- Context of Change at Melbourne University
  - Responsible Division Management (RDM)
- Our Case Study – Shared Business Centre
- The Smoking Gun – post-implementation assessment using Waterman et al's (1980) McKinsey 7-S Framework
  - Shared Values
  - Strategy – Structure –Systems
  - Staff – Skills – Style
- Learnings – managing risks, reinforcing outcomes

Context – Change Journey

2005   Growing Esteem released

2006   Curriculum Commission

2007   Strategic and Business Planning cycle commenced (faculty business plans due 14 Feb)

2008   Melbourne Model - first students commenced in new generation undergraduate degrees and some new graduate programs

2008   Melbourne Student Service Model (MSSM) and Student Centres implemented

2008/9 Graduate Schools established

2009/10 Business process improvements and administrative reforms (RDM)

New collective (enterprise) agreement

Significant changes to university legislation & statutes, including changes to faculty governance structures

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- Model for administrative service delivery developed
  - Chancellery (strategic, corporate functions and practice leader)
  - Local (most services)
  - Common (done on behalf of all for economies of scale)
- Some services and funding transferred to local services (eg HR, finance); some consolidation within and between faculties
- Authorities and delegations lowered to shorten decision making time
- University standards for operations and service delivery agreed
- Future budgets reflect funding transfers and cost savings
- Faculties determine how services are delivered within budget

(Baréet al 2010)

2 Faculties: 1 Business Centre

Differences: size, structure, culture and expectations

Challenges: multi-campus 4+2; similar activities but done differently; element of competition; complex business activities and models

Opportunities: Share resources for improved effectiveness and efficiency; share best practice; professional and career development for staff

RDM & Business Centre implemented 1 Jan 2010
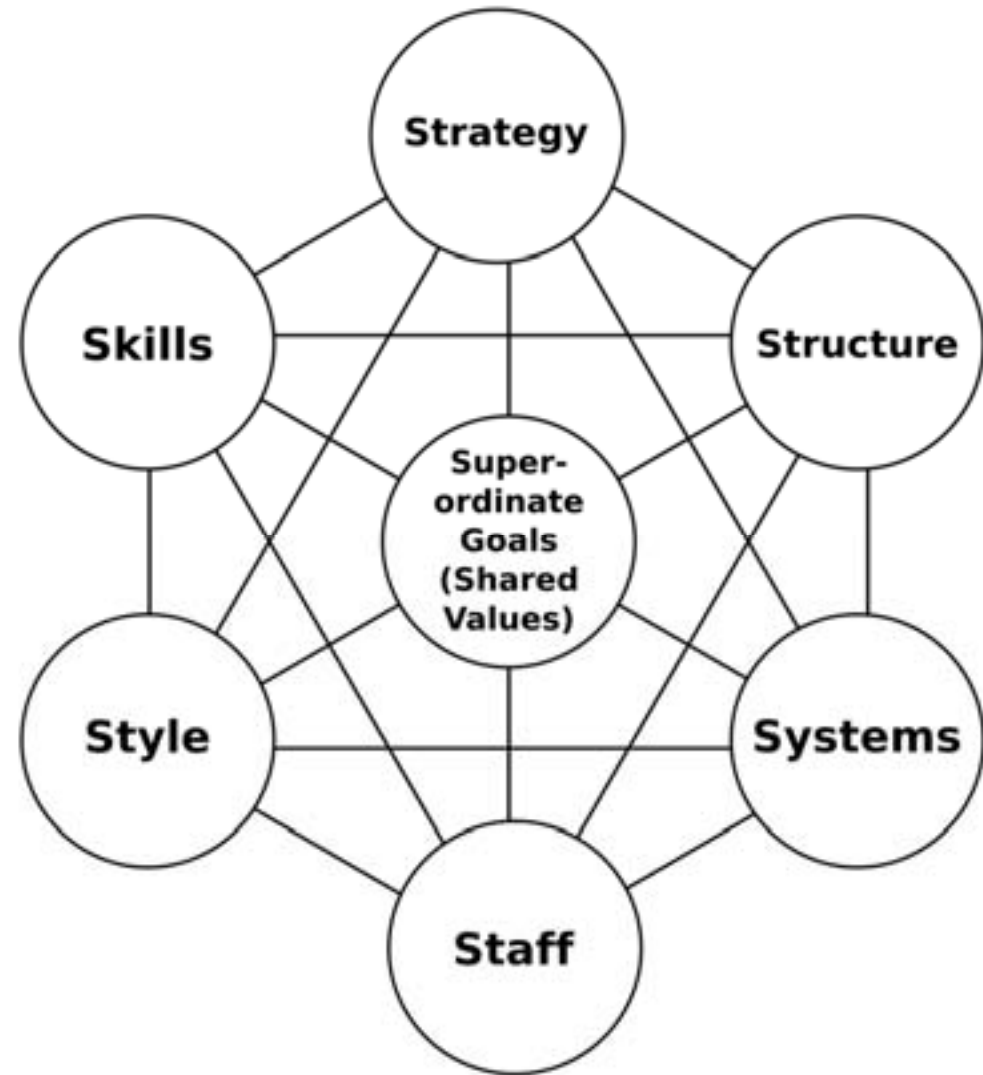
McKinsey 7-S Framework

"Hard" Skills
- Strategy
- Structure
- Systems

Shared Values

"Soft" Skills
- Staff
- Skills
- Style

Strategy

Skills

Structure

Super-ordinate Goals (Shared Values)

Style

Systems

Staff

R. Waterman, T. Peters, & J. Phillips, 1980. "Structure is not Organization" in *Business Horizons*, June 1980.

Strategy – 100m Sprint

Reducing administrative costs in a fiscally constrained higher education environment: A strategic approach to reducing costs while preserving or enhancing productivity

Baré, James, Marshman and Beard, Sept 2010

Off and Running:

- In agreement on structure, roles, skills and attributes

Hurdles

Faculty structure impacted and significant change occurring concurrently at faculty level

Central admin services provided to faculties

Workforce planning – timeline, EBA

Communication

- Reporting

- Workload Management

- Role Clarity between centre, faculty, within faculty

- Balancing local needs and efficient delivery

Ongoing (never-ending?) work

- Compare processes in both faculties – eg. How to purchase goods?

- Develop and redevelop service catalogues

- New procedures for faculties, especially in HR

- New policies and EBA impact on services

- Flow on effect of systems – eg. extra filing space

- IT system limitations
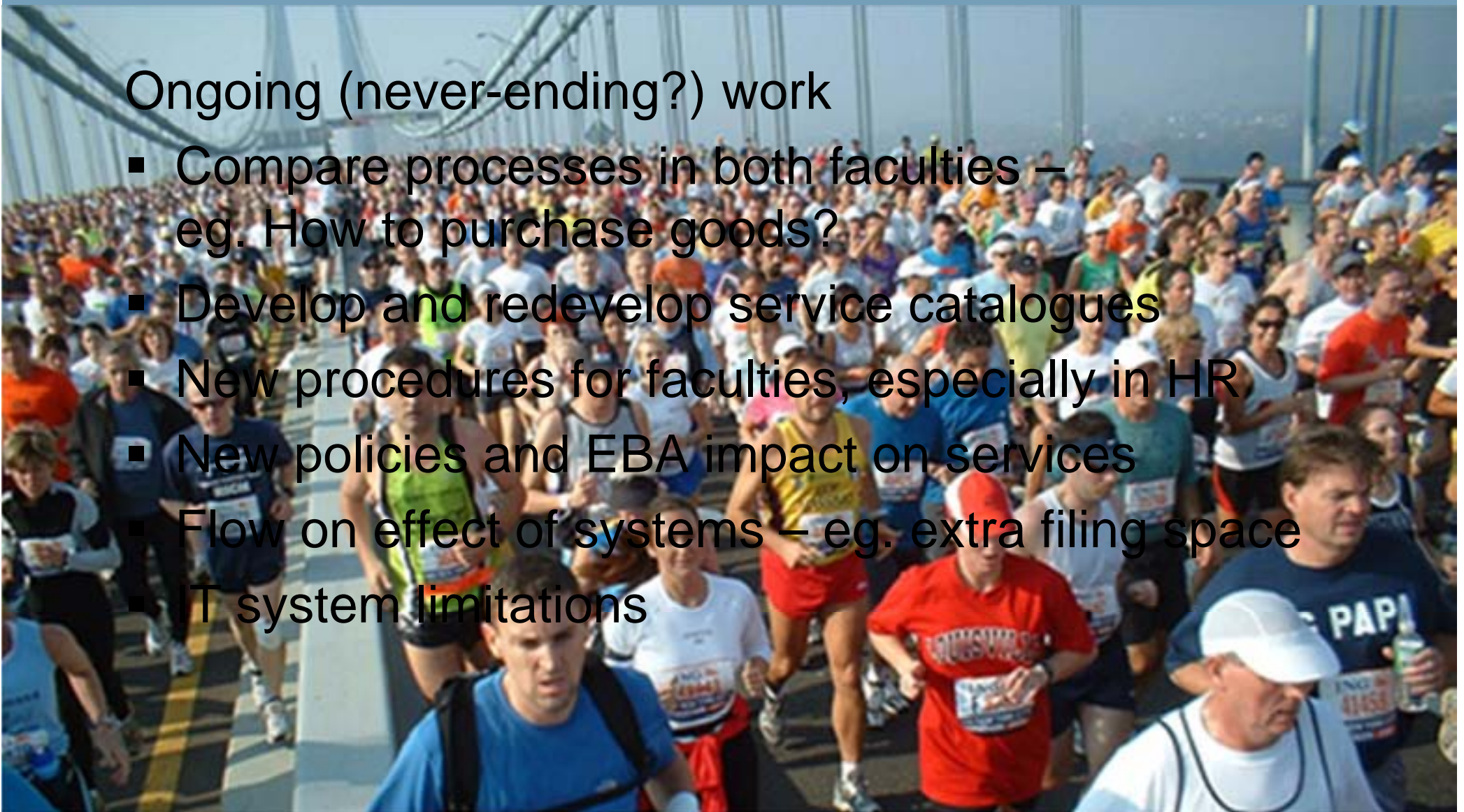
"Set of values and aspirations, often unwritten, that goes beyond the conventional formal statement of corporate objectives"

- Formalized through SLA
- Still need goodwill andopen conversations
- Functional Leadership – Practice Leaders

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- Different focus in what business services faculties expected and can now provide – change in skills has its repercussions

Pre RDM - Increasing responsibility and accountability of faculties/graduate schools from 2006 onwards: robust and transparent strategic and business planning expected. First business plan due Feb 2007.

- Increased internal professional capability, capacity and skills required especially financial management; business and data analysis; complex modelling; business development; partnership management; management of large & complex research projects; workforce planning; curriculum development; student services and marketing.

Style –Synchronized Swimming

- Culture as shared sets of values and behaviours
- Differences in culture are most apparent during mergers & acquisitions
- One University but different sub-cultures: different ways of interacting with academics (levels of trust, expectations of self-sufficiency and service, etc.)
- Not "one size fits all"
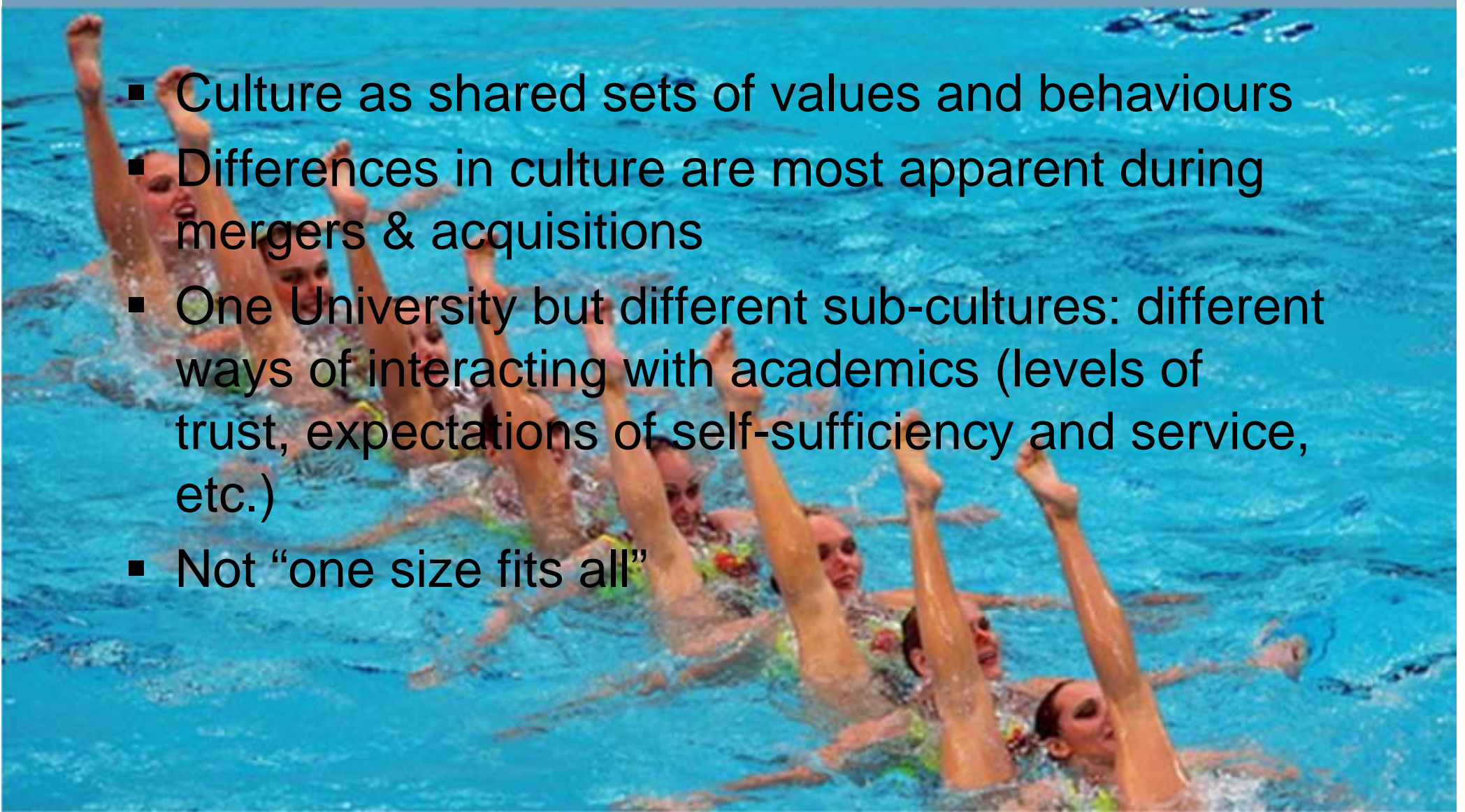
- The individual's attitude, motivation, behaviour
- Staff in business centre and in faculties experiencing change
- Change fatigue – staff resilience
- Extensive training program for HR staff in faculties
- Complication of ERP – loss of corporate knowledge with large staff turnover
- Who are staff working for? One faculty, both faculties?

The Closing Ceremony – Learnings

- "Business as usual continues": managing the academic administration – staff and students

- Greater accountability: "the buck stops here"

- A short-time frame gets things done; but adds pressure

- There's no such thing as too much communication

- Post-implementation support and understanding from all, as staff are learning new skills

- The right staff are worth the wait (despite the inconvenience)

Thank You

Questions?

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