Sheridan employees who participated on this Engagement Team:

**Communication and Transformational Change Team:** Sally Burgess, Antonia Hammer, Natalie Mohammed, Carol Nagy

**Total Rewards Team:** Michael Evans, Paul Khangura, April Williams

**Management Development Team:** John Ambrosio, Anuraj Bajwa, Carol Goodrow, Judy Travis

**Leadership Effectiveness Team:** Sonali Banerjee, Michelle Convery, Diane Duff, Karen Malis, Sarah Peake, Paul Toms
Introduction

In 2011 Sheridan engaged Knightsbridge Human Capital Solutions to build a People Plan that is aligned with Sheridan’s commitment to developing people and becoming an Employer of Choice, as well as being aligned to Sheridan’s journey to becoming an undergraduate teaching university, and to achieving the goals of the Strategic Plan and the Academic Innovation Strategy. A team of consultants from Knightsbridge worked closely with Sheridan over several months to gather data and obtain information required to build the plan. The development of the Sheridan People Plan followed one of the most consultative approaches that Knightsbridge has taken in the development of such a plan. As part of that data gathering process, the consultants met with approximately 400 individuals and engaged several key groups in facilitated discussions. In early 2012 Knightsbridge presented findings and the People Plan report to Sheridan. The execution of Sheridan’s People Plan is a three to seven year initiative.

One of the early steps in keeping with both the People plan and the Sheridan Vision was to create a People Plan Engagement Team made up of Sheridan employees by volunteers from various departments and employee groups including students, across three Sheridan campuses. This Engagement Team worked for a fixed period that ended on June 30, 2012 with the submission of this white paper.

This team was tasked with reviewing the top priorities identified in the People Plan, while relying on the data in the People Plan report to understand Sheridan’s current state. Using that information the engagement team would make recommendations on organizational best practices related to the top priorities that were identified. The Engagement Team members selected four of the key priorities to focus on, and created four sub teams. Each sub team would focus on their priority topic. The four priorities that each sub team would focus on were: (1) Communication and Transformational Change, (2) Total Rewards Review, (3) Management Development, and (4) Leadership Effectiveness.

The following research provides each team’s summary of best practices and recommendations related to the four key priorities identified above. This research was conducted through a review of the literature with an emphasis on lessons from public and post-secondary environments, institutions that have undergone transformational change, and Canada’s Top Employers. Comparator institutions from the above mentioned categories were surveyed to understand the practices of their organizations, but the survey generated few responses and unfortunately brought limited value to this process. Responses to strategic questions posted to attendees at a Sheridan symposium held on June 4th 2012 also informed the recommendations in this report.
Scope of Inquiry

Communication and Transformational Change

A review of literature to seek support and recommendations about the type of communication channels effectively used during transformational change was conducted.

Effective, timely and transparent communication is one strategy integral to the transformational change process. A clear sense of purpose; defining the boundaries of change; alignment and commitment to the goal at all levels of the organization; effective allocation of resources; anticipation of opposition and roadblocks; engaging the right people at the right time in planning and executing changes and contingency planning are other effective strategies for successful transformation. (Mangurian and Cohen 1994-95)

A number of best practices specific to the change process in post-secondary environments were also identified. These findings state that the transformational change process should be characterized by:

- openness rather than secrecy
- responsiveness to the concerns of staff
- fostering of confidence

Total Rewards Review

A review was conducted to compare Canada’s top post secondary institutions and both public and private sector businesses. These included employers from “Canada’s Top 100 Employers of 2012”, “Canada’s Top Family-friendly Employers list of 2012”, “Greater Toronto’s Top Employers 2012”, “Canada’s Best Diversity employers 2012”, and the lists for Canada’s Top employers for Young People and for Canadians over 40 in 2011, published Dec 8, 2011 in the Globe and Mail.

A comparative review was then conducted to assess the current collective agreements for academic and support staff at Sheridan, as well as the Terms and Conditions of Employment for Administrative Employees and, terms of employment for part-time employees in contrast to the “Canada’s Top Employer” institutions mentioned above.

Management Development

The following were considerations which underlie the approach to this research:
• The culture and vision within which Sheridan managers are presently, and will be in future, required to work
• The context of all the work being done by the many teams in the Sheridan journey
• The desire to receive as much feedback & recommendations from Sheridan managers and employees as possible
• Reference to Sheridan’s “Manager’s Guidebook for Performance Development for Administrators-Managers”.
• The thought that a Sheridan-wide survey might be necessary to tap into a lot of the expertise that exists and is taught here on this topic.

A review of survey responses from comparator institutions, literature / publications, internet research and feedback from Sheridan employees at the symposium on June 4th, all contributed to forming the recommendations of this report.

Survey of Comparator Institutions:

The following three questions were included in a survey of comparator organizations:

1. What are the competencies, qualities, best practices that you look for in managers you hire?
2. What are the components and highlights of your orientation for managers?
   a. Formal orientation to the company
   b. Orientation to their specific department/division
3. What training, networking and resources do you make available for ongoing management development beyond Orientation?

Only two organizations out of the 24 (UNBC & TD Bank) responded to the survey. UNBC responded to the above mentioned three questions as follows:

1. Someone who regularly practises the "soft skills". Has a thirst for knowledge and looks for process improvement so that we are able to add more value for our customers (students, staff and the public).

2. a) We don’t have a formal management orientation program but new managers are generally put in touch with experienced managers who can help them understand the policies and practices in place at UNBC. (mentoring model)

   b) Two years ago [HR] started a program called the Manager's Development Program (MDP). This program was implemented for exempt managers to provide knowledge specific training in competency areas that most managers operate in. Some courses are
one day. Others are two days. Some are half day. Topics have varied from Presentation Skills, Respect in the Workplace, Positive Employee Relations, Difficult Conversations: Having the Courage, The Laws of Agency and Employment and Contracting Out. One session a month is generally held (excluding the months of July and August). Participants in the program who have completed all sessions are awarded a certificate of achievement by the UNBC president at a celebration ceremony.

3. No information was supplied.

The results of this survey initiative provided limited useful data. Nonetheless, the three above mentioned key questions guided much of the research into management development programs and practices.

*Literature Review:*

A review of literature demonstrated that the words *management*, *leadership* and *administration* are often used interchangeably.

*Publications:*

A review of relevant publications highlighted a major disappointment. Not one article related directly to the topic of management development in an evolving context such as that which is presently relevant to Sheridan. Most of the articles researched were industry specific and not particularly transferable to an educational setting with unique strengths and challenges such as those which exist at Sheridan.

*Internet Research:*

A review of internet material facilitated an analysis of Management Development practices in organizations and institutions which were selected based on the categories described in the introduction of this report. These were:

a) Comparable Universities

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<tr>
<th>Institutions transitioned into University</th>
<th>GTA Universities</th>
<th>MacLean’s Top 4</th>
</tr>
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<tbody>
<tr>
<td>Ryerson University</td>
<td>University of Toronto</td>
<td>Mount Allison</td>
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<td>Mount Royal University</td>
<td>Brock University</td>
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<td>York University</td>
<td>UNBC</td>
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<td>McMaster University</td>
<td>Lethbridge</td>
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b) 2011 Top 100 Employers
Leadership Effectiveness

Leadership Effectiveness concerns judgments about a leader’s impact on an organization’s bottom line (i.e., the profitability of a business unit, the quality of services rendered, market share gained, or the win/loss record of a team) (Hogan, Curphy, & Hogan, 1994, p. 4). Leadership effectiveness is contingent on the match between the personalities and abilities of leaders, the tasks, culture, and contexts of the organization, and the fit between these factors. Within the context of the Sheridan People Management Transformation, Leadership Effectiveness has been identified as one of the four key priorities. The two action areas noted are to:

- Build aligned and effective leadership teams across the organization and develop future leadership capacity
- Create a more ‘leaderful’ organization that will work together to cultivated innovation and lead change

Key definitions:

Leadership is “a way of taking action not...an organizational role or position” (Joiner & Josephs, 2007, p. xii)

Leadership Agility delineates the skills needed for effective leadership in complex, rapidly changing environments. Agile leadership key competencies are:

- Pivotal conversations: Direct person-to-person discussions where important outcomes are at stake.
- Team initiatives: Initiatives intended to improve a team and/or its relationship with its larger environment.
- Organizational initiatives: Initiatives designed to change an organization and/or its relationship with its larger environment (Joiner & Joseph, 2007, p. vi).

Leader Development: Nurturing individual skills and abilities (Kouzes & Posner, 2007).

Leadership Development: Nurturing organizational skills and abilities (Kouzes & Posner, 2007).

Leadership styles: “coercive, authoritative*, affiliative*, democratic*, pacesetting, and coaching* leadership” (Goleman, 2000). [starred styles, in combination, are the most effective]
Participatory Leadership “Is based on respect and engagement. It constructively focuses energy in every human to human encounter... harnesses diversity, builds community, and creates shared responsibility for action. It deepens individual and collective learning yielding real development and growth” (Rooke & Torbert, 2005).

Leadership functions include setting direction, aligning people, and motivating people (Kotter, 1990)

Management functions include planning, budgeting, organizing, staffing, implementing, and controlling (Kotter, 1990).

Review of Literature

The literature on leadership, leadership development, and leadership effectiveness is extensive and for the purposes of this paper only highlights will be noted

Leadership

Leadership theory has evolved from the Leadership Trait theory that dominated common beliefs until the post-second world war, which were based on assumptions about nobility and being born for positions of leadership to the Behavioral approach which was popular during the 1950s. The Behavioural approach to Leadership focused on behaviour and characteristics of the individual. Contingency theories of leadership were proposed in the late 1960s and recommended adapting leadership styles to the situation. Transformational leadership theory became popular in the late 1970s and has continued to hold sway. James McGregor Burns’ seminal work on leadership being transactional and transformational. Trust, loyalty, admiration, respect, and encourage the heart or passion are key elements of his work.

There are many definitions of leadership and as noted in the definitions above it is important to distinguish between leadership and management. Kouzes and Posner (2007) define leadership as “a process ordinary people use when they are bringing forth the best from themselves and others” and note that authentic leadership is founded on trust. They note that there are five practices that exemplary leaders demonstrate: model the way; inspire a shared vision; challenge the process; enable others to act; and encourage the heart.

Leader Development versus Leadership Development

It is useful to distinguish between the development of leaders and leadership development. Leader development enhances self-awareness, and individual-level skills and abilities. Leadership development focuses on building organizational capacity that encourages engagement and commitment to organizational vision, team work, networking, and the achievement of an organization’s goals.

Leadership Development

For leadership development within an organization to be effective a leadership development
process needs to be followed. While there are several models within the literature the commonalities are that there is a: needs assessment; selection of participants; management support; a learning plan, strategy, or program using a variety of active, experiential and reflective elements; leadership achievement recognition or reward; and an overall evaluation and renewal process measured in relation to achievement of organizational goals.

Examples of Best-Practice Models
Twenty-four organizations were selected by the People Plan Engagement Team as examples of organizations that had engaged in best practices by being recognized as one of Canada’s Top Employers, noted to be outstanding organizations, or that were organizations that had been through the transformation from college to university. Six of the 24 organizations that were approached responded to our survey. Key learning that they shared with us were that leadership starts at the top and that leaders need to model or “walk the walk” in providing inspiration, vision, consultative practices, and demonstrating the “soft skills” of leadership. They recommended using excellence awards to reward achievement and noted that a clear vision and goals were required to achieve change. They also noted that it is not possible to satisfy all constituents.

In reviewing work previously done at Sheridan in regards to Leadership, Burns (2009) noted several Leadership initiatives that support best practice. These include:

- The Chair Academy which offers leadership programs in transformational leadership
- A Transformational Leadership Journey six module program offered by The Iris Group delivered within an organization.

Other examples of best practice leadership programs include:
- The extensive Staff training and development and leadership at all levels program offered by the Northern Alberta Institute of Technology (NAIT) ([http://www.nait.ca/70984.htm](http://www.nait.ca/70984.htm))
  - leadership development
  - new employee orientation
  - Northstar leadership series
  - performance management program
  - Myers-Briggs type indicator®
  - Thomas-Kilmann conflict mode
  - toxic workplaces—prevention and management
  - productivity enhancement services
  - project leadership certificate
  - project management certificate
  - supervisory development certificate
  - becoming a master customer service representative certificate
  - advanced leadership development

- Leaders for Life program ([http://www.hclabc.bc.ca/leadersforlife](http://www.hclabc.bc.ca/leadersforlife))
  - Lead self
- Self awareness
- Manage self
- Develop self
- Demonstrates character

- Engage others
  - Foster development of others
  - Continue to create healthy organizations
  - Communication effectiveness
  - Build effective teams

- Achiever results
  - Set direction
  - Strategically align decisions with vision, values, and evidence
  - Take action
  - Assess and evaluate

- Develop coalitions
  - Build partnerships and networks
  - Demonstrate commitment to customers and service
  - Mobilize knowledge
  - Navigate politics

- Systems transformation
  - Demonstrate systems/critical thinking
  - Encourage and support innovation
  - Orientate strategically for the future
  - Champion and orchestrate change

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**Strategic Imperatives**

**Communication and Transformational Change**

Of the top five key priorities identified from the Knightsbridge People Plan, Communication & Transformational Change Capacity (C&TCC) is seen as the most imperative of these priorities as success is inherently tied to and supported by a successful communication plan.

Likewise, other Engagement Teams will support and be serviced by the communication model. The C&TCC priority will determine the methods of keeping the work of other Engagement projects at the forefront for all Sheridan’s stakeholders. The sooner an effective model is determined, the greater the capacity for supporting Sheridan’s transformation.

Numerous sources confirm that effective communication is the key to success in implementing organizational change. Richardson and Denton state that “people must know what is
happening and why before they can feel even somewhat confident, secure, and hopeful about the change and the future the change will bring” (206).

Sheridan’s 2009-2014 Strategic Plan articulates broad and engaging communications as an important priority for the College with an aim to “...foster connectivity and encourage the sharing of research, information, ideas and discussions...Involvement of stakeholders at all levels, and across various disciplines, will be important to promote broader engagement” (21). This priority is doubly important with the coming transformational change of becoming a university.

Sheridan has unique needs in its communication strategy because it must not only communicate with traditional employee groups, but also faculty, prospective students, alumni and many others. As a result, it is important that the College’s communication plan recognize the differing relationships various stakeholders have with the institution. With a student mandate it is important to included student input and feedback in the transformational process. Additionally, prospective students will need to learn what opportunities lay within a new Sheridan while Sheridan alumni will need to be uniquely engaged to feel simultaneously connected to the Sheridan of the past and the new institution in its future.

Another important finding was that effective communications required that management not only communicated change to personnel, but that managers sought feedback about staff responses and concerns (Whittaker et al.) In general, of the various communication methods used the two most valued by staff were (a) a regular newsletter, and (b) an advisory and consultative committee of staff drawn from all areas of the work of the college up to and including senior lecturers (Whittaker et al.). Continuous communication is key, including in person and personal, prior to and during changes that effect roles, responsibilities and jobs.

**Total Rewards Review**

The focus of the research into this topic is with a view to Sheridan being competitive in terms of total rewards amongst other institutions of higher education, while also reviewing the total rewards offered in non-educational institutions, including but not limited to the Ontario Public Service and Human Resources and Skills Development. A focus of the research was to seek interesting perspectives on valuing employees through providing them workplaces they are eager to work in, allow opportunities for professional growth and advance within the organization, and recognizing the importance of a work/life balance for the wellness of staff and their families. High importance was placed on employee morale, and motivating staff to grow with the organization and form part of its long term future. These values are essential components in creating a relevant and deliverable approach to total rewards at Sheridan.
Value was also placed on total rewards which would provide staff with opportunities to foster community relationships both individually and for the College.

The total rewards offered by Canada’s Top Employers was reviewed for this report. The data extrapolated from the best practices within the Top 100 lists points to why the various organizations were recognized as top employers. This information was also categorized based on key areas of interest. Those areas were: professional development and advancement, retirement perks, facility perks, shifts/vacation/sick leave/ personal days, family perks, and special perks.

Management Development

The focus of the research into this topic was leading edge best practices in comparator universities or institutions that have transformed from colleges or polytechnics into universities.

There is a great deal of overlap between leadership effectiveness and management development in both literature and practice.

Enthusiastic Sheridan employees present at the Sheridan Journey Symposium generally provided feedback with a consistent message: involve us and develop an excellent program that all managers will be proud to participate in!

A review of the research material from the internet identified examples of some programs designed to improve leadership competencies and help to develop managers, including a couple of models that have attractive features to be considered within a new Sheridan program.

Leadership Effectiveness

The Academic Innovation Strategy (AIS) identifies the need to “develop leadership skills across a broad range of people” and notes the need to develop an academic leadership program at Sheridan. Sheridan has embarked on an ambitious future strategic direction to transform on existing strengths and is undertaking a large volume of activity to further strengthen its position in a rapidly changing, demanding, and competitive post-secondary market. There is need for an inclusive, integrated, and collaborative environment at Sheridan to further enhance the strengths of creativity and innovation. There is recognition that an enabler for strategic change is the development of leadership skills across a broad range of people. It was beneficial to
connect Leadership Effectiveness initiatives to the entirety of the People Plan Engagement Team and the work of the other engagement teams during Sheridan’s Journey Symposium.

### Recommendations

**Communication and Transformational Change**

Transformational change holds potential benefits that are matched by the intimidating levels of fear, anxiety and outright resistance a major change can create within an organization. Effective communication, even when it involves admissions of uncertainty, not only empowers and engages but can also decrease employee anxiety and prevent rumours (Jimmieson, Terry & Callan). Rumours and anxiety can seriously impact individual and collective employee enthusiasm about change. A successful communication plan that is capable of maintaining enthusiasm and engagement while calming fears and dissuading rumours is dependent upon four key recommendations:

1. **Communicate ahead of needs and throughout the change process**

As soon as a plan for change is unveiled, communication requires strategic management. Downsizing, program changes, hour of work impacts – even the possibility of moving one floor up or down in the building “grow like weeds in the fertile soil of fear and uncertainty that surrounds the early stages” of change. (Mangurian and Cohen, 1994-95). In order to keep rumours and anxieties in check, organizations must ensure there is a continual flow of open communication and information to not only address stakeholders concerns but also maintain enthusiasm and engagement in the change process.

To do this, Sheridan must not only develop inclusive communication strategies but also transparent decision making processes which includes rationale and future impacts that a) addresses each stress point during the initial phase of conceptualization through to full implementation, and b) does not have input and decisions made by a select few who hold their cards too close. Rather, we need to “redesign fair”, communicate openly and allow anyone who is interested see what is going on and how the process is evolving.

- Continue to provide a compelling operational vision, appeal to personal goals of the skeptics, consult with students on the scope of change, provide clarity and leadership at senior levels, equip key decision makers and employees with as much information as possible as it becomes available
- Continue to communicate with employees throughout the entire change process

(Richardson & Denton)
Jimmieson, Terry & Calla further this argument by stating that “when employees have a sense of prediction and understanding about impending organizational change, they are likely to appraise the situation as one in which they feel efficacious in their ability to cope with subsequent demands” (22). This presents an opportunity for the organization, in this case Sheridan, to not only comfort anxieties but also create meaningful engagement.

Additionally, these communications must be easy to find, and hard to ignore. Stakeholders concerns and enthusiasm regarding transformational change will ebb and flow throughout the process. In the case of Sheridan, the transformational journey will take place over many years. To keep stakeholders attention, communication must speak to and anticipate their concerns.

2. Communicate what you know and what you don’t know:

- The College must communicate openly and regularly about the implications of change, including what they know and what they don’t know
- When appropriate, the College should provide opportunities for employees to engage in the solution finding process surrounding the ‘unknowns’ of transformational change

A common mistake organizations make is to only communicate information of certainty and ignore the “unknowns”. Research shows that organizations should instead not only respond to but anticipate employee’s questions and concerns. This should be achieved by responding with the information available while acknowledging areas of uncertainty and inviting employees (where appropriate) to help identify solutions (Anderson & Anderson, 2010). Richardson also argues that:

The most effective strategy would seem to be to tell employees what is known. Answer questions that can be answered and explain why others cannot be answered. Focus on areas that are especially important to the employees rather than on facts or figures that have little relevance to them. When dealing more with emotional concerns than with rational ones the communication process itself may be more important than the content process Richardson, 206

Acknowledging that questions remain unanswered provides a certain level of comfort by informing stakeholders that the issue is both recognized by the institution and legitimatized as a concern. Going the extra step further to help stakeholders inform the solution finding process also engages them as meaningful partners in the change process.

3. The importance of engaging two-way communications:
Many scholars have asserted that planned change requires extensive participation by members at multiple levels of the organization during all stages of implementation (Fernandez & Rainey). To establish effective two-way communication, best practices indicate that:

- Communication newsletters should be sent out and must address everyone, allowing people to be informed about all levels of change. This can be separated into categories for faculty, staff, students, external stakeholders, general information, etc. Some people may only want to know what is important to them. The sections are to ensure all information is communicated to anyone that may want to know what is happening across all levels.

- Communications must allow the target audience to address questions, comments and/or concerns. This can be implemented through anonymous comments/email sections attached to the newsletter.

- The newsletter should also be distinctly different from other communications. This is to ensure people know that it is about the change, and not about other college information.

- Implementing an “open door” policy for faculty and staff to approach a designated person about any questions or concern they may have about the change.

- Communication must address information on the status of change as well as questions, concerns and feedback from the target audience. Let the audience know what information and answers are known and unknown.

To keep the community informed, Sheridan needs open two-way communications with all its faculty, staff, students, and stakeholders. Armenakis & Harris suggest employing effective written and oral forms of communication to foster active participation among employees (Fernandez & Rainey). This two-way communication will allow people to absorb the information about the changes and be able to voice their questions and concerns before rumours start. There may be some people resistant to the upcoming change. Widespread participation in the change process is perhaps the most frequent and cited approach to overcoming resistance to change (Fernandez & Rainey).

4. Keeping communication different

The fourth recommendation is that transformation communication be different from the myriad of other communications employees receive on a regular basis, and vary according to the audience. The intent should not be merely to provide information with no understanding
of how it was received by the audience, but rather to use the communication methods to encourage the open, two way communication which is most valuable to the organization.

The following is a list of the most commonly suggested communication methods gathered from literature:

- **Advisory Groups** – used for delivering the message to managers who then deliver the message to staff/faculty/students in a face to face method (based on the theory that stakeholders are more likely to ask questions and pose concerns of someone they know; this information is then taken back to the Advisory Group).

- **Biweekly Newsletters** – delivered to the stakeholders via any method, (Webcasts as a recommendation) providing a constant update of progress, barriers, successes, etc.

- **Large group meetings**, where the first 10 minutes or so are used for the sharing of information and the rest is used for questions, concerns, suggestions.

- **Randomly selected face to face meetings**, on a small group or individual basis. Meetings may be more targeted if an upcoming announcement may affect a group or individual.

- **Message boards** where stakeholders are encouraged to post concerns, problems, proposed solutions, etc. These postings could then be used to guide future informational messages. The message boards would need to be promoted as a ‘safe’ environment. Other organizations have used a 1-800 line in a similar way.

- **Regular walk-about**s to become attuned to the ‘grapevine’. An effective strategy needs to be aware of rumours and mistruths so as to provide accurate information.

Anderson & Anderson state “A communication is complete only when the receiver has integrated, understood, and applied the message. This often requires you to deliver the message multiple times using different vehicles…” (Ackerman Anderson & Anderson, 2001). In dealing with different groups, even the language used can affect the influence of the communication to affect change capability (King & Brook). Attention should also be paid to the importance of the message and the vehicle that is being used to communicate it; ‘leaner’ methods, such as emails or mass messages, are better suited to less important information, while face to face methods such as town hall meetings, larger faculty, staff or student meetings, or individual appointments are better suited for critical information, especially that which has an impact on the individual (Richardson & Denton).

While it is stressed that “more effective transformation efforts...use all existing communication channels to broadcast the vision,” (Kramlinger, 45) it should also be noted that more
technology does not necessarily equal more effective communication. Face to face communication of the plan, the progress and the hiccups is still the most effective way to deliver the message and judge its impact. It is also the best way for employees and students to voice concerns, ask questions, and feel committed to the change. Organizations that are able to match the appropriate mediums to their message are most successful in incorporating change (Richardson & Denton).

**Total Rewards Review**

From the data reviewed, a number of specific recommendations were highlighted. These recommendations are not in any order of importance or priority of implementation, however they are recommendations that should be reviewed annually. This will ensure those recommendations not implemented immediately can be added at a later date if it will assist Sheridan in meeting its vision and achieving a competitive edge over other post-secondary institutions.

1. **Provide staff opportunities for professional development through formal educational programs, through coaching and mentioning work-shops, cross-training (across multiple departments in similar positions, or otherwise), social networking and interdepartmental opportunities.** This would provide staff opportunities for professional growth at Sheridan. This will contribute to Sheridan’s ability to staff positions with internal candidates as the result of expanding the skills and knowledge of existing staff.

2. **Arrange team building activities.** These can be held off campus and may include such events as corporate theme park visits, the Amazing Chase, The Sheridan Apprentice, and scavenger hunts.

3. **Maintain a higher ratio of full-time versus part-time staff within all employee groups.**

4. **Offer subsidized tuition to children and spouses of staff.** Sheridan would be acknowledging the importance of assisting immediate family members receive the kind of quality education that Sheridan is well recognized for. It allows employees to promote Sheridan by demonstrating that they are proud of the institution such that they would send their family there for education.

5. **Allow staff the option of having shorter shifts during summer hours.** Though some departments allow this through 30 minute versus 1 hour lunches, this is not the case for all support and administrative staff.

6. **With limited office space, provide opportunities to telecommute as there is value in allowing staff to work from home/remotely.** This would free up much needed office
space, with emphasis on maintaining customer service levels where at all possible provided operational needs are met.

7. Provide updated staff lounges to create an inviting space for staff across all campuses to gather during breaks and lunches. This would allow for professional yet casual meeting space and it would also be available for staff to meet with guests as needed. This can be accomplished by updating furniture, lighting, appliances, the addition of greenery/eco plants, and/or freshly painted rooms.

8. Make puddle tables available for staff to plug in laptops.

9. Make more televisions available (often seen in many business reception areas) set to Sheridan TV or CP-24, CNN, etc.

10. Introduce a “play area” for socializing amongst co-workers. These could have WII or Nintendo station; pool table; foosball, etc.

11. A designated “quiet space” for staff to meditate, pray, read a book or nap would also be beneficial and is becoming more prominent in workplaces.

12. Introduce wellness initiatives to promote the importance of good health, including nutritional education made available to staff, which in turn may contribute to less sick time in the workplace.

13. Offer free athletic memberships to Sheridan staff, or offer Athletic membership at a discounted rate which could also include immediate family members of staff.

14. Encourage social opportunities of a physical nature for staff. Examples of this could include an annual golf tournament, baseball, and volleyball tournaments, after-hours or weekend excursions such as ski trips, hiking, or games days and picnics.

15. Guarantee on-site or nearby Sheridan day care program assistance (or at least a number of new spots each term) at a reduced cost for staff members. This would support staff members upon their return to work from adoption, parental or maternity leave.

16. Provide parking at a lower rate.

17. Schedule more learning workshops or social opportunities for staff at all campuses. This will make such events available to staff not normally able to attend due to their work location.

18. Provide BYOL Workshops (Bring Your Own Lunch Workshops). This would provide more opportunities to learn job related and personal interest skills, and yet it would mean that no time is taken away from ones daily responsibilities.

19. Arrange after hours activities such as book clubs, group excursions to common interest or team building locations e.g.: wine tours, horse racing, picnics, children’s’ holiday parties, Blue Jays/ Raptors games, monthly “birthday cake” parties (for those who have a birthday in that month only), and Sheridan “Meet UP” events.

20. Use Sheridan programs/facilities to provide staff with other social opportunities, such as an arts and crafts day or an evening class.
21. Provide paid Volunteer Days which would allow staff to give back and showcase their talent to community organizations for personal satisfaction and allow staff to promote the College within the community. Staff could arrange their own personal volunteer experience/location, or the College could provide opportunities, including those with the United Way, CN Tower Stair Climb, Santa, Habitat for Humanity, Team Sheridan charity walks or bike rides.

22. Increase the professional development (PD) funding to cover costs for staff to attend functions which require additional costs of transportation (including airfare and lodging). If combined PD for up to three years was available this would allow Sheridan staff to attend important PD learning opportunities.

23. Provide staff with mentors, cross-college apprenticeships, and career planning assistance to assist them to get promoted from within the organization.

24. Provide cash bonus incentives for staff who make academic accomplishments (where not in violation of any collective agreements).

25. Provide subsidized meal plans at a cafeteria with health conscious options.

26. Employee Referral bonus – bonus to include a cash incentive or time off (where not in violation of any collective agreements).

27. Matching RRSP contributions made in addition to staff’s individual pension funds, up to a certain maximum (where not in violation of any collective agreements).


29. Offer staff coverage for fertility treatments not currently covered through the SunLife plan.

30. Maternity leave top up of 100% pay for over 17 weeks.

Based on the responses received from the Sheridan Journey Symposium, the majority of respondents indicated they would or potentially would participate in organized social or team building activities with their Sheridan colleagues. In discussions with staff members that day, there appeared to be no real opposition to using one’s own free time if there was an activity of interest to them. However, many felt that the College should provide one day for staff to participate in activities which were less formal than the Welcome Back event.

Management Development

1. Incorporate the best from two specific types of training and development models:

   **Model A: Competencies Based Model:** the best example we found is the LMSS Model (Louisiana Managerial/Supervisory):
This program includes a personal self-assessment by the manager to determine existing competencies within their portfolio, as well as areas where they may wish support for further development. The strength of this model lies in its comprehensive self-assessment of ‘soft skills’ and the worksheets used to assist the employee in their individual development plan (See Appendix C&D 1 & 2)

The Self-Assessment Tool - An effective management development training program must be specific to the individual to ensure efficient use of development resources or funding. A comprehensive self-assessment tool allows managers to evaluate their own strengths, and identify competencies requiring further development within their role prior to consultation with colleagues and their managers. The LMSS self-assessment covers many of the competencies most organizations and institutions look for in managers:

- Communication (Written and Oral)
- Negotiating
- Motivating employees
- Interpersonal Skills
- Problem Solving
- Conflict Management
- Diversity Awareness
- Workgroup Teambuilding
- Work Process Management
- Customer Service
- Human Resources Management
- Financial Management

Individual Development Plan (IDT) – An effective and efficient method to developing training plans is for the manager to identify what skills require development to help them perform their job better. The LMSS Model asks the employee and their supervisor to work together on training needs in conjunction with their annual performance review. Once completed, the employee and supervisor are able to effectively allocate training funds to satisfy the employee’s training needs outlined in their IDT.

Model B: Management Development Competency Curriculum models:

One Canadian example is McMaster University’s currently advertised Programs: “NMOP”: New Manager Orientation Program and “CALM” Certificate in Advance Leadership and Management Development. (See Appendix E 3) The goal is to provide new managers with comprehensive training that enables them to quickly adapt to and succeed in the McMaster University context and culture. NMOP was developed by Peter O’ Donnell and Linda
Spence. It is run through the Centre for Continuing Education as a certificate course for managers. It is six months in duration and consists of eight full day sessions every three weeks with a final half day session. Managers participate in the program as part of a cohort. This enables managers to build relationships and peer networks, to share their own best practices and learn more about other areas of the institution. Highly interactive adult education delivery methods are employed: small group discussion, self reflection tools, role plays, case studies and multi-media presentations. Each participant is required to complete pre-assignments. A range of senior leaders and department or unit managers deliver dynamic presentations on the key “need to know” matters of working in the institution. Direct dialogue with expert institutional leaders is a highlight of NMOP.

2. Utilize the knowledge base and expertise of its own managers by asking them all to complete an employee wide “engagement survey” to give experienced input into a new management development program.

3. Design and implement an exemplary Management Development Program be designed and implemented for each manager on a college-wide basis as both an expectation, and a developmental goal, from the hiring stage and in an ongoing manner at appropriate intervals thereafter. Such a career development approach with all managers would naturally foster career development for those they manage.

**Leadership Effectiveness**

1. Evaluate understanding of a shared vision and need for leadership at Sheridan by surveying all staff, faculty, and administrators.

2. Revisit Sheridan’s “leadership journey” with inventory of all leadership teams and initiatives and compare to Burns (2009) strategic recommendations.

3. Inventory Leadership Development Journey capstone projects and other initiatives within a Leadership Library on Access Sheridan.

4. Consider an in-house leadership program such as the one offered to all employees at NAIT. (Northern Alberta Institute of Technology)

**Conclusions**

**Communication and Transformational Change**

These recommendations will enable Sheridan to effectively communicate, which is one aspect of transformational change. They include keeping people informed step by step as change occurs. Addressing concerns up front, and communicating openly about what is known and unknown is a more proactive approach than allowing rumors to spread when information is not available. People will have the opportunity to ask questions and give feedback, allowing the two-way communication to effectively inform other people that may have the same concerns.
Communication needs to be sent out on an ongoing basis, so people know and remember that change is happening. There are many unknowns when starting a change like this, but it is far better to fill the void than to allow people’s fears and rumours to fill it (Anderson & Anderson 2010). Continue to communicate, sharing the questions you are working to answer, the change process you are undertaking, the criteria you are using, and then the hoped for timeline when actual answers will be known (Anderson & Anderson, 2010). This will keep everyone informed and up to date with all the information that is available. Keeping people informed on what is known and unknown will give them peace of mind knowing that their questions and concerns were heard, and will be answered as soon as there are answers to give.

In summary, Glen Hiner, Chairman of Owens-Corning, may have said it best with “...when you have talked about change so many times you cannot stand to do it again, then you are probably about half way there!” (Richardson & Denton, 205).

Total Rewards Review

The research suggests that, when considering total rewards, organizations tend to focus on tangible material benefits/rewards to staff in an attempt to provide a “value added” component to working for a particular employer. We recommend that Sheridan should not only consider tangible material benefits, but also benefits/rewards that would enable employees to maintain a positive sense of future with Sheridan. Such benefits could include constructive and visible succession planning, professional mentoring programs, and a clear sense of advancement within identified career paths.

Upon reviewing the research and the practices of other institutions that are similar to Sheridan, there is some information available to guide Sheridan on the appropriate next steps. Some institutions provide monetary incentives; others provide professional development and socially supportive responses. While it is not known how each institution comes to its own decisions with regard to total rewards, it is recommended that a comprehensive employee engagement survey would identify those benefits/rewards valued by the unique community that makes up Sheridan. The information provided over the past year to Sheridan by Knightsbridge suggests a diverse response to general questions posed in focus groups. It is therefore recommended that in order to identify constructive, meaningful approaches to enhancing total rewards at Sheridan, the College undergo a comprehensive employee engagement survey designed to provide a complete profile of all members of the community in a way that allows for an analysis of those factors that can clearly contribute to staff motivation and satisfaction.
Management Development

Sheridan does not have to reinvent the wheel on basic content. There are generally defined categories of key competencies for good managers to develop and enhance through ongoing institutional orientation, training, evaluation and support. These are:

- Organizational awareness/leadership/commitment
- Service Focus
- Respect for people/relationships/diversity
- Communicating
- Developing people
- Team building/effectiveness
- Leading
- Embracing and managing change/innovation
- Optimizing Service Relationships
- Planning, organizing & Implementing
- Conflict resolution/problem solving/negotiating
- Strategic thinking
- Brand Development & Promotion
- Financial Accountability
- Self-Management

Many of these were delineated in the ‘Managers Guidebook, March 2010 - Performance and Development Review for Sheridan Administrators’. We recommend a performance and development plan such as this continue to be utilized at Sheridan with an emphasis on competencies and “soft skill” development for managers.

Through research and consultations, and especially through participation in the Sheridan Journey Symposium on June 4th, 2012, it is clear that Sheridan needs a revitalized management development plan that matches its current strategy and goals. This plan should become the backbone that attracts, welcomes, orients, trains, supports, evaluates, develops and celebrates Sheridan’s managers to be exemplary employees and team builders. A review of the written material as well as discussions with a cross-section of over 600 Sheridan employees to date, informs the following suggestions for a Management Development Program (MDP) for Sheridan:

1. Inform it by first soliciting input directly from many more current Sheridan employees. There was a repeated suggestion that an employee engagement survey should be sent to all managers, at the very least, and to as many who report through managers as possible. It is encouraging that these results would supply information and
direction upon which to build a unique “Sheridan approach” to Management Development.

2. Build it upon awareness of, and respect for, the diversity of experiences, skills, and best practices among employees. Such input from employees can help to improve both the content and the process within a new practice paradigm that fits the evolving Sheridan.

3. Imbed in it the following important components: a career development philosophy and approach, enhanced self-assessment tools, extensive departmental orientation and ongoing feedback and support, cross-institutional mentoring and flexible models of delivery to help managers obtain required training.

4. Make it collaborative, developmental, strength based and goal-oriented by: involving the manager’s input into his/her own needs, soliciting employee feedback to the manager aimed at team and departmental improvement (a “360” process), as well as input from colleagues and those to whom each manager reports. Hence, begin to change our paradigm from an entrenched “Power Over” to an encouraging “Power To…”

5. Communicate about it to ALL regularly, and implement it for all managers, according to clear, delineated time lines, in every program and service area, across Sheridan. (Following Orientation phase, time lines might be: after six months/ or after one year/ or after over a longer probationary period AND at repeated intervals thereafter.)

6. Relate it carefully to the requirements of Sheridan’s emerging efforts to evolve into the role of a recognized, but special and unique, Ontario university with a different structure of funding and governance.

Many comparator institutions appear not to have well developed management training programs in place, at least not ones they are confident to share publicly. So, this is yet another area in which Sheridan has a huge opportunity to become known as an exemplary leader in development and implementation! Sheridan has the expertise within several of its program areas to work with HR to create this new model!

Sheridan should examine the NMOP and CALM programs at McMaster as well. It would not be difficult to discuss and evaluate the features of this programming with the co-developers at this nearby Ontario University. It is possible that a Sheridan version of a certificate program, required of all new managers, spread over a 6 month period, within their first year of work,
delivered dynamically by institutional leaders and trainers, to cohorts of managers from across departments and services, could be a featured aspects for Sheridan managers.

The aim of a new Sheridan MDP should be to create a culture of “stewardship” in management at Sheridan. Empowering and developing good employees and leading through collaboration could become additional hallmarks of Sheridan excellence. There are managers at Sheridan who work this way already. Find them, engage them, learn from them. They could be training the trainer here and helping to create a culture of management excellence.

A stewardship MDP would communicate to each manager that he/she is working in an exceptional environment from date of hire onward. Sheridan managers, both new and experienced would have equal opportunity to both model and encourage team building and personal accountability. Such leadership results in individuals who feel valued and who desire to build inspired teams based on trust, improved productivity and an enhanced sense of community. Such an approach offers the prospect of empowering not only managers but all employees to work together to grow and improve in teaching, in service to students and in research and development within the unique university Sheridan is striving to become!

Leadership Effectiveness

Leadership effectiveness is a key component of successful organizations. While leadership can and should occur and be nurtured at all levels of an organization, it is an essential measure of managers. Sheridan has taken important steps toward creating a culture that promotes leadership effectiveness as evidenced by its commitment to initiatives such as the Strengths’ Finder, funding of Chair Academy attendance, and Burns (2009) work on a leadership development model at Sheridan. Mature leaders are especially important during times of change. They need to have strong institutional support as change creates strong feelings of resistance, even to the most positive changes proposed.
Bibliography


Burns, P. (2009). Leadership development model for leading strategic change. Royal Roads University, Faculty of Management: Master’s paper.


Appendix A:
Survey Questions Sent to Comparative Institutions

1. What is the name of your organization?
2. Would your organization like a summary of the response data that is collected?
3. How do leaders in your organization best motivate people to be inspired and creative?
4. How do leaders in your organization facilitate the connection between industry/service/community and educational programs?
5. What leadership style works best in your organization when you are planning for transformational change?
6. As your organization worked through the transformational changes needed to become a university: (Indicate N/A if not applicable)
   a. What were the most important decisions about leadership that needed to be made early on?
   b. Based on your experience, what would your institution have done differently?
7. What challenges did you face during the transformational change of your organization toward achievement of the new vision?
8. How did leaders inspire and move all members in the organization to get on board with the vision?
9. What programs, practices and support did your organization put in place to assist employees with the readiness to achieve your vision?
10. What are the competencies and qualities of a successful manager in your organization?
11. Do you have a formal Management Orientation Program for new management employees?
12. Do you have a specific departmental Management Training Program for new management employees?
   a. If yes, what are the components of the program and the topics covered within the program?
13. Has your organization gone through transformational change?
   a. If yes, please describe your transformational change and your communication strategy that was employed during that time.
14. Did your strategy differ for different employee groups?
   a. If yes, why and how did it differ?
15. In hindsight, what would you do differently with respect to your communication strategy for transformational change?
Appendix B:
List of Comparative Institutions Surveyed

College of Physicians and Surgeons of Ontario
Georgian College
McGill University
Memorial University
Mount Royal University
OCAD University
Simon Fraser University
St. Francis Xavier University
TD Bank Financial Group
Thomson Rivers University
Trent University
University of Guelph
Yellow Media Inc. (Yellow Pages Group)
Ryerson University
Mount Royal University
University of Toronto
Brock University
York University
McMaster University
Mount Allision
Acadia
UNBC
Lethbridge
Nipissing
Ryerson
Mount Royal University
Kwantlen Polytechnic University
Appendix C: (attached link – Appendix 1)
Louisiana Managerial/Supervisory Survey (LMSS): Self-Assessment Tool

Appendix D: (attached link – Appendix 2)
Louisiana Managerial/Supervisory Survey (LMSS): Individual Development Plan

Appendix E: (attached link – Appendix 3)
McMaster University:
New Manager Orientation Program (NMOP)
Certificate in Advanced Leadership and Management (CALM)