Healthy Universities National Network meeting
Leeds Trinity College
17 September 2010

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Chief Executive
Healthy Universities: Whole University model

Key Focus Areas

- **WHOLE UNIVERSITY APPROACH**
  - Create healthy and sustainable working, learning & living environments for students, staff & visitors
  - Increase profile of health & sustainable development in learning, research and knowledge exchange
  - Contribute to the health, well-being & sustainability of the wider community

Underpinning Principles

Public Health Drivers

Higher Education Drivers

Deliverables & Impacts

(www.healthyuniversities.ac.uk)
Culture: “The way things are done round here”
- communities
- norms
- values
- tribal behaviour
- collegiality
- corporate values

Psychological contract: Aggregate of reciprocal expectations between institution and its members
- sense of fairness/’fair deal’
- dignity at work
- collegial v corporate
- expectations/perceptions of leadership
Change concepts that seem to work for HE

- Handling transitions (William Bridges)
- Unfreeze / Refreeze (Kurt Lewin)
- Tight / Loose (Charles Handy)
- Compelling Narrative/storyline
- Guiding Coalition (John Kotter)
- Authentic leadership (Goffee and Jones)
The Transition Curve

Esteem/Mood

Shock/denial

‘Letting go’

Depression

Anger

Time

Integration

Acceptance

‘Experimentation’

Adapted from Kubler-Ross (1969)
Transitions (William Bridges)

**CHANGE**

**ENDINGS**
- Listen
- Help people let go
- Allow time
- Acknowledge losses
- Mark endings symbolically
- Make continuities clear

**NEUTRAL ZONE**
- Normalise it
- Create temporary structures, roles etc
- Protect from failure
- Check points
- Encourage experiments

**NEW BEGINNINGS**
- Dramatise new identity
- Redesign roles collaboratively
- Provide support, training etc
- Look for/create quick successes and celebrate

**Signs of unmanaged transitions:**
- Guilt
- Resentment
- Anxiety
- Self absorption
- Stress

*Adapted from William Bridges*
“It isn’t the changes that do you in, it’s the transitions. Change is situational; new policy, new boss, new site. Transition is the psychological process people go through to come to terms with the new situation. Change is external; transition is internal”.

(William Bridges)
Dealing with resistance—Getting people to let go

- Identify who’s losing what
- Accept the reality of subjective losses
- Don’t be surprised at over-reactions
- Accept signs of grieving
- Give people information – over and over again
- Mark the endings
- Treat the past with respect
- Get people to accept **problems**, not just the solutions
- Show how endings ensure continuity of what really matters
## Some contrasts 2003 : 2010

<table>
<thead>
<tr>
<th>2003</th>
<th>2010</th>
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<tbody>
<tr>
<td>Change = growth</td>
<td>Change = survival</td>
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<tr>
<td>Missions = Convergence</td>
<td>Missions = Differentiation</td>
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<tr>
<td>New providers no threat</td>
<td>New providers a threat (FE, private)</td>
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<tr>
<td>Funding regime benign</td>
<td>Funding regime a threat</td>
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<tr>
<td>Universities have positive image</td>
<td>Lost trust of Government?</td>
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<td>Concept of “customers” unattractive</td>
<td>Consumer/Client voice vital</td>
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<tr>
<td>Academic freedom unchallenged</td>
<td>Impact and “ROI” a key factor</td>
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“For me, it’s more about a job well done and less about the cheese.”

(Harvard Business Review)
‘Stevens, get in here and give me some positive feedback.’
Creating the energy and momentum of change

- Champions
- Clear drivers
- Compelling storyline
Workshop discussion

Identify at least five techniques of organisational change management that support the concept of ‘healthy universities’ – and five that don’t!