ENGLISH NATIONAL HEALTHY UNIVERSITIES NETWORK

HEALTHY UNIVERSITIES AND ORGANISATIONAL CHANGE:

WORKSHOP OVERVIEW AND KEY DISCUSSION POINTS

1. Session overview

Ewart Wooldridge led and facilitated a workshop on the subject of Healthy Universities which included:

- insights into change models and processes that seem to work in higher education in the current climate
- the critical importance of understanding the impact of change on 'the psychological contract', which can have a profound effect on the health of the organisation
- an interactive workshop discussion (structured around the following issues: investing in the whole system Healthy University approach; importance of 'influencing beyond authority' in the implementation of change; influencing top leadership in the management of change in the current challenging times) leading to the production of key points on 'leading change in a healthy university culture'.

2. Summary of key discussion points

At the end his presentation Ewart asked participants to work in small groups and identify at least five techniques of organisational change management that support the concept of 'healthy universities' – and five that don't.

Table 1 below shows a summary of the key points:

Table 1: Key Discussion Points

Techniques of organisational change that **do** support the concept of healthy universities	Techniques of organisational change that **do not** support the concept of healthy universities
Communication • Holding regular Vice Chancellor briefings – needs to be 'quality communication and information'. • Ensuring that communication is a dialogue rather than one-way, thereby ensuring engagement • Prioritising positive feedback and rewards to reinforce good work. • Ensuring clarity of purpose is understood – a 'common why'.	**Communication** • Poor communication. • 'Radio silence' – lack of communication and therefore lack of clarity about the change.

Systems and Resources	Systems and Resources
• Being opportunistic – using current/existing policies and/or practices to support Healthy University e.g. staff survey. • Striving for consistency and clarity between schools/departments/services and fostering cross-departmental working that encourages a move away from silos. • Using existing guidelines/procedures to progress work in certain situations e.g. using equality and diversity rather than always relying on language of 'Healthy University'. • Using resources wisely e.g. drawing on academic expertise to advise on and support organisational change.	• Lack of consultation or disconnect between narrative of consultation and the outcome i.e. it feels like a 'paper exercise'. • Overly 'top-down' approach – lack of understanding of what is needed.
Culture and Environment	**Culture and Environment**
• Using the Healthy University approach can inspire and foster a culture where positive change can happen. • Supporting people through use of 'servant leadership'.	• Poor performance management whereby poor performance is tolerated. • Bullying approach to change including harassment and 'improper behaviour'. • Lack of leadership and lack of clarity. • Listening to those who shout loudest – lack of equity. • Delivering structural change but not real organisational change. The process needs to include 'hearts and minds' transformation.