

“Steering the Wheels of Change”

Measuring Research Quality & Impact – A Driver for Change in the Australasian Research Management Model

By Ms Anna Bounds & Dr Lewie Atkinson –
Workshop Facilitators – ARMS’05 Professional
Development Session – Managing Change



“Change is a Journey not a Blueprint”

Michael Fullan (1993)

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Preface:

Who is the target audience for this book?

There is an emerging environment of change which researchers, research managers/administrators are entering. Whether change is necessary in response to government policy (particularly RQF) or the business needs of an organisation, it can either be proactively managed to increase positive outcomes or passively left to chance with potentially serious negative outcomes.

This booklet is an introduction to “change management” for mid-level (i.e. HEW 5 – 7) research managers and administrators. But it will also provide an important platform for the development of skills and competencies that will support this target group in their transition to higher levels (i.e. HEW 8 - 9) and then onto senior research management positions within their respective organisations.

This work is an expansion on the content of a Professional Development Workshop presented by the authors at the Australasian Research Management Society Conference in 2005. This expansion has been encouraged by the positive feedback received from the workshop participants and supported by the ARMS Professional Development Committee.

This booklet is intended to be used as a “ready reckoner” or “user guide” when research managers/administrators are planning,

implementing, or evaluating change processes within their own work environments. As such, this is a tool that needs to be a close companion for those with the following learning objectives;

- How to challenge yourself to create real change (See **Chapter 8**).
- How to gain a shared language and understanding about change within your workplace (See **Chapter 3**).
- How to understand the current challenges to change processes in your workplace (e.g. people and change – See **Chapter 6**).
- How to develop methods for managing these challenges to change (See **Chapter 6**).
- How to plan to take change in different directions (e.g. strategy/tactics) for change (See **Chapter 7**).
- How to understand the impact of governance, stakeholders, and relationships on change processes (See **Chapter 3**).
- How to prepare organisations for change (See **Chapter 5 & 6**).
- How to develop tactics for getting people on board to support a change process (See **Chapter 6**).
- How to be able to manage the concurrent “layers of change” within a workplace (See **Chapter 7**).
- How to be able to make change meaningful for people - translating what is being asked for into practical reality (e.g. RQF – See **Chapter 6**).

- How to be able to put ideas into action (See **Chapter 5**).
- How to be a self-sustaining change agent in the face of organisational resistance to change (See **Chapter 7**).

Whilst the authors acknowledge that the imminent introduction of the RQF by the Australian Government will be a key driver for change within the Australasian Innovation System, we are not here to justify it. We just see it a core intervention tool being employed by the Australian Government to “drive positive research behaviours, encouraging researchers and research organisations to focus on the quality and impact of their research”. This means that the organisations affected by this intervention will have to manage change – we hope that this booklet will help those research managers that are charged with the responsibility to manage these change processes.

Notwithstanding the above, the authors do share a vision of a desired “future state” for the Australasian Innovation System as being something like the following;

Australia and New Zealand have become a home for value creation by possessing all of the elements of a vibrant innovation system – capital, skills, ideas, technologies, business experience, risk taking culture, confidence, access to cutting edge end

users. Australia and New Zealand have created the critical mass from a base of excellent technical education and R&D, to which have been added enterprise skills and rewards for risk that is an economic structure that has attracted venture capital from around the world”.

Significant change must be managed at many concurrent levels within the Australian Innovation System to achieve this vision. There is a big job ahead of us and we all have a lot of work to do.

About the authors

Ms Anna Bounds

Anna is currently the Director, Organisational Development with Charles Sturt University (CSU). She has a background and postgraduate qualifications in education, human resources, industrial relations, and is currently undertaking postgraduate studies in higher education and organisational development.

She has previously worked in the private and public sectors in England and non-government organisations in Australia. She recently completed a leadership development program with the Department of Education, Science, and Training in the Australian Public Service and a member of the special interest group for organisational development, Australian Human Resources Institute

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(AHRI), and the NSW Executive for the Association of Tertiary Education Management (ATEM). .

Organisational Development at CSU provides support for the development of an organisational culture that aligns the university’s values and strategic directions with planning, resource management, quality assurance processes, and the professional development of its staff.

Dr Lew Atkinson

Dr. Atkinson is Manager, Innovation Strategy & Adoption at Meat and Livestock Australia Ltd. He currently provides an executive business service to R&D program managers within MLA that supports them in forward visioning, strategic planning, change management, and outcome delivery for their programs mainly oriented toward the off-farm sectors of the supply chain.

A core element of his current responsibilities is the development of a company-wide framework for evaluation and communication of the industry impact of research and innovation. This project seeks to show how investment in innovation can add value to a wide variety of key stakeholder groups via the industry adoption of R&D outcomes.

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Chapter 1:

Why, How, and What use is this book to Research Managers?

This booklet is intended to be used as a “ready reckoner” or “user guide” when research managers/administrators are planning, implementing, or evaluating change processes within their workplaces.

People who turn to this book will be looking for answers to the following questions;

- How do I generate and communicate vision that is clear, concise, and compelling? (See **Chapter 7**)
- How to estimate resources and time lines for change projects? (See **Chapter 7**)
- How do I identify and bring key stakeholders “on-board”? (See **Chapter 6**)
- How secure sponsorship and lead the change process? (See **Chapter 8**)
- Why is managing with trust important? (See **Chapter 6**)
- What is the best way to manage people managing change? (See **Chapter 7**)
- Why do a needs analysis for people in transition? (See **Chapter 3**)
- Why do change programs need communication strategies? (See **Chapter 7**)
- What are good techniques for surfacing the real issues? (See **Chapter 3**)
- How to chunk-up the change process into manageable pieces? (See **Chapter 5**)

- How to manage change when the vision of the outcome has not been clearly articulated? (See **Chapter 5**)

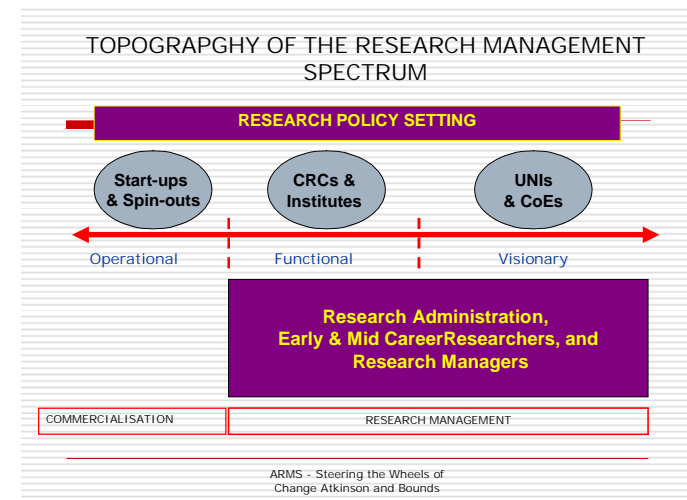
After consulting this “ready reckoner” we expect research managers to be able to more confidently pursue change management outcomes as a consequence of adopting the following learnings that are featured in this booklet;

- Why clear communication strategies are critical to successful change management.
- Development of a checklist tool to differentiate successful from unsuccessful change processes.
- Exposure to strategic change management concepts.
- Better understanding of the language of change management.
- Processes for identification of key stakeholders and their needs in the context of both the environment as well as at the individual level.
- Better understanding of the role of change manager as a facilitator of change.
- How to design communication strategies for change from the top (i.e. PVC Research).
- Why sponsor support is critical to successful change management.
- Better understanding of how to negotiate “win-win” scenarios.
- More realistic grasp on the true time scales for change management.

- Accepting courageous patience as the hallmark of successful change management.

Chapter 2:

What is the Australasian Innovation System?



The above diagram attempts to map out the topography of the Australasian Innovation System.

It is built upon the notion of a research spectrum, which can be segmented, into three zones; operational, functional, and visionary. It is fair to say that when we are taking a “systems view” none of these zones can be considered in isolation from the others.

Overlaying these segments are two distinct, but highly complementary management disciplines; Research Management and Commercialisation/Technology Transfer. This representation is not meant to imply that these activities are mutually exclusive, indeed these roles may even be

undertaken by the same people or at least occur within the same organisation.

Current Government Policy such as “Backing Australia’s Ability” is striving to stimulate increased investment in the capacity of Australian R&D providers. It is also reasonable to state that the desired R&D outcomes stated in Government Policy will not be achieved through investment in R&D activities alone. But these outcomes can be achieved through good management of these investments in R&D.

Too this end, Government Policy has facilitated the diversification of R&D investment and outcomes delivery vehicles over the past decade. The most notable examples include; the CRC Program, The R&D Tax Concession Program, Cost Recovery Targets for CSIRO, Competitive Granting mechanisms for Universities, and the encouragement of spin-outs and start-ups through various schemes such as; R&D Start, COMET, etc. All of these new mechanisms also require the development of new Research Management Models to support the effective and efficient delivery of desired outcomes. In short, the Australasian “innovation system” has become much more complex.

There has also been a concurrent drive for commercialisation of R&D outcomes such that

Australia and NZ can derive economic benefit from its investment in research. This has resulted in the emergence of a new genre in the “Australasian Innovation System”, the Commercialisation Manager. This group had its genesis in the “commercialisation arms” of the major Australian Universities and has since spread its influence through out the length and breath of the “innovation system”. It is again important to emphasise that the roles of the Research Manager and the Commercialisation Manager are both necessary and highly integrated in successful Research Management Models.

Research managers/administrators can draw upon three classic governance models or collaborative mechanisms in order to bring these different sectors of the Australian Innovation System to alignment. These are referred to as; the hierarchy, the market, and social networks.

Governance Mode	Hierarchy	Market	Networks
Relationship type	Authorative	Transactional	Social/Communal
Relationship arrangements	Centralised & legitimate, rules, regulations, procedures, and legislation	Formalised, legal contractual, transaction-based bargaining	Trust, mutuality, reciprocity
Institutional arrangements	Committees & working parties	Strategic alliances & corporate structures	Networks, communities of practice, collaborations.
Management Style	Administrative	Contractual	Relational

(Source: Keast, Mandell, and Brown, 2005: Governance arrangements and network Management, 9th International Research Symposium on Public Management, Milan 6-8 April.)

In reality, an effective research manager/administrator targeting quality and impact will not rely on one single mode of governance.

It is much more likely that they would be more inclined to use a mixture of approaches to achieve their outcomes.

This is because the “**market mode**” in isolation is perceived by many to be unable to adequately mobilise the appropriate levels of resources and types of capacities between the academic community and industry end users that are required to achieve quality and impact (i.e. market failure).

Whereas, delivering quality and impact through the coercive power of complete vertical integration suggested by the “**hierachial mode**” is not feasible either, because it is not only unrealistic, but it also tends to restrict rewards, flexibility, and incentives for participants.

And conversely, solely relying on “**relationship networks**” based on trust and reciprocity means that there are often insufficient coercive forces to secure the alignment of resources necessary to achieve desired levels of quality and impact.

Chapter 3:

What is research management? What is the research management model? A possible way forward - the research manager as a relational network manager?

“Someone needs to be telling us our own story - explaining us to ourselves - interpreting things - enabling us to weave some meaning & purpose into our lives”

(Hugh Mackay, 2003)

What is Research Management?

The profession of research management has been variously described by Synapse Consulting (in *Creative Research Environments*, RIRDC 2000) as follows;

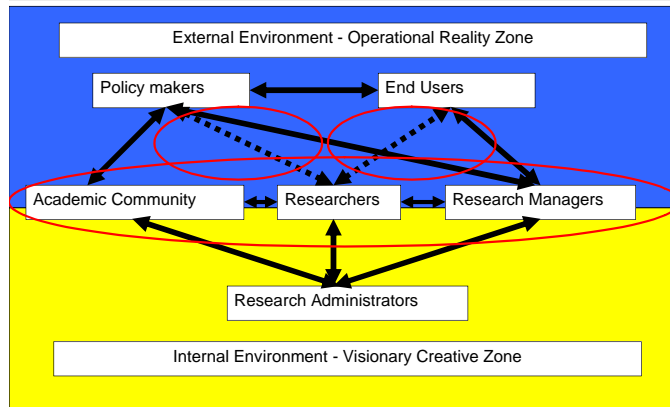
“The satisfaction ...that comes from enthusing and developing individuals, providing solutions to clients, creating good working environments and seeing how research outcomes fit into the broader picture”.

“Research management is often driven by the need to provide solutions to policy and administrative boundaries to creativity”.

“The research manager, as a provider of research services, wishes to control how projects are done, how teams are formed, working conditions, etc. They also wish to have an input into the planning processes of the purchasers of research services”.

What is the Operating Model for Research Management?

Research Management Model



The diagram above illustrates the “research management model”. But there is potential for tension here. The “research administrators” and “research managers” are currently perceived as two different stakeholder groups within the “research management model”. Indeed, both roles are clearly seen as quite distinct from that of the researchers. And then there are the “policy makers”.

Research Administrators

- “its all about the process”
 - focused on internal customers
 - process oriented
 - \$ in, budgets, milestones, targets....
 - “meat in the sandwich”
 - IP & contracts
 - limited influence on “big picture”

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The Administrator – “its all about the process”

Very process focused. They look for completion of milestones on time and on budget, with scant regard for the quality of the research output or the impact of its subsequent end use. Often found to be the “meat in the sandwich” between the researcher and the funding body with respect to meeting research output targets and IP negotiations. Unfortunately, the administrator role has no influence on any of these matters.

Research Managers

- “its all about the outcomes”
 - focused on external customers
 - manages people & resources - “cat herder”
 - not about the research
 - focused on finding the \$ and attracting the right people
 - has the “big picture” in mind
 - resourceful & creative

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The Manager – “its all about the outcomes”

A manager manages people and resources and a broad technical direction. They don't come up with the ideas. The resourcefulness and creativity of a manager is largely demonstrated by; actually gaining the resources, finding the right people, and accessing the funds to undertake the work. Then basically keeping it all on track (i.e. *herding cats*)

The “research administrators” seem to regard themselves as having a more “hands-on” **process focus**. Whereas “research managers”, whilst still fulfilling some administrative functions on behalf of researchers, typically operate at a higher level with a greater focus on interpreting research policy and

developing subsequent **business strategy** for their respective organisations.

It could be said that research administrators have an “**internal**” focus with the “researchers” as their client group, whereas research managers seem to have more of an “**external**” focus with “end users” and “policy makers” as their client groups.

Challenges of the existing Research Management Model

Effective and efficient research management requires harmonious teamwork between the different roles within the research management model. Good teamwork is difficult to sustain given the often contradictory objectives of each of the team members, this is often due to their respective **internal researcher (yellow zone)** or **external end user (blue zone)** customer focus.

Researchers

- “its all about the outputs”
 - very research focused
 - just needs help to keep doing what they want to do
 - typically internally focused (except for peers within the academic community)
 - trying to find alignment between work and needs of funding organisations

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The Researcher – “its all about the outputs”

Whilst trying to encourage creativity there still has to be alignment of research outputs with an agreed strategy between both the researcher and the end user. Sometimes these needs can be difficult to reconcile in the mind of a researcher because they may see a personal higher priority for other projects outside the agreed scope of work.

Policy makers

- “its all about the benefits”
 - Government/taxpayer advocates
 - “indirect customer” of researchers
 - key influencers on what gets funded & who does the work
 - “the invisible hand”
 - direct relationships with all players in the research management model

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The Policy Maker – “its all about the benefits”

Within the context of the “Australian Innovation System” this group are regarded as the “indirect” customers of the “researchers”. They can also be viewed as the key influencers of the “managers” and curiously they probably also have significant relationship contact with “administrators” at an operational level.

Typically this group is the “invisible hand” within the research management model. Not having an obvious role in the process of research management, but clearly having a significant influence over what gets funded and who gets to do the work (e.g. Setting National Research Priorities, RQF, etc).

A possible way forward - the research manager as a relational network manager?

Four key *relational network management* tasks have been identified as essential for the management of successful networks: activating, framing, mobilizing, and synthesizing. (Source: Kickert, W. *et al*, in *Managing Complex Networks: Strategies for the Public Sector*, Sage Publications, London 166 – 188)

The key components of each of these tasks can also be seen as integral parts of a change management process and are expanded below.

Activation refers to the need to identify and select the appropriate participants and stakeholders as well as the ability to tap into their skill, knowledge, and resources. By consciously attempting to engage all relevant actors to an issue, the full complement of resources, skills and knowledge are brought to the activity and can be applied to improve decision-making, leverage off new resources and secure innovative ideas and solutions through synergistic interactions.

Framing is a subtle function that involves establishing and influencing the operating rules, values, and norms of the network as well as altering the perceptions of the members so that they can see that more is achieved by working together rather than singularly.

Mobilising is about building shared goals by convincing others that by working to a shared outcome they can also achieve individual objectives. The key relational management emphasis is centered on aligning interests and building consensus.

Synthesizing is about moulding a set of disparate organisations and people into a collective and functioning whole, the key task centres on dealing with the conflicts that members have both within the network, with each other, and also the conflicts that arise from the loyalties they feel to their individual organisations and those that they feel towards the network (i.e. CRC = Constantly Resolving Conflict).

In practice, the relationship management process mostly proceeds by intuition, but this framework can be a useful guide for those new to the field of research management.

The following table summarises the key task components as a checklist.

Relational Management Roles & Focus	Task Components
<u>Activating</u> Forming the network membership & accessing resources	<input type="checkbox"/> Identify and select relevant team members. <input type="checkbox"/> Tap into necessary skills, knowledge, & resources. <input type="checkbox"/> Establish structural arrangement. <input type="checkbox"/> Achieve “buy-in” of key people. <input type="checkbox"/> Deactivate or disconnect non-contributing members. <input type="checkbox"/> Introduce new actors and resources to change dynamics.
<u>Framing</u> Shifting orientation from single to collective	<input type="checkbox"/> Establishing & influencing rules, values, & norms of the network & establishing new terms of engagement. <input type="checkbox"/> Introducing and championing new ideas. <input type="checkbox"/> Encouraging members to view issues from another’s perspective – mutual learning. <input type="checkbox"/> Stressing the benefit of working together.
<u>Mobilising</u> Securing commitment to whole or collective identity	<input type="checkbox"/> Establishing common vision & mission. <input type="checkbox"/> Securing agreement on scale & scope of action. <input type="checkbox"/> Forging coalitions and subgroups for specific actions. <input type="checkbox"/> Driving action for outcomes. <input type="checkbox"/> Fostering champions and sponsors.
<u>Synthesising</u> Building & maintaining relationships	<input type="checkbox"/> Dealing with conflict. <input type="checkbox"/> Checking involvement level & sense of engagement. <input type="checkbox"/> Leveraging resources for collaborative advantage & collective benefit. <input type="checkbox"/> Monitoring relationships and activities. <input type="checkbox"/> Establishing network and innovation culture. <input type="checkbox"/> Building communication processes.

(Source: Keast & Hampson (2005), Building Constructive innovation Networks: The Role of Relationship Management)

The Corporate Chameleon – Personal style & Self Monitoring diagnostics

Personal Style Diagnostic

The research manager in the role of relational network manager will have to be able to use a highly adaptive management style to achieve optimal outcomes for all network members. The rationale behind this approach is that it “takes all types” to achieve research outcomes that have both quality and impact.

The concept of the four classically distinct “personality profiles” or “styles” has been around for centuries. Around 400BC, Hippocrates described the four styles as *sanguine*, *melancholy*, *phlegmatic*, and *choleric*. Then Carl Jung led a resurgence in style popularity early last century, calling them the THINKER, FEELER, INTUITIVE, and ANALYTICAL. You might be interested to know that the Jung version of the style diagnostic was used by the coaching team at the Brisbane Lions AFL Football club as a tool to support their player management strategies which lead to a record breaking three successive premierships (2002, 2003, & 2004).

The reason why this notion is being discussed here is not to provide you with a critique on this approach as a diagnostic tool, nor is it to “train” you in the art of personality profiling. We will leave

that job to the qualified psychologists. But that said, we do wish to highlight the dangers of trying to “pigeon hole” individuals by using these sorts of techniques. We are only discussing the concept of “styles” in order to help you understand and be aware of why different people will react to a change process the way that they do. These insights may help you facilitate the change process such that “all types” can work together to achieve quality research outcomes that have impact.

Four Classic Characters

If you cast your mind back to the “Research Management Model” in Chapter 2 you will recall that there are four main players in this game; the administrator (green), the manager (red), the researcher (blue) and the policy maker (yellow). Please note that the association of particular personality styles with specific colors has only been a recent development and should only be seen as simply another way to label the four different basic styles.

You can see that we have allocated each of the roles that have been identified in the “research management model” to a preferred personality style (i.e. green, red, blue, or yellow). The typical behaviours of each of these “classic characters” are profiled below. It is important to note here that no one person reflects a single character type. We all are a blend of these four types, but we do tend to

favour one over the others, particularly when we are under stress. In the end it takes the combined contributions of “all types” to achieve quality research outcomes that have real impact within the Australasian Innovation System.

The Administrator (green) “all about the process”

William Wallace has an eye for detail. He has often been described as a perfectionist. He enjoys a quite life and is an avid golfer. Married at 20, he has a wife, three kids and they have just celebrated their 25th wedding anniversary. After having spent his early years with “the bank”, during which time he gained his degree in accountancy by correspondence, they moved to the city to ensure that their children would be able to have a good quality education and better employment prospects. He has been in his current role for 10 years and seems very comfortable with the predictable “ebb & flow” of his work load. Pretty much a 9 to 5 family man, he is always punctual and has only had one day sick in the past 10 years. He has a reputation amongst his work mates as being the “go to guy” for facts and figures. A demon with a spreadsheet he handles fine detail well, always presents reports that are neat and well organised, and always up for creating a new procedure for the manual. Just be careful though, he hates surprises. Never, never, ever - go to him for help on a “last minute” job,

because under pressure he comes critical, resistant, rigid, and pedantic.

The “Manager” (red) – “*its all about the outcomes*”

Bruce Skace likes people and people like Bruce. In a previous life as a professional footballer, he was struck-down by injury in his prime. Fortunately, he had been studying business at Uni as a back-up for his life after sport. He is a bit of a larrikin in respectful sort of way – charming, playful, spontaneous, and talkative – loves being the center of attention. He is a good leader and has strong influencing skills. Now onto his third marriage and with a total of five kids, his natural flair and people skills helps him get along with almost every one at all levels – he is a network groupie. Bruce is always on the lookout for the next opportunity and good at thinking “on his feet”. Sometimes people think that he is causing change simply because he is getting bored with the way things are now. People can get frustrated by the way he tends to get emotional when there are deadlines to be met and he will also tend to “flip-flop” on important issues based on what other people say.

The “Researcher” (blue) - “*its all about the outputs*”

Albert Nobel is a successful first rank researcher at the mid-stage of his career. He has enjoyed a meteoric rise to international significance in his field. A university medallist, MIT post-graduate, and he also has a pastoral role within local community, he is focused and driven individual. He has attracted significant international and national funds for his work and leads an institute which is now home to some 300 researchers. He has just returned back at home after a 20 year stint as a journey-man researcher. He is well known within the international academic community and now wants to focus his efforts on making a difference and sharing his knowledge with others. He does have a tendency to come across as being arrogant, and a “little precious” from time to time, but on the whole he is a “beacon of inspiration” for others which makes him a natural leader. It is always important to “have him on side” when any significant decision needs to be made.

The “Policy maker” (yellow) - “*its all about the benefits*”

Prue Hamilton-Smith is a teacher, turned psychologist, and now a government officer. She has spent 20 years in the Department of Innovation and has a very comfortable life-style with her

husband and three dogs on a small vineyard just outside Canberra. Often regarded as a little flamboyant, she is passionately committed to the cause of innovation and research. She is a great team builder, highly empathetic and sensitive, always listening to, encouraging and bringing out the best in others. She has the very steady, amiable, relaxed, and easy going style of a career public servant. But beware the devious mind behind the smile, she can “white ant” your future career prospects with a single sentence whispered into an influential ear or two. On the flip-side, success is almost guaranteed if you gain her support, but you will have to work hard to win her over because she can be slow to catch your enthusiasm for the project. But don’t hold your breath, she works a glacial speed, and will wait until the timing is right, rather than forcing an issue with decision-makers.

The ADAPTive Management Tool

The way a research manager relates to each of these key players in the research management model is a crucial element in the formula for achieving successful research outcomes. The situation requires an adaptive management style, which means that you have to assess the style of the individual and take that into account in planning how to gain their support for a particular change management initiative.

The following acronym is a useful way to illustrate how to formulate the tactics for making this approach.

Ascertain your own style.

Determine the style of others.

Acknowledge the strengths and weaknesses.

Plan to accommodate other’s needs.

Treat others as they want to be treated.

REMEMBER:

1. Personality style is a useful insight, but not an excuse for poor behaviour.
2. No style is right or wrong, and it takes all types to achieve quality outcomes that have impact.

Self Monitoring Diagnostic

High performing research managers are able to adapt their own behaviours as a means of rapidly gaining credibility and acceptance with new networks that they seek to influence.

The metaphor that is often used to describe this behaviour is that of the “corporate chameleon”. This implies that successful research managers need to be highly dynamic and adaptive. They need to be undergoing a continuous change process themselves by rapidly assimilating external cues into the way they then project themselves to others in that same situation.

There is a lot to be said about the notion of the “corporate chameleon”. Particularly when it comes down to the questions of; “authenticity” and “trustworthy leaders”. The reality is that “corporate life is a game” and the successful players – “the winners” - seem to be the ones who can adapt to change most rapidly and is able to “get on with others”, whilst still staying true to themselves.

Some say that this approach is more like acting than true management. Well, maybe it is, maybe that is the secret, maybe all managers should go to acting classes?

According to the master actor and stage producer Sir Tyrone Guthrie (1971), “good acting involves a talent whose natural medium is life itself, a talent readily observed in everyday social interaction: the ability to convincingly convey internal states through expressive channels – facial expressions, hand gestures, body posture, voice texture, and other paralinguistic cues – in the absence of the internal states. This ability may be drawn on in a wide range of life contexts. It can be used for good - as a good-natured endeavour to ‘lubricate the creaking mechanism of social intercourse’. But, it may also be used for evil – such as lying, concealing one’s true intentions, or presenting an inauthentic self.

A set of diagnostic questions are provided for you in **APPENDIX I**. These can help you to assess where your natural abilities currently which respect to your capacity to play the “corporate chameleon”. The rest is up to you and your conscience.

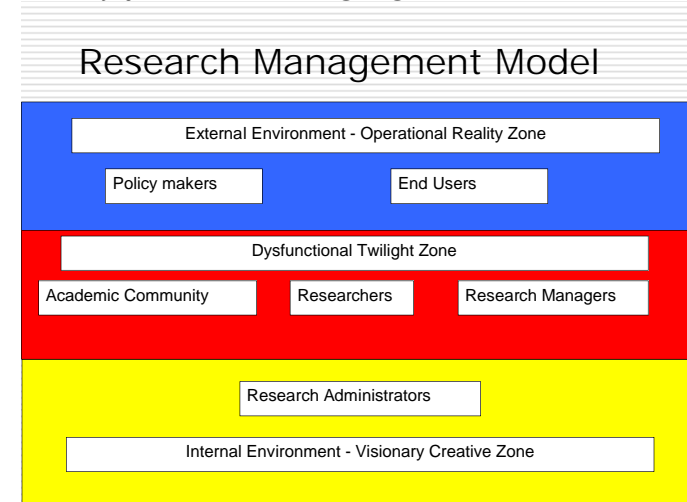
Chapter 4:

Why is measuring research quality & impact a driver for change in the Australasian research management model?

“that environmental changesmade the business of research administration more complex. Research is now emerging not only as “big” management, but also “big” business”

(SRA Strategy Paper, 2000)

The Dysfunctional “Twilight Zone”



The overarching behaviour change targeted by the RQF is to bring focus onto improving the quality & impact of research and to further develop and support a vibrant research culture in Australia. Some of the activities undertaken to support this behaviour and which may be encouraged and valued by the RQF could include;

- Further enhancing the quality of research-related publications;
- Supporting early career researchers;
- Improving the strategic planning for research activities within institutions;
- Promoting collaborative linkages with industry/end users;

- Enhancing the impact of research on policy and practice;
- Improving the internationalisation of Australian research and researchers;
- Improving inter-institutional linkages;
- Facilitating trans/cross-disciplinary research; and
- Encouraging access to high quality research.

The major barrier to the RQF achieving these targeted changes in behaviour within the Australasian Innovation System is what is called the “Dysfunctional Twilight Zone” (Red) at the interface between Visionary Creative Zone (Yellow) and the Operational Reality Zone (Blue).

The problem is that the respective roles for each of the key actors in this zone (Academic Community, Researchers, and Research Managers) are still currently evolving and only now emerging primarily as a consequence of the pressure applied to the Innovation System through successive Government intervention programs, the RQF being the latest in this series.

The ARMS Professional Development Committee has conceived of a range of professional development opportunities as a means of meeting the perceived needs of the existing ARMS membership as they arise within this emerging environment of change.

These include; a mentoring scheme, a travel scholarship program, and job shadowing programs. However, whilst each of these opportunities has great merit, there is little evidence of either broad-based awareness or adoption of these concepts by the existing membership.

It is hoped that this document will provide the professional context for the evolution of the role of research management within the context of implementing the change management processes that will be required to achieve the organisational behaviour changes that are targeted by the RQF.

Chapter 5:

What are the key ingredients for a successful change management journey?

“I am still immersed in a labyrinth of vested interests which make it extremely difficult to be effective on any broad scale”

(Keith Murdoch, 1940)

RQF is providing the impetus, providing the authority, and setting the context for research managers and administrators to lead a change process within the Australian Innovation System.

But what can a change agent change?

There are typically 4 categories of change targets;

- **Structure** (the way people work)
- **Technology** (tools used in work)
- **Physical setting** (where people work)
- **People** (who you work with).

Research managers as change agents can respond to the RQF through either one or a combination of the target categories above.

Lewin’s three change step process can then be applied once the recipe for change has been selected;

1. **Unfreeze** the status quo,
2. **Change** to the new state, and
3. **Refreeze** the new state to make permanent.

Tips for managing change processes

(Source: Kay Hemsall)

1. Take a “systems” view to ensure that all aspects of the organisation are considered when planning and implementing change (See **Chapter 2**)

2. Take a team oriented approach that is inclusive of all relevant stakeholders in the change process (See **Chapter 3**).
3. Empower others to identify and give permission for them, to implement initiatives to support the change process (See **Chapter 3**)
4. Be prepared to adapt planned activities as needs change and issues emerge (See **Chapter 7**).
5. Introduce change only after the capacity to implement the change has been developed within the group which is the target for change. It is critical that change be introduced in small manageable steps otherwise people will lose interest and motivation (See **Chapter 5**).
6. Communication is training and may be in the form of issues-based “learning groups” or delivered through “on-the-dash” coaching (See **Chapter 6**).
7. Innovative change practices should be developed in partnership with the group that are the target for change. These are more likely to be “workplace friendly” and therefore more easy to implement (See **Chapter 5**).
8. Everything is about people and relationships. Better understanding of the people who will be required to change is critical to successfully negotiating the “pushers &

blockers” for change strategy development (See **Chapter 5**).

9. There is always an implementation dip. Things will get worse before they start to get better (See **Chapter 7**).
10. Help those involved understand the ‘big picture’ and the reasons why the changes in practice will result in better outcomes (See **Chapter 3**).
11. Seek out the “paradigm shifters” and “champions” for the change process (See **Chapter 5**).
12. Take a long term view, change takes time and should not be forced too quickly (See **Chapter 7**)

The people ingredient

The metaphor of “building bridges to the future” is about negotiating the fear of failure in three steps;

1. Honouring the past contributions.
2. Clearly communication the desired “future state”.
3. Chunking progress toward this “future state” into low risk baby steps.

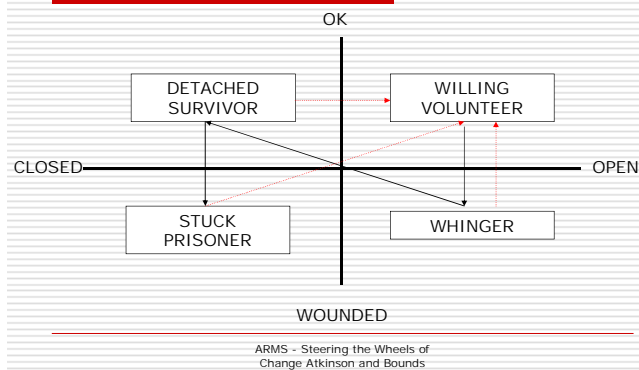
The key to successful change is to successfully manage the people to be affected by the change.

Any change process needs to focus on;

1. **WHO** – names are very important!

2. **WHAT** – value the now and understand their current contribution!
3. **WHERE** – articulate a series of small achievable steps and build a bridge to the future: most people need pattern, order, and structure!
4. **WHY** – what is the point? The mission must be doable and be relevant!

Steering people through change



Profile of the key players in the change process;

- **The “Detached Survivor”:**
 - Just going through the motions
 - Playing the game
 - Weekend focus

- **The “Stuck Prisoner”:**
 - Saboteur
 - Dead weight
- **The “Whinger”:**
 - Pick at the detail
 - Fault finder
 - Insecure
 - Pissed off
 - Beginning to isolate themselves
- **The “Willing Volunteer”:**
 - Always ready to try something new

Successful change happens through the efforts and participation of “willing volunteers”. The key here is to quickly identify who they are and keep them there in the top right hand corner. Failure to identify and support them will result in their steady transformation through a series of forms from whinger, to survivor, and finally to prisoner (i.e. see black arrows).

The change manager is also responsible for salvaging each of these more negative perspectives and assisting them to migrate to the top right hand corner (i.e. see red arrows). Alternatively, they must be isolated because they will put the achievement of quality research and impact at risk.

Sources of individual resistance to change;

- Habit
- Security
- Economic Factors
- Fear of the unknown
- Selective information processing

Sources of organisational resistance to change;

- Structural inertia
- Limited focus of change
- Group inertia
- Threat to expertise
- Threat to established power base
- Threat to existing resource base

Tactics for overcoming resistance to change;

- Education & communication
- Participation
- Facilitation & Support
- Negotiation
- Manipulation
- Coercion

Chapter 6:

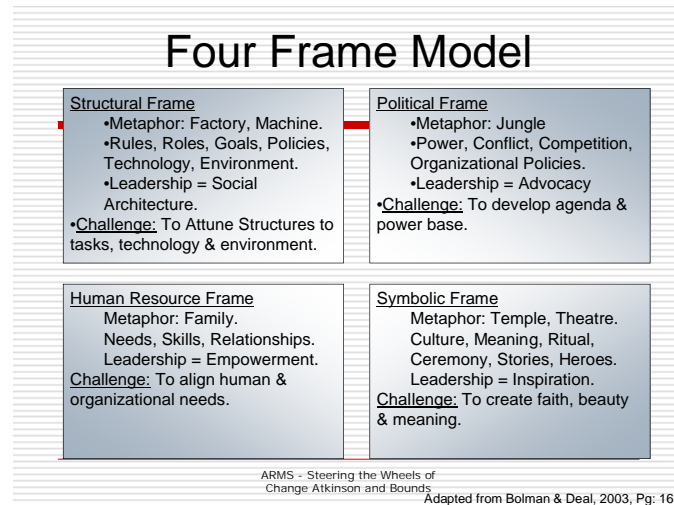
How can I analyse my workplace to help select the right change management process for us? How can I communicate & lead this change?

“I am still immersed in a labyrinth of vested interests which make it extremely difficult to be effective on any broad scale”

Keith Murdoch, 1940

How can I analyse my workplace to help select the right change management process for us? From Gods of Management (Charles Handy, 1978)

The four basic types of change models



Which one is right for you?

Key issues to be addressed;

- Culture and its characteristics
- Obstacles
- Know your role & where you fit
- Exchange practice

The problem

A miss-match between change management styles and organisational cultures leads to failure, inefficiency, and slack (wasted effort).

The situation

All organisations, teams, institutions, departments, centers, etc. have their own unique cultures, but they will also always certainly be a mixture of four basic types.

No one type is better than the other, because each type is very good for a particular purpose. The key to successful change management is to identify the current organisational culture as a blend of each type and to ensure that the appropriate blend of types is integrated into the whole when the end point of the change process is reached.

The solution

One way to manage change is to take a “cultural” approach. This technique not only has a useful diagnostic for identifying the prevailing blend of organisational cultures. But it also provides insight into the way change process can be negotiated at and individual/personal level within organisations.

The product of this analysis will be a change management strategy and a set of tactics that will be a “best fit” with the organisation under review.

Four extremes of research culture

Club Culture <input type="checkbox"/> Extended Personality <input type="checkbox"/> Nepotistic Feel <input type="checkbox"/> Flexible/Informal	Role Culture <input type="checkbox"/> Management focus <input type="checkbox"/> Comfortable/safe
Task Culture <input type="checkbox"/> Problem solving <input type="checkbox"/> Team-based <input type="checkbox"/> Responsive	Person Culture <input type="checkbox"/> Star Cluster <input type="checkbox"/> Talent is king <input type="checkbox"/> Anti-management

ARMS - Steering the Wheels of Change Atkinson and Bounds

Culture Types

The Club Culture - Web-based structure - power is at the centre – typical size <20 people (Yellow-Red Blend)

The Club Culture



- Extended Personality
- Nepotistic Feel
- Flexible/Informal
- Assertive
- Creative
- Autonomous
- Sensitive
- Empathy
- Corridor of crisis
- Quick to react

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- Divisions of work based on function (lines radiating out from the centre like a spider’s web – with “contours of influence”) - lines of power & influence diminishing as you move further from the centre. Success in this culture is dependent on your relationship with the spider.
- The leader - patriarchal/matriarchal, feared, respected, occasionally loved (usually sycophantically), benevolent power base, impulsive, and charismatic.
- Typical of a small entrepreneurial start-up environment. These are good cultures to work in (provided that you are part of the club) because they value the individual, give broad boundaries, and reward efforts.

- Major benefits - speed of decision making, but this virtue is highly dependent on the calibre of the leader - therefore, selection and succession are key issues. When speed is more important than correct detail, or the cost of the delay is higher than the cost of the mistake (i.e. iterative cycles of action research). However, speed of decision and personal imprint become less important as the organisation evolves and reaches its first plateau of routine.
- Communication in this culture is highly dependent on empathy - second guessing the boss - can be cruel if you make the wrong call. Limited documentation due to close affinity & trust. Empathy can be hard to get right if you are not used to “thinking like the boss” - a period of calibration is often required.
- Individual survival in a club culture can be tough if the “inner circle” perceives that trust is miss-placed - they must go.
- Club cultures are cheap cultures to operate because they are low on control procedures and empathy comes for free. Money goes into what matters most - personal contact - hence travel & telephone bills are relatively high.
- These organisational squire-archies are very effective in the right situation (early start-

up), because trust-based on personal contact is a good way to get things done.

Best fit Change Model for “Club Culture”

Human Resource Frame

Metaphor: Family.

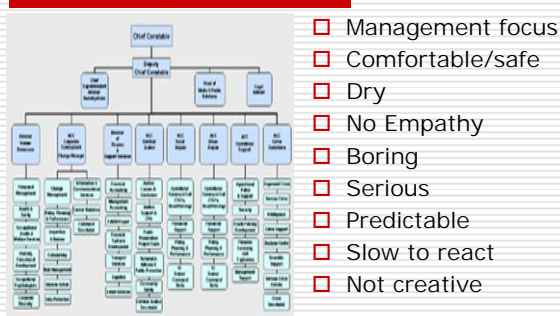
Needs, Skills, Relationships.

Leadership = Empowerment.

Challenge: To align human & organizational needs.

The role culture - organisational “coat hanger” structure (power at the top) – typical size >100 people (Blue-green blend)

The Role Culture



- Management focus
- Comfortable/safe
- Dry
- No Empathy
- Boring
- Serious
- Predictable
- Slow to react
- Not creative

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- Organisation based on job functions rather than personalities - orderly processes with rules. Rational & logical decision making processes. A set of job descriptions held together by SOPs.
- Typical career paths involve joining at the bottom and working your way up the pyramid. Sometimes with some cross-fertilisation between silos. Whilst it may appear to be bureaucratic to some, this culture does have its merits.
- This cultural style is excellent when things don't really change from one day to the next. Stability & predicability are presumed and encouraged.
- Individuals within the role culture are, therefore, part of the machine. Uniqueness and personality are discouraged. To many the pure role culture is a denial of humanity because of its insistence on conformity. But to others it is blessed release - no creativity required.
- This culture is efficient when life is predictable. They hate change. They will typically respond to change by ignoring it, then by doing more of the same. Responses to change tend to be stylised in this culture. Prices are increased as costs increase. If sales are down, then sell harder. If

administrative load is too great, work more overtime.

- Role cultures will only really respond to drastic changes in the environment by creating lots of opportunity for x-functionality. If this fails then the structure is doomed to fail.

Best Fit Change Model for Role Cultures

Political Frame

- Metaphor: Jungle
- Power, Conflict, Competition, Organizational Policies.
- Leadership = Advocacy
- Challenge: To develop agenda & power base.

The task culture - an inter-woven network structure (power at the interstices) – typical size 5-10 people (Blue-red blend)

The Task Culture



- Problem solving
- Team-based
- Responsive
- Practical
- Disciplined
- Organised
- Task focused
- Short lived

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- Basically concerned with the continuous and successful solution to problems. First define the problem, and then you can allocate resources to find a solution, give permission to go for it, and then wait for the answer. One-off problem solving factory where the product is a solution to a problem.
- The visual metaphor is the net because it draws from various parts of the organisation to solve a common problem. The power lies at the interstices of the net, not at the top or centre.
- The organisation is a network of loosely-linked commando units, each unit being largely self-contained but with a specific responsibility within an overall strategy.

- The culture recognises only expertise as the basis for power and influence. To contribute to your group, talent is what is needed, and creativity, a fresh approach and new intuitions. It is a culture within which youth flourishes and creativity is at a premium. Youth, energy, and creativity are its hallmarks.
- It is a good culture to work in provided that you know your job. Leadership in a common purpose group is seldom a hot issue, instead there is usually mutual respect, a minimum of procedural niceties, and a desire to help rather than exploit when others get into difficulties.
- But put this culture into a repetitive situation and there will be trouble. Variety and not predicability is the key here.
- Task cultures are expensive - staffed by experts asking the market price. They talk together a lot and talking costs money. Task cultures work best when one is venturing into new situations. Luckily these sorts of ventures are typically lucrative enough based on “first mover” advantage.
- Come hard times, or the end of venturing, or the need to make the solutions permanent or routine, and the task culture will be seen to be unduly expensive. Task cultures typically have a short life span. If they get too successful they get big and to pay their

way take on a lot of routine or maintenance work - which require role cultures.

- By definition, it is hard for co-operative group to agree to reduce its numbers. Typically a hero is required to emerge to save the day.

Best Fit Change Model for Task Cultures

Structural Frame

- Metaphor: Factory, Machine.
- Rules, Roles, Goals, Policies, Technology, Environment.
- Leadership = Social Architecture.
- Challenge: To Attune Structures to tasks, technology & environment.

Existential Person Culture - cluster of individual stars (power is with the individual) – typical size = 1 to unlimited scale (Yellow-blue blend)

The Person Culture



- ❑ Star Cluster
- ❑ Talent is king
- ❑ Anti-management
- ❑ Diverse
- ❑ Relationship based

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Change Atkinson and Bounds

- This culture exists to help the individual to achieve his/her purpose in life. A commune culture, existing for its participants. All participants are not mutually interdependent.
- The organisation is there to help the individual to achieve.
- The talent or skill of the individual is crucial to the success of the organisation.
- This is the culture preferred by professionals.
- Don't recognise a boss - but accept coordination for the common good.
- The administrator amongst prima donnas is at the bottom of the totem pole!
- Great culture for the professionals, but impossible for those who have to lead or organise them - herding cats.

- A democracy that is difficult & exhausting to deal with.

Best Fit Change Model Existential Person Cultures

Symbolic Frame

Metaphor: Temple, Theatre.
Culture, Meaning, Ritual,
Ceremony, Stories, Heroes.
Leadership = Inspiration.

Challenge: To create faith, beauty & meaning.

Best Fit with Creative Research Environments;

- Steady State Research Culture = ROLE
- Development Research Culture = TASK
- Serendipitous Research Culture = PERSON
- Spin-off/Start-up Research Culture = CLUB

The practical issues associated with “poor cultural fit” is well described by the following synthesis of responses of over 200 R&D scientists in North America to the question:

“The biggest obstacle in my job environment to my creativity is lack of time, lack of freedom,

abundance of quick negative criticism, distractions from creative thought, lack of encouragement, lack of acceptance of new ideas, ineffective meetings, overly cautious management styles, red tape, lack of appreciation of creative accomplishment, lack of suitable rewards, limited resources, overload of work, interruptions, demands of others, need to be productive rather than creative, limited communication, paper work, lack of skills”.

The *holy grail* - Creating a **learning organisation**

The learning organisation is one in which continuous improvement and change is culture bound. It has the continuous capacity to adapt and change in response to changes in its external environment.

Unfortunately, whilst major institutions within the Australian Innovation System may consider themselves as “learning organisations” in terms of teaching & research - they fail the test against the definition provided above. That is a paradox!

Five principles for promoting creativity and change in R&D are proposed in the final chapter of *Creative Research Environments* (RIRDC, 2000). They are simple principles, indeed stunningly so, given the complexity of the creative process and of the institutional cultures.

Australian academic community is resistant to change

Developers of Innovation 3%	Initiators of Innovation 14%
Resistors of Innovation 40%	Implementers of Innovation 43%

Source - Robin Barterham (2002)

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The five principles are:

GOALS: Creativity is fostered by setting both creativity and productivity goals but not by prescribing R&D processes to attain them.

BOUNDED FREEDOM: Creativity is affected by the psychic balance experienced by the researcher or field participant between what she/he seeks to achieve and what the organisation or group desires her/him to achieve.

RECOGNITION: Creativity is enhanced by reward and recognition, as long as it is experienced as an appreciative and/or informational event and not as a means to control or manipulate.

SOCIAL INTERACTION: Appropriate peer and social interaction is an essential prerequisite to creativity.

LEADERSHIP: The development and communication of insightful organisational visions and leadership help foster creativity.

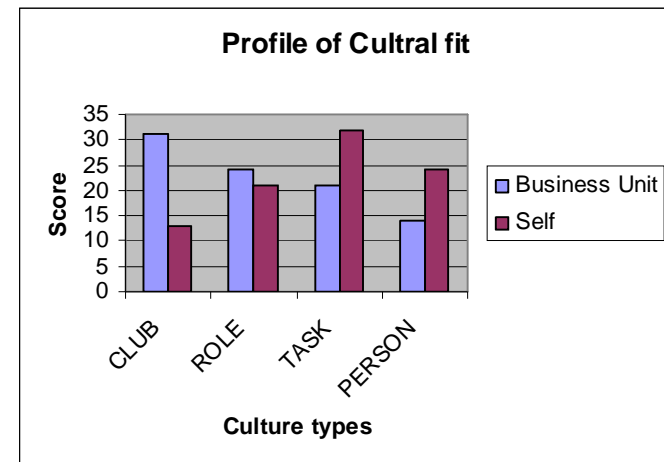
Charles Handy's Diagnostic Tool

This survey tool is designed to help people work out both their preferred working culture as well as the prevailing culture of the place where they are currently working.

The survey process involves you answering all the questions twice. In the first iteration you are to answer them from the perspective of the organization as a whole. This allows the diagnostic to establish a "cultural snap-shot" of your workplace.

In the second iteration you are to answer them from a personal perspective (e.g. what is the type of culture that I prefer to work in?). There are nine groups of four questions. You need to rank each of the four questions (4 being highest and 1 being lowest) in order of "best fit" with the culture of your workplace in the first iteration and then with your preferred work culture in the second iteration. The spread sheet featured in **APPENDIX II** has been designed to add up your scores and generate a bar

chart (see below) which will indicate the prevailing culture of your workplace as well as your preferred work culture type.



How can I communicate & lead this change?

Communicating Change

Use of persuasive messages;

- Establish your credibility
- Use a positive, tactful tone.
- Make your points clearly.
- Present strong evidence to support your position.
- Tailor your key messages to the audience.
- Use logic.
- Use passion & emotion.

Barriers to effective communication

- Poorly expressed messages
- Premature evaluation of the message
- Information overload – too many messages at once
- Inappropriate communication medium for either the message or the intended audience
- Physical environment
- Failure of the sender to signal the importance of the message
- Limitations of the receiver
- Inattention
- Lack of interest/relevance
- Fear
- Lack of trust
- Prejudice
- Emotional blocks – stress

Communication failures can cause

- Loss of self-esteem and confidence
- Loss of enthusiasm
- Decreased motivation
- Frustration, hostility, and alienation
- Breakdown of team cohesiveness
- Loss of creativity
- Wasted time
- Mistakes causing decreasing productivity
- Employee turnover, absenteeism
- Poor public image

Chapter 7:

How to sustain the change manager? How will I know when I get there?

“Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you can become great”

Mark Twain (1835 – 1910)

“Obstacles are those frightful things we see when we take our eyes off our goals”

Henry Ford (1863 – 1947)

The harsh reality is that success often comes down to how you play the inner game. It is the key to success in the larger game of life.

These inhibiting attitudes and tendencies – such as anxiety, fear of failure and self-doubt – make us stressful, and we respond by “tightening-up”. They also distract and scatter our attention and make us lose interest in what we are doing. This self-interference is a type of “mental static” that holds us back from achieving our full performance potential.

Gallwey has even distilled this relationship down to a simple formula;

$$P = p - i$$

Where;

P = Performance; the results that you actually achieve

p = potential; the results that you could achieve

i = interference; your capacity to get in your own way

Most people try to improve their Performance (P) by increasing their potential (p) through training and learning new skills.

However, the “inner game” approach is to also reduce interference (i) at the same time that

potential (p) is being created – and the result is that our actual performance (P) come closer to our true potential.

The basic core of the “inner game” is a self awareness process. You need to recognize that there are two “inner selves”; Self #1 and Self # 2.

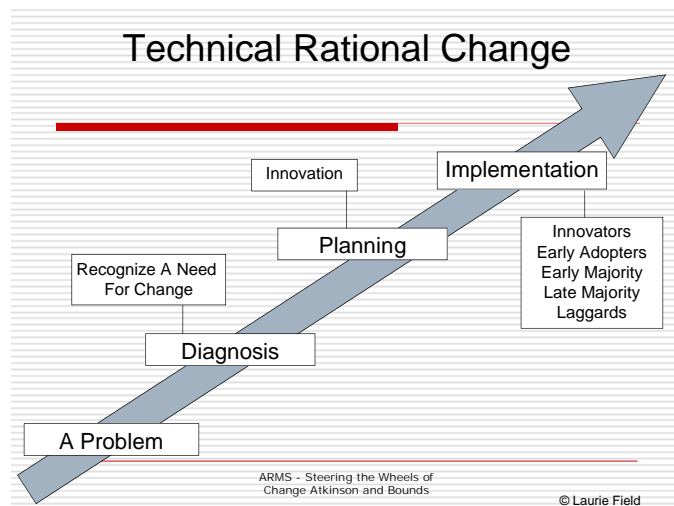
Self #1 is our interference and Self #2 is our vast reservoir of potential. One way to look at it is that Self # 1 would say that; “the glass is half empty”, whereas, Self # 2 would say that the same glass is; “half full”. Other examples of Self # 1 and Self # 2 language can be found in the table below.

Self # 1 Trigger words	Self #2 Trigger words
Lay blame	Take responsibility
“you” language	“I” Language
Judgemental	Accepting differences
Generalisations	Specific observations
Negative	Positive
Problems	Challenges
Can’t	Can
Demand	Request
Should	Could
But	And

When we eliminate our doubts and fears simply by ignoring the voice of Self #1 inside us, we also find

we have eliminated its physical and mental effects. As our formula ($P = p - i$) told us, when the interference is gone, our performance matches out potential.

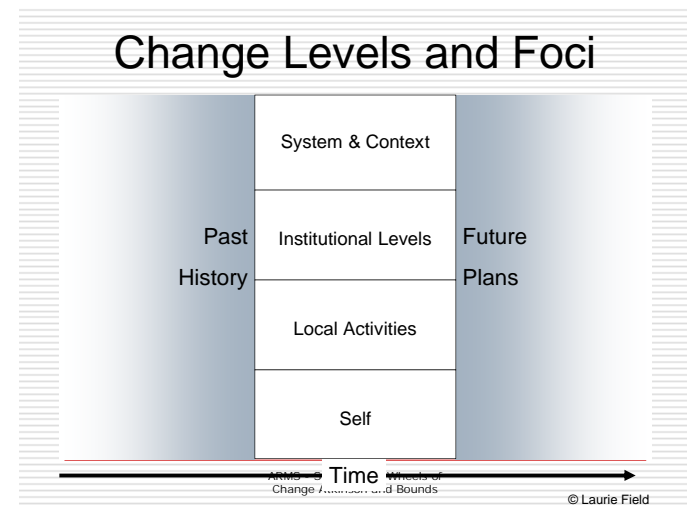
How will I know when I get there?



- Set goals – (SMART) Specific-Measurable Achievable-Realistic-Time bound
- Break down into manageable chunks
- Make a start (doesn't have to be perfect 80/20 will do)
- Celebrate small victories to demonstrate progress & sustain enthusiasm

Time scales for change;

- The ideology of gradualism requires “courageous patience”
- Effective change is assumed to require small incremental steps - slow, steady, and continuous rather than abrupt.
- There may be political reasons why the incremental approach insufficiently disrupts the Status quo - thus allowing resistance to strengthen.
- Change may also be rapid, but usually only in response to a crisis.



Emotional responses to change - four phase model;

- Denial

- Resistance
- Exploration
- Commitment

Evaluating change - the four level outcome model;

1. Reaction to change (what is different now?)
2. Learning (what do we know now, that we didn't know before?)
3. Behaviour (what are we doing differently?)
4. Results (how do we prove/measure that change has occurred?)

A checklist for comparing the characteristics of successful and UNSuccessful organisational change programs

(Source: Dexter C Dunphy)

Successful	UNSuccessful
<input type="checkbox"/> Clear Objectives	<input type="checkbox"/> Indeterminate Objectives
<input type="checkbox"/> Realistic & Limited Scope	<input type="checkbox"/> Unrealistic & Unrestricted Scope
<input type="checkbox"/> Informed Awareness	<input type="checkbox"/> Inadequate information and awareness
<input type="checkbox"/> Selection of the right change management strategies	<input type="checkbox"/> Selection of the wrong change management strategies
<input type="checkbox"/> Good Timing	<input type="checkbox"/> Poor Timing
<input type="checkbox"/> Participative Approach	<input type="checkbox"/> Directive approach
<input type="checkbox"/> Support from Key Stakeholders and Power groups	<input type="checkbox"/> Lack of Support from Key Stakeholders and Power groups
<input type="checkbox"/> Using Existing Power bases	<input type="checkbox"/> By-passing Existing Power bases
<input type="checkbox"/> Open Assessment of Impact of Change	<input type="checkbox"/> Failure to Openly Acknowledge the Likely Impact of Change
<input type="checkbox"/> Achieving Majority Support for the Change	<input type="checkbox"/> Failure to Achieve Majority Support for the Change
<input type="checkbox"/> Sufficient and Competent Resources Provided to Support the Change Process	<input type="checkbox"/> Insufficient Competent Resources Provided to Support the Change Process
<input type="checkbox"/> Integrated into Current Way of Doing Things	<input type="checkbox"/> Developed in Isolation from the Current Way of Doing Things
<input type="checkbox"/> Early Transfer and Adoption of Successful Changes	<input type="checkbox"/> Limited Diffusion of New Practices Within the Organisation
<input type="checkbox"/> Continuous Improvement Culture	<input type="checkbox"/> One-off Approach
<input type="checkbox"/> Change Receives Adequate Rewards	<input type="checkbox"/> Change Does not Receive Adequate Rewards

Chapter 8:

Final words of wisdom from Hugh Mackay – “ The Good Listener” (originally published in 1994 as “Why don’t people listen?”)

“Be the change you want to make”

Mahatma Ghandi

People listen to us when they know that we will always listen to them;

and when they know that what we say is a response to our understanding of them.

They listen to us when they sense that we are in touch with our own feelings;

and when our message has the integrity of coming from someone who believes it themselves.

They listen to us when they can see the relevance of what we are saying to their own situation, their own values, their own aspirations;

and when they feel comfortable about making a response.

They listen to us when all the messages in what we say and how we say it are consistent with each other;

and when the message comes to them through the channel of an established personal relationship.

They listen to us when it is clear that we have taken their feelings into account;

and when we don't ask for too much agreement at once.

They listen to us when they have learned to trust us;

and when they have the security of knowing that each encounter is a stepping stone to the next.

But people *don't* listen to us because they know we don't listen to them;

or because they sense that we don't even listen to ourselves.

They *don't* listen to us because what we are saying doesn't appear to have any relevance to their own situation;

or because we used a "trigger word" which set off a chain reaction of private thoughts.

They *don't* listen to us because what we are saying represents an attack on their cage;

or because they were expecting us to say something quite different, and so that's what they thought we said.

They *don't* listen to us because we talked about us, not them;

or because they couldn't see what they could do about what we were saying.

They *don't* listen to us because we just said what we thought, and left it at that;

or because what we said was overwhelmed by the message in how we said it.

They *don't* listen to us because they haven't learned to trust us;

or because they feel intimidated or insecure when they are with us.

Learning outcomes checklist

- Communication** strategies are clearer.
- Now have a **checklist tool** to differentiate successful from unsuccessful change processes.
- Better understanding** of the strategic concepts.
- Better understanding** of the language of change management.
- Now understand** how to develop strategies to define stakeholders and their needs in the context of both the environment and the individual.
- Understand** the role of change manager as a facilitator of change.
- Now able to **design communication** strategies for change from the top (PVC R).
- Sponsor support** is critical to success.
- Better understanding** of how to negotiate the WIFM for each party.
- Understanding** time scales for change.
- Courageous patience** is the hallmark of successful change management.

Epilogue:

The Traditional Gaelic Blessing – A family tradition

This booklet does not have all of the answers. In fact, it was never intended to provide them all. The research managers who read this book are just starting out on a journey of discovery. If you have gotten this far you are only about 10% of the way. That means that there is still a very long way to go! Welcome to the club. Good luck and know that we are thinking of you.

A prayer of hope to sustain the optimistic change manager;

“May the road rise up to meet you.

May the wind be always at your back.

May the sun shine warm on your face;

*The rains fall soft upon your fields and until we
meet again,*

May God hold you in the palm of his hand”

APPENDIX I

Self Monitoring Diagnostic

Note of caution: The self-monitoring scale comprises the following set of 18 questions used to measure respondents' tendency to regulate their self-presentation. Interpretation of scores should take into account the original conceptual basis for and developments of the scale. Recommended reference: Snyder, M. & Gangestad, S. (1986). "On the nature of self-monitoring: Matters of assessment, matters of validity". *Journal of Personality and Social Psychology*, 51, 125-139.

Please answer the following 18 questions with either **"True"** or **"False"** having regard for your personal feelings and reactions to events of your daily life & at your social gatherings.

Question	True	False
1. I find it hard to imitate the behaviour of other people	<input type="checkbox"/>	<input type="checkbox"/>
2. I guess that I put on a show to impress or entertain others	<input type="checkbox"/>	<input type="checkbox"/>
3. At parties and social gatherings, I do not attempt to do or say things that others will like	<input type="checkbox"/>	<input type="checkbox"/>
4. I can only argue for ideas in which I already believe	<input type="checkbox"/>	<input type="checkbox"/>
5. I can make impromptu speeches even on topics about which I have almost no information	<input type="checkbox"/>	<input type="checkbox"/>
6. I would probably make a good actor	<input type="checkbox"/>	<input type="checkbox"/>
7. In a group of people I am rarely the centre of attention	<input type="checkbox"/>	<input type="checkbox"/>
8. In different situations and with different people, I often act like very different persons	<input type="checkbox"/>	<input type="checkbox"/>
9. I am not particularly good at making other people like me	<input type="checkbox"/>	<input type="checkbox"/>
10. I am not always the person I appear to be	<input type="checkbox"/>	<input type="checkbox"/>
11. I would not change my opinions	<input type="checkbox"/>	<input type="checkbox"/>

(or the way I do things) in order please someone or win their favour		
12. I have considered being an entertainer	<input type="checkbox"/>	<input type="checkbox"/>
13. I have never been good at games like charades or improvisational acting	<input type="checkbox"/>	<input type="checkbox"/>
14. I have trouble changing my behaviour to suit different people and different situations	<input type="checkbox"/>	<input type="checkbox"/>
15. At a party I let others keep the jokes and stories going	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel a bit awkward in public and do not show up quite as well as I should	<input type="checkbox"/>	<input type="checkbox"/>
17. I can look anyone in the eye and tell a lie with a straight face (if for a just cause)	<input type="checkbox"/>	<input type="checkbox"/>
18. I may deceive people by being friendly when I really dislike them	<input type="checkbox"/>	<input type="checkbox"/>
TOTALS		

Each question should be scored one point for each response that matches the following;

- | | | | |
|----------|----------|-----------|-----------|
| 1. False | 6. True | 11. False | 16. False |
| 2. False | 7. False | 12. True | 17. True |
| 3. False | 8. True | 13. False | 18. True |
| 4. True | 9. False | 14. False | |
| 5. True | 10. True | 15. False | |

The analysis is simple - the higher your score the more likely it is that you are a chameleon.

High self-monitors (scores > 12) more readily adjust their behaviour in response to external circumstances (i.e. the chameleon), and thus will appear to be less consistent than the more inwardly directed **low self-monitors** (scores <8).

APPENDIX II

Charles Handy Cultural Diagnostic

This survey tool is designed to help people work out both their preferred working culture as well as the prevailing culture of the place where they are currently working.

The survey process involves you answering all the questions twice. In the first iteration you are to answer them from the perspective of the organization as a whole. This allows the diagnostic to establish a “cultural snap-shot” of your workplace.

In the second iteration you are to answer them from a personal perspective (e.g. what is the type of culture that I prefer to work in?). There are nine groups of four questions. You need to rank each of the four questions (4 being highest and 1 being lowest) in order of "best fit" with the culture of your workplace in the first iteration and then with your preferred work culture in the second iteration. The spread sheet featured here has been designed to add up your scores and generate a bar chart which will indicate the prevailing culture of your workplace as well as your preferred work culture type. Copy of the spreadsheet tool is available from authors on request.

(NB Total scores should sum to 90 for each iteration)

	Organisation	Questions
Q1		A good boss is;
a		strong, decisive, and firm but fair. Protective, generous, and indulgent to loyal reports.
b		impersonal and correct, avoiding the exercise of authority to own advantage. Only demands of reports what is required of the organisation.
c		egalitarian (no favourites) and influencable in matters concerning the job at hand. Uses authority to access the resources required to get the job done properly.
d		concerned and responsive to personal needs and the values of others. Uses the position to provide satisfying and growth-stimulating work opportunities for reports.
Q2		A good employee is;
a		hard working, loyal to the boss's interests, resourceful and trustworthy.
b		Responsible and reliable, meeting all the requirements of thr position description and never giving the boss any surprises or cause for embarrassment.
c		self-motivated to contribute the best efforts to the job at hand and is always ready to contribute new ideas and suggestions. Always willing to hand over the lead role to other team members who may have greater expertise or ability in a particular situation.

		vitaly interested in the development of their own potential and is open to learning and assistance. Respectful of the needs and values of others and is willing to give help and contribute to the development of others.
d		
Q3		A good team member always gives first priority to;
a		the personal demands of the boss.
b		the duties, responsibilities, and requirements of own job role, and the expected standards and behaviours of the team.
c		the requirements of the job at hand in terms of skill, ability, energy, and material resources.
d		the personal needs of the other team members.
Q4		People who perform well and advance in our business unit;
a		are politically aware, like taking risks, and operating on their own.
b		are conscientious and responsible, with a strong sense of loyalty to the business unit.
c		are technically competent and effective, with a strong commitment to solving the problem at hand.
d		are effective and competent in personal relationships, with a strong commitment to the growth and development of their own talents.

Q5		The business unit treats individuals;
a		as a trusted agent whose time and energy are at the disposal of those who run the business unit.
b		as though their time and energy were available through a contract, having rights and responsibilities on both sides of the agreed job role.
c		as a co-worker who has committed their skills and abilities to a common cause.
d		as an interested and talented person in their own right.
Q6		People in this business unit are controlled and influenced by;
a		the personal exercise of rewards, punishments, or charisma of the boss.
b		the enforcement of economic or political power of the boss through procedures and expected standards of performance.
c		communication and discussion of task requirements leading to appropriate action motivated by a personal commitment to solving the problem.
d		intrinsic interest in and enjoyment from the job; and/or concern and caring for the needs of other team members.
Q7		It is legitimate for one person to have control over the activities of another;
a		if they have more power and influence in the business unit.
b		if their position description prescribes that they are responsible for directing

		that person.
c		if they have more knowledge about the particular task at hand.
d		if their control is accepted by those whom they are wishing to control
Q8		The basis for assignment of jobs/tasks in our business unit is;
a		to suit the personal needs and in the best judgement of those who run it.
b		to fit the formal divisions, functions, and responsibilities of the business unit.
c		to best fit the resources and expertise requirements of the job to be done.
d		to best fit the personal wishes and needs for the learning and growth of particular team members.
Q9		Competition between team members is;
a		is for personal power and advantages.
b		is for high-status positions within the business unit.
c		is for recognition of excellence in contribution to completion of the task.
d		is ensure attention to one's own personal needs.