



**Concurrent Session C**  
**Monday 31 August**  
**1.30pm – 2.20pm**

**Session 5**

**Restructuring: The Gap between Training and Support, and Reality for Managers**

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The University of Auckland has been through a significant restructuring of its Faculty Administrative staff. The consultation process started in early 2013 with final implementation taking place in October 2014. The University invested a significant amount of resource into training and supporting senior professional staff managers who were at the coal-face of talking to the staff whose jobs were most affected. Included in the literature were two models which focussed on change as a process and how individuals navigate change: the ADKAR Model, and the Change Curve “Reactions to Change and Phases of Transition”. In addition senior line managers were supported with Resilience training. Despite this, in reality many managers still struggled through the process. While in theory managers in all likelihood understood most, if not all, elements of the change process, there were exacerbating factors which made this restructuring extremely complex. Examples include how long the restructuring took, the complex nature of the tertiary environment, the contentious proposals inherent in the change including the shift of reporting lines for professional staff away from academic staff, the divergent perspectives across the University ranging from articulated resistance to support, and having individual managers, leading the change, bringing different levels of experience and being at different stages of the integration into the organisation and their roles.

This gap between manager expectations gained through training and support and the reality experienced during the restructuring has lead me to reflect whether managers had sufficient understanding of such a complex environment and their own ability to cope through a myriad of situations. Unpacking some of the issues and showing the cumulative emotional effect on individuals, might more ably prepare managers, and professional development staff, to better understand restructuring in a tertiary environment and enable them to lead through the process with higher self-efficacy.