True Grit
Meeting goals and strengthening relationships amidst institutional change

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Change

Scary creature that threatens to cause a horrific upheaval of how we do things. Its threatening nature can be subdued with an effective change management program.

Institutional – Governmental – Structural – Leadership – Priorities
What is your role?

What is your experience with change?
A SIMPLE GUIDE TO CHANGE MANAGEMENT

Organizations must continually adapt due to shifting market conditions, customer demands, technologies, input costs, shareholder expectations and competition.

They must adapt to these shifts in the environment or risk becoming irrelevant, uncompetitive or eaten up.

The challenge for organizations is to help their people move from alarm to action without falling into despair or cynicism.

Four typical responses to change are the critic who vocally opposes the change, the victim who panics, the bystander who avoids getting involved and the change navigator who is resilient and able to adapt to the new circumstances.

http://www.changeactivation.com
Change Management in Higher Education

- Deloitte: Universities are under significant pressure to change
- “Challenges such as …the implementation of modern learning environments, developing inquiry or project-based learning… require schools to make significant changes to behaviours and norms that have endured for decades if not centuries.” (Osborne, Inviting innovation: Leading meaningful change in schools, 2014)
- Students as “consumers”
- Change is vital to staying relevant
Types of Change
from Inviting innovation: Leading meaningful change in schools

- Two broad categories, based on the impact they have on people:
  - **Technical** - problems that can be pretty clearly defined and can be addressed with known solutions or ones that can be developed by a few technical experts. These fixes can usually be implemented using the organization’s current structures and procedures. No big impact on people here.
  - **Adaptive** - these forces require significant (and often painful) shifts in people’s habits, status, role, identity, way of thinking, etc.

- Different support structures are required for each.
- “People will resist change, and that resistance will be articulated as ‘why?’” (Conner, 1993)
- *If I am not convinced at a deep level about why change is necessary, then I will not develop the willingness essential to supporting a new direction.*
Case Studies

Photo from University of Helsinki
Case Study: University of Helsinki

“Doing more with less”

– Major financial changes and budget cuts by Finnish government
  → reduction of staff → tuition fees for non-EU/ETA students
– Administration organized as University Services
  – Services for students, teachers and degree programs
  – Providing services in a user-oriented and resource-efficient manner
  – Ensuring sufficient on-site services for the units
  – Cooperative development of processes and services
  – One way to do things, not 11 ways
  – Service Desks for emails and phone calls
– Education reform
  → New bachelor and master programs
Case Study: University of Helsinki

“Embedded internationalization”

International Exchange Services (18 person team) is responsible for mobility at the University:

- Student, teacher and staff
- All exchange programmes
- From applications to admissions and orientation
- Speciality: national mobility
- “Working at the faculty → Working for the faculty”
Case Study: University of Helsinki

“Together for a better university”

– How to work in a matrix model?
– What the user-oriented way of services mean?
– Process efficiency and overall service quality can be increased considerably just by mainstreaming.
– Implementation of changes have improved.
– Digitalisation – focus on user processes and organizational functions and less on systems
– Multiprofessional teams – together we are stronger.
– First year just managing, second year developing, third year new reforms.
– Individual “Responsible mindset” instead of “victim attitude”.
Case Study: University of Sydney

Strategic Plan 2016 - 2020

- Centralise student administration
- Revamp undergraduate curriculum
- Mobility target
- Improve the student experience

Academic rigour
Gain a deep understanding of your chosen disciplines of study and learn from those who are leaders in their fields.

Global perspectives
Set yourself up to go anywhere in the world by gaining the skills and understanding to work effectively across cultural boundaries. Go on exchange, study a language, or undertake projects in distinctive cultural settings here and overseas.

Cross-disciplinary learning
Study across or work with other disciplines to build your skills and tackle some of the most complex challenges of our time.

Real-world projects
Bridge the gap between theory and application by working on real-world industry, community, research and entrepreneurship projects.
Case Study: University of Sydney

Sydney Global Mobility

- Increase capacity at popular exchange partners
- Offer more short-term programming
- Custom programs
- Awareness-raising
- Targeted advertising
- Scholarship funding
- Streamline online application
- Curriculum mapping and credit precedents
- Widen semester dates
- University-wide policy
Case Study: University of Sydney

Challenges
– Loss of institutional knowledge
– Everything is new
– Culture shift
– Long lead-times

Opportunities
– Identify your allies
– Build Relationships
  – Share information - be the expert
  – Know what’s happening outside your office
  – Offer solutions - do the heavy lifting
– Seize the ‘new’
  – New rules
  – New people
  – New initiatives (e.g. OLEs)
  – New plan (short, medium and long-term)
Case Study: University of Pennsylvania

“Tell me and I forget. Teach me and I remember. Involve me and I learn”
— Ben Franklin

Making a case for review
— Penn Compact & Penn’s Strategic Framework for Global Initiatives
  • Every Penn students will graduate with a meaningful global experience
— Top-down leadership support for change
— New vision for a new model (and a new Director)

Developing a case for review & Establishing a clear process
— Build out a rationale; Establish terms of reference
— Develop an agreed timeline
Case Study: University of Pennsylvania

– Build partnerships through the process
  – Identify key campus partners
    • Seeing everyone as a partner in review, and in change
  – Ensure process is clear and transparent
    • Communication plan paramount to buy-in and support
    • Colleagues know where they stand, and how their opinion counts

– Embracing the review report
  – Review report is just the beginning; the catalyst for change
  – Recommendations formed the basis for strategic planning

– Building a new vision
  – Utilizing campus partners; balancing top-down/bottom-up engagement;
    using report recommendations as a basis for reorganization
Case Study: University of Pennsylvania

- Transparency and involvement led to more engaged staff
  - Staff know where they stand, and what’s expected
    - Staff engagement survey
  - Openness in conversation led to greater buy-in and a sense of belonging
  - Linking review to strategy to performance goals
    - Imperative at Penn to link the process and outcomes, and set a clear ‘culture’ path

Penn Abroad Reimagined

- Strategic Plan developed from review report
- Comprehensive departmental reorganization (new positions)
- Core values developed and owned by the team
- New team initiatives (Tiger Teams)
Main Take-aways

– Change in thinking patterns – from disciplines into degree programmes
– ‘Ripple effect’ from change will take time
– Recognize the culture of the institution
– Transparency stimulates buy-in
– Identify short, medium and long-term strategies and goals
– “A crucial part of successful change leadership is avoiding an approach which leads to change being “done to” people, and embracing an approach which empowers and enables people to contribute to, and to see themselves in, the change they are bringing about.” (Osborne, Inviting innovation: Leading meaningful change in schools, 2014)
True Grit

“Grit in psychology is a positive, non-cognitive trait based on an individual's passion for a particular long-term goal or end state, coupled with a powerful motivation to achieve their respective objective. This perseverance of effort promotes the overcoming of obstacles or challenges that lie on paths to accomplishment, and serves as a driving force in achievement realization.” (Wikipedia)
Questions?

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