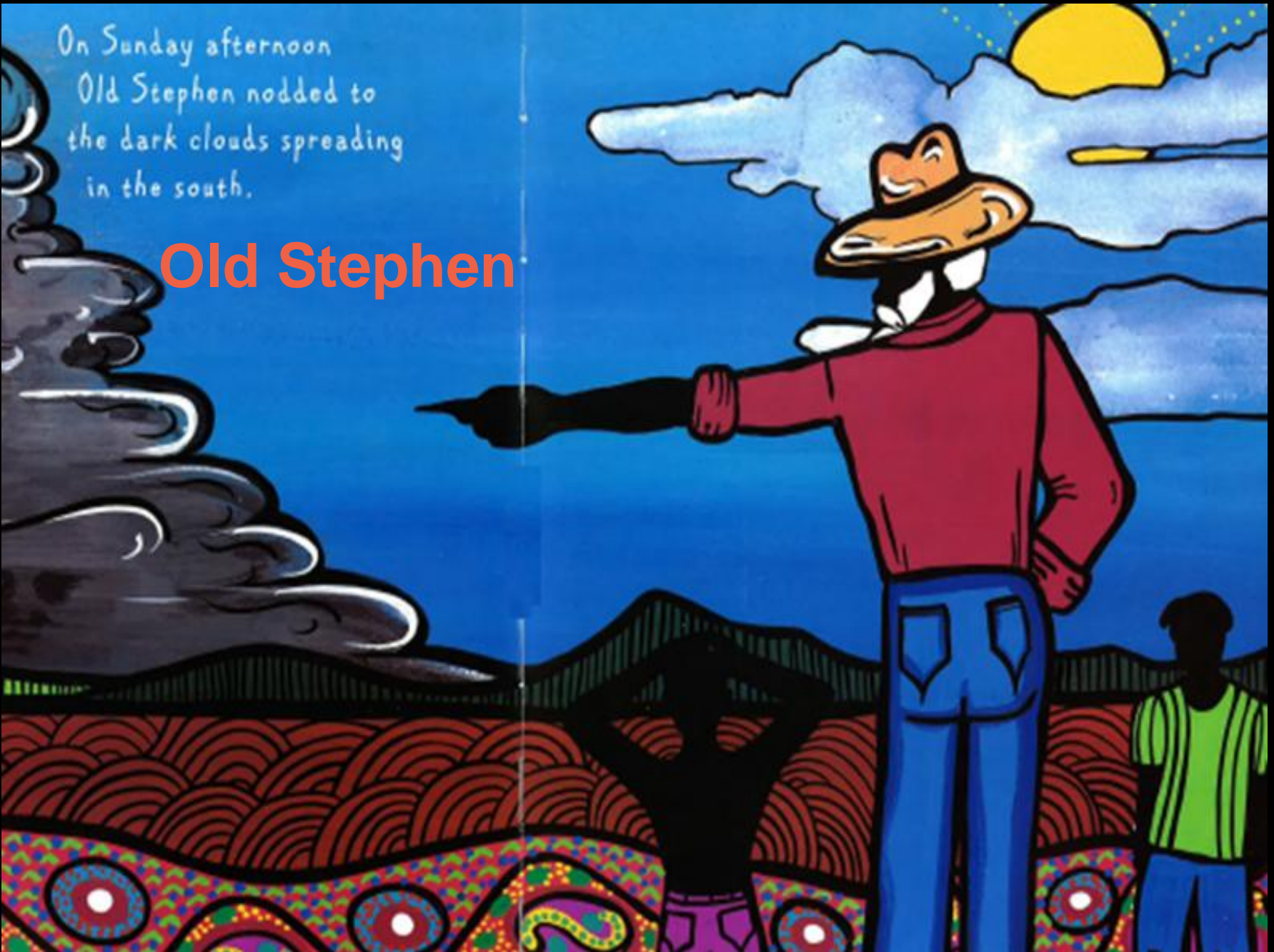
- Student One replaced Swinburne's 20 year old system, ASCOL, as well as many related systems, and provides improved online services and functions. The new system is an essential element for improving how we manage our **student information**, from enrolments through to results and graduations, and will allow Swinburne to streamline processes and adopt standard, best-practice approaches across the organisation
- Key elements of Student One

<ul style="list-style-type: none">• Class Menu• Application Menu• Results Menu	<ul style="list-style-type: none">• Student Menu• Study Plan Menu
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- **Student One**, Swinburne's new student management system was successfully launched on Monday 5 May 2014, consolidating the system with a new student web page and Student One Lite.

On Sunday afternoon
Old Stephen nodded to
the dark clouds spreading
in the south.

Old Stephen



Roles of Key Change Agents

Recognising the importance of having **professionals**, who have a holistic view of the organisation, **involved** in the process. These are the **Business Solution Leaders** and **Change Managers** who were also supported by senior managers.

The Fat Green Frogs



Roles of Business Readiness Consultants Team

Recognising the importance of a **two-way communication strategy** to provide a view of what success looks like and receive feedback how individuals will transition as a result of the change. Identify what are the problems that if solved will bring most of the benefits.

Rosie's Kids

The children swam in the billabong after school.

The water was warm and still.



Roles of Business Analysts

Recognising that there are two major changes happening at the same time in business and how this will impact on the ability to adapt to the change. Recognising the importance of bringing sustainability to the process, and of carrying the spirit of the strategies for continuous process improvement. Immersion in the business through **hypercare** activities and **support system services**.

Key Findings: Do the roles work? 77% responded to the survey

Source of feedback	Percentage
Feedback from Academics (for ISM)	10%
Feedback from Professional Staff (for ISM)	27%
Feedback from Professional Staff (for S1)	33%
Feedback from Students (for ISM)	7%
Grand Total	77%

Key Change Agents – What Worked Well

Key Change Agents – What Worked Well
Feedback from Academics (for ISM)
Now there is one point of contact, the administrative support is excellent and this has been a smooth transition.
Feedback from Professional Staff (for ISM)
CMs are able to clarify issues regarding guidelines and procedures after six months.
Feedback from Professional Staff (for S1)
It's good having someone to ask to get a quick answer.
Staff are able to settle down to their roles prior to Go-Live.
Stakeholders' participation in the User Acceptance Tests
Feedback from Students (for ISM)
Examination process has been streamlined and the Examination Officer (Robyn Watson) is really helpful. She even offered to follow up with the faculty.
Re-enrolment is now hassle-free. Research students receive re-enrolment pack via post.

Key Change Agents – What Hasn't Worked Well

Key Change Agents - What Hasn't Worked Well
Feedback from Academics (for ISM)
I worked in industry here and overseas for many years and this is the first time encountering this model.
Feedback from Professional Staff (for ISM)
CMS cannot address issues with disgruntled academics.
CMs cannot identify who should be responding to students during transition.
CMs do not have clear outline about responsibilities and procedures (for Finance ISM)
CMs have not communicated expected dates for stepped changes, provide evidence of documented new procedures, notice of mass physical movement of staff office locations.
Confusion is still in place.
Lower HEW levels do not understand who the KCAs are.
Lower HEW levels feel that CMs do not explain the scope of their roles.
Feedback from Professional Staff (for S1)
Backlog of work to be done in a short time due to things to process, the nature of the student progress urgency and the fact that procedures are not ready.
BSLs need to finalised work instruction soon after Go-Live to reduce confusions.
Flow of communication between the Business Solution Leaders and their teams. Previously identified issues and how to resolve them were not communicated down; had to find out directly from the Project by lodging Remedy or call the Student System Support. Found out later that the issue has been discussed with the BSL.
Known issue is only known by a few people and this has not been communicated across the board.
Lack of communication within staff.
Unclear communication as where to go when HDR Liaison Officers are on leave, and students need approval from the faculty-based Associate Deans of Research.
Feedback from Students (for ISM)
Changes in requirements force students to action minor things that previously automated. After making a new student card, we have to register/linked our new card to laboratories and office. Sometimes as a student I don't know whom to ask at the beginning.
Not coping well with changing of faculties due to changes to procedures in progress review.

Key Change Agents – How Can It Be Improved?

Key Change Agents - How Can It Be Improved
Feedback from Academics (for ISM)
Do not create more admin and follow up work for academics. Improve by having a client charter to ensure all things are done within a certain time line. Things take too long now. It is a faceless workplace these days with no personal touch. Gone are the days when I could just drop of a document at, say, faculty-based research office and the manager would follow-up on items.
Feedback from Professional Staff (for ISM)
Structured meeting with team to discuss concerns prior to implementation, and discuss issues and expectations after implementation.
Feedback from Professional Staff (for S1)
Clearer communication to discuss known issues and how to resolve them, or to agree on work around process.

Business Readiness Consultants Team

– What Worked Well

BRC Team - What Worked Well
Feedback from Academics (for ISM)
Have not been involved in administrative changes, however appreciated being communicated about this and trainings in Student One Lite is beneficial.
Feedback from Professional Staff (for ISM)
BRs are able to identify issue and communicate resolutions and system is now fully implemented after six months.
Feedback from Professional Staff (for S1)
BRs are friendly and worked in partnership with the business.
Business readiness workshops were held with all major process area stakeholders in the month prior to go-live. This reduces resistance and encourages collaboration.
Early training sessions identified the requirements for the specialized training workshops. Feedback after each day was reviewed and incorporated into the training material and online help manuals
Identification of Business Solution Leaders for the hypercare period
Involved in discussions with BRs and business helps understanding the problems business are having.
Tight relationship between the Project and the Business.
Feedback from Students (for ISM)
Communication has been appreciated, it's important to keep students informed.

BRC Team – What Hasn't Worked Well

BRC Team - What Hasn't Worked Well
Feedback from Academics (for ISM)
I find things are a big mess. It used to have a personal touch and previously, you would know who to go to for any particular thing, but these days it is faceless correspondence with people we have never heard off nor know. Seems the intent is to save space and resources but things are run quite inefficiently. For example, some processes that used to take 2 days to clear now take 2 weeks.
The vision of ONE SWINBURNE being communicated during the transition is not implemented fully.
Feedback from Professional Staff (for ISM)
BRs have not addressed the feeling that there <u>were</u> too much change at once.
ISM was implemented prematurely without clear protocols in place.
Lack of communication of the reason for detailed changes.
Lower HEW Levels feel being excluded from the communication.
Lower HEW Levels feel their feedback is not implemented.
The idea that Transforming Swinburne was an opportunity for mobility (including upward mobility) was not a reality.
Feedback from Professional Staff (for S1)
Despite discussions, business sometimes still cannot differentiate a system issue with a business issue.
More structured trainings are needed, to understand other processing areas to be able to effectively responding to Remedy.
There were a "gap" in time where people do not seem to have responsibility.
Too many changes have created major stressed in people. Some people are taking it badly and decided to lodge extended leave.
What motivates one person may not necessarily motivate/interest another. Constant communication is the key. Gaps in process areas need to be better identified so that they can be filtered through to the various teams to work out a strategy in order to support the business in the best possible way (e.g.. one-on-one time with the trainer, additional practice sessions, Q&As etc)
Feedback from Students (for ISM)
In my opinion, as a research student, ISM Change Management within Swinburne doesn't impact significantly during my study.

BRC Team - How Can It Be Improved?

BRC Team - How Can It Be Improved?
Feedback from Professional Staff (for ISM)
More involvement of groups whose tasks were going to be undertaken by different groups.
Feedback from Professional Staff (for S1)
Collecting knowledge from staff members to feed back into the system thus improving the learning strategy at Swinburne.
Facilitating the discovery of new requirements and on-going support in an open environment with different stakeholders across the University

Business Analysts – What Worked Well

Business Analysts - What Worked Well
Feedback from Professional Staff (for S1)
BAs have been patient and thorough during the hypercare activities.
Follow-up hypercare activities after the training, with further development of Quick References.
It's good that hypercare activities are implemented, other places haven't even bothered.
Problems solved quickly post Go-Live.
There was a time when the BA came every day to do the hypercare activities. This has been crucial for the transition to the new SMS since she will have a meeting with the processing team, taken down some issues, and follow up.

Business Analysts– What Hasn't Worked Well

Business Analysts - What Hasn't Worked Well

Feedback from Professional Staff (for S1)

Business rules around the SMS seems to be non-negotiable, for example, we can't delete a Leave of Absence record when the student decided not to take it.

Non-negotiable fixed rules regarding Study Abroad (which is only given 30 credit points instead of 50) has not been made flexible enough.

Not sure why BAs have to train the business, which is not in the scope of the role.

There is a tendency for BAs to do tasks for the business after observing lack of skills and confidence in using the system.

Business Analysts – How Can It Be Improved?

Business Analysts - How Can It Be Improved?

Feedback from Professional Staff (for S1)

Commitment to on-going user support via phone, online support system and in person as required.



Conclusion

It was clear that in coping with a major change, whether it is in change of weather or organisational change, the roles played by Old Stephen, the Fat Green Frogs and Rosie's kids are the roles played by Key Change Agents, Business Readiness Consultants and Business Analysts for Swinburne University of Technology.

The implementation of the Integrated Service Model, and at the same time, the new Student Management System, have indeed changed the landscape of SUT's operation and management, the same way as how the deluge where the Minyerri community is located changes the environment around Katherine, NT.

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