



Connect four **Connect** more



Connect Four – Connect More

Breaking down Silos at CSU



Insightful

Inclusive

Impactful

Inspiring

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***“Failing to break down silos and disrupt the status quo is riskier...
leaders can improve collaboration, communication, and trust
between their teams and create a more effective path to growth
and profitability during times of significant change.”***

(Giacoman, Ribeiro, Trantham, 2016)

Executive Summary

The **Connect Four, Connect More** team chose to focus on siloing as we had all experienced feeling disconnected and functionally lost at Charles Sturt University (CSU) at different times. There were also experiences within the group of significant siloing of work units, leading to poor cooperation during cross-unit projects and compromised business outputs.

The results of both the 2015 and 2017 Your Voice surveys indicate this experience is not limited to our group, and that improving cross-unit cooperation is indeed one of the greatest challenges that CSU is currently facing as an organisation.

Importantly, all members of the group felt passionate about CSU as an organisation and that we each had something to contribute to the organisation to help overcome the obstacles and issues that result from siloing, and all members of the group believe a commitment to improving cross-unit cooperation will also significantly contribute to a positive workplace culture within the University, and in turn have a positive impact on business outputs.

Group sentiment is echoed in the Your Voice survey results with staff alignment to and passion for the core values high and a belief that our colleagues are one of our organisational strengths.

By connecting tools that work toward promoting cross-unit connectivity and communication to the four CSU values – ***Insightful, Inclusive, Impactful, and Inspiring*** – we believe the organisation will connect more, overcoming the internal obstacles of silos to drive external progress.

Informed by the Your Voice survey results, a comprehensive literature review and investigation of current internal practices and initiatives through case studies of The Research Roadshow, Division of Facilities Management newsletters and an individual strategy gaming session for staff and students, the **Connect Four, Connect More** team developed prototypes of key tools such as an induction training module and a 3D connectivity tool (The Onion).

Key Recommendations

The evidence presented within this *Connect Four, Connect More* project confirms that addressing the problem of siloing at Charles Sturt University is necessary. Any change to the company culture at CSU will take both time and adoption of a multi-layered approach. The *Connect Four, Connect More* team recommends that Charles Sturt University:

- Continues to use the bi-annual Your Voice survey as an important feedback tool that tracks staff sentiment and company culture. It is recommended that any priorities identified through the survey are addressed in a manner that aligns with the CSU values.
- Promotes and encourages existing examples of cross-unit connections being undertaken at the various levels of CSU. The case studies included in this report can be used for promotion of initiatives that aim to break down silos.
 - **Research Roadshow Case Study:** Cross-unit cooperation across faculties and schools and within the research office.
 - **Division of Facilities Management Case Study:** evidence of commitment to connection within a division leading to breaking down of silos, enhanced communication and positive business results.
 - **Staff Volunteering Case Study:** an individual initiative to enhance cross-unit communication through lunch time strategic gaming sessions.
- Develops tools to assist staff to understand the common goals and vision of the organisation at an early stage of their CSU career and assess their cross-unit communication and connection points as their career develops with the organisation.
 - **CSU ELMO Induction Module:** development of comprehensive CSU induction ELMO training module: it is important to provide new and existing staff with a comprehensive overview of the complexity of CSU so that a deep understanding of the organisational structure is embedded in all staff.
 - **CSU Onion Tool:** development of a self-assessment connectivity and cross-unit communication tool that will allow people to recognise how the business units of CSU work together and identify where further connections need to be made.

Siloing

The silo mentality within organisational culture is defined as a “mindset present when certain departments or sectors do not wish to share information with others in the same company” (*Businessdictionary.com*). This mentality develops into an organisational culture characterised by communication breakdowns and territorial behaviour. In siloed organisations these cultural tells will also be accompanied by business inefficiencies such as process inconsistency, duplication and gaps. Cooperation and collaboration are reduced in an atmosphere of hostility and competition (*Baden, 2012, Dupuy 2011*). The challenge of overcoming the difficulties of silos and communication breakdowns is increased for organisations like CSU that are large, geographically dispersed and have diverse functions (*Bradt, 2015*).

In response to the Leadership Development for Women (LDW) key text (*Leading Mindfully*, Amanda Sinclair) the **Connect Four, Connect More** group utilised in particular Chapter 7, *Dialogue for Insight*, and Chapter 8, *Connecting*, to develop a plan around our initial “feelings” about functional siloing at CSU. The insights gained from the LDW program and the key text informed the group plan to: explore the Your Voice survey results more deeply; research siloing in large organisations; and investigate existing innovations within CSU aimed at overcoming disconnection.

These three key research areas identified by the **Connect Four, Connect More** team resulted in a discovery that the highly accepted CSU values were the ultimate foundational cornerstones for the following leadership recommendations and executables plan for stepping out of functional silos and improving cross-unit communication at CSU.

The peer-reviewed literature and professional business articles provide a plethora of information about how to overcome siloing. These range from the following recommendations:

- how to choose the right teams for working in a virtual environment (*Ferrazzi, 2014*)
- using social media in ways that can enhance knowledge flow (*Leistner, 2012*)
- ensuring that you have the right ratio of face-to-face to virtual meetings (*Bradt, 2014*)
- changing organisational culture requires an effort on a range of fronts to be effective (*Dupuy, 2011*)
- creating clarity and alignment through developing a shared understanding of the organisation’s purpose, behaviour, actions and direction without slipping into jargon (*Lencioni, 2012*)
- developing trust and confidence in colleagues based on having an understanding of their identity (face-to-face meetings are important) (*Kimble, 2011*)
- changes in organisational structure, so that knowledge is not embedded in just one part of the organisation, but flows throughout (*Moe et al, 2016*).

Individuals can be responsible for actions that can break down siloing, and active leadership from a team that is not conflicted and that promotes effective solutions is essential (*Gleeson and Roza, 2013*). Two key areas are developing an awareness of the identity of people in all parts of the organisation, and bringing people into different areas of an organisation, rather than within one section or geographic location, so that knowledge can flow through multiple areas.

The importance of knowing who you are working with

In a large organisation, it is impossible to meet everyone and know what they do, yet for teams to work effectively having a sense of the identity of your team workers is important (*Moe, 2016*).

A large proportion of work at CSU is undertaken as virtual teams, linked using technology and through online transactions that are sophisticated and often work well. Yet “relying solely on online

communication tends to inhibit participation and the creation of trust and the sense of mutual responsibility that characterizes teamwork” (Moe, 2016).

Holding face-to-face meetings sustains the effectiveness of teams and should be incorporated into project plans for any significant projects (at the very least for a kick-off meeting to establish roles and responsibilities). Having a sense of the identity of those working in other places and other parts of the organisation allows and enables trust to grow and a sense of shared understanding to develop. The business benefits to the organisation are an increase in role ownership and end-to-end project motivation.

Setting cross-unit teams up for success in the face of organisational boundaries was largely championed by a General Electric CEO more than 27 years ago. Jack Welch “advocated for a “boundaryless organization,” and to build it, he initiated what became known as the GE Work-Out process – a series of structured and facilitated forums, bringing people together across levels, functions, and geographies to solve problems and make decisions in real time.” (Ashkenas, 2015).

The importance of knowledge flowing through the organisation

Without having a clear and shared understanding of the organisation’s direction, a workforce will become culturally dispersed, misaligned to key business goals and functional silos will grow. A shared understanding relies on competent and consistent knowledge flow. Successful knowledge flow initiatives rely “on many aspects that go beyond a social media platform, most of all a supporting and driving team that provides strategy and guidance on an ongoing basis, as well as engaged and motivated users” (Leistner 2012).

In order to do this well its useful to tap into and disseminate the “pool of perceptions, insights, experiences and skills of the people who are already there — in other words, to avoid the need to reinvent the wheel by determining just what knowledge about wheels already exists” (Leistner, 2012).

Developing this kind of organised leader-led *and* peer-led sharing culture within an organisation will strengthen organisation-wide communication, deepen cultural trust and provide clear understanding of business goals across units. The benefits of a highly connected workforce will be realised through improved cooperation and collaboration. Breaking down functional silos has also been identified as a key driver in an organisations ability to respond agilely to market demands. “During times of significant change, when organizations must be agile, silos can be stubborn obstacles to creating a more effective path to growth and profitability.” (Giacoman, Ribeiro, Trantham, 2016).



Siloing at Charles Sturt University: Identifying the Project Requirement

To examine the group claim that CSU is a siloed organisation the *Connect Four, Connect More* team reviewed organisational data provided by the CSU Your Voice Survey results from 2015 and 2017.

A review of CSU Your Voice 2015 and 2017 data revealed that effective cross-unit cooperation and communication was viewed by staff as the most lacking attribute of the university.

Scale scores determined that cross-unit cooperation was ranked the lowest attribute across the organisation by staff at 33 per cent of staff believing CSU is good at cross-unit cooperation in 2015 and falling to 32 per cent in 2017.

Item scores reveal the sentiments of CSU staff:

- Q55. There is good communication across all units of CSU = 28% (2015 comparison 27%)
- Q56. Knowledge and information are shared throughout CSU = 31% (2015 comparison 31%)
- Q57. There is cooperation between different units in CSU = 36% (2015 comparison 39%)
- Q58. Our willingness to work collaboratively with others makes CSU different = 35% (2015 comparison 37%)

Cross-unit cooperation has been identified as a priority area, with the aim that our willingness to work collaboratively with others makes CSU different.

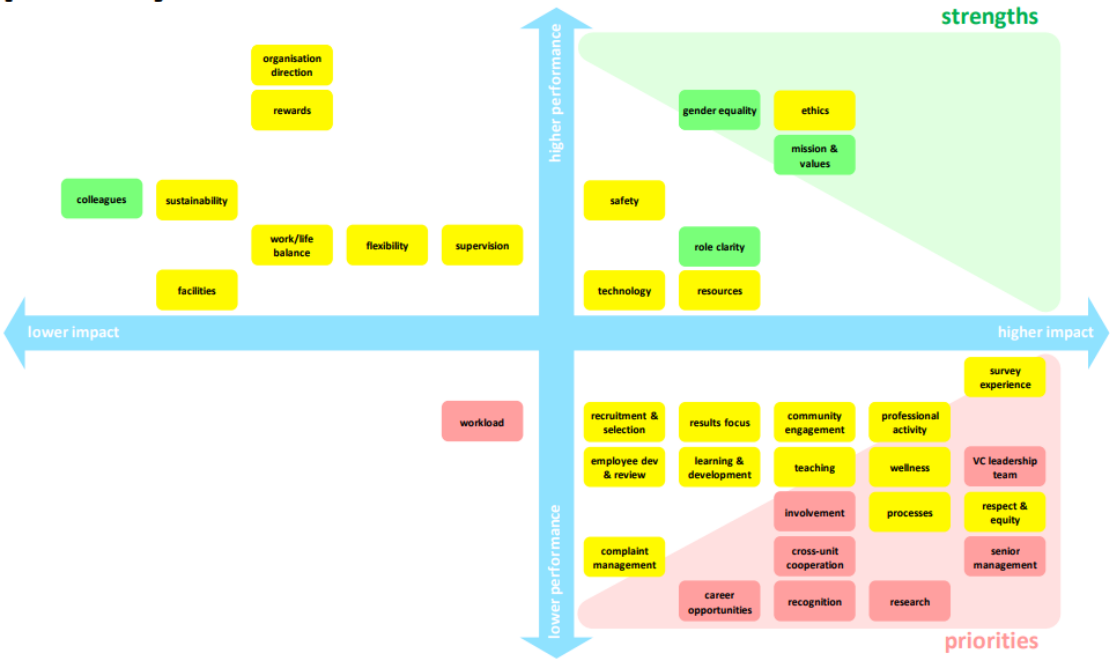
Text responses from the 2017 Your Voice Survey further highlighted the need for breaking down silos at CSU with cross-unit collaboration being the most commented on theme in response to the open-ended question (22%): Q151. List three ways CSU could be improved as a workplace.

Answers included:

- Communication and collaboration between staff and management, and between different organisational units must be improved
- More cross-unit collaboration, less silos
- More communication between different areas – better understanding of what other areas do/challenges
- Better communication across faculties – sharing best practices, opportunities for growth
- Better communication channels
- CSU is a large organisation that is organised in silos. Break down the silos. Improve the organisational structure and where departments belong to. There needs to be more synergy and information sharing among departments
- Communication between units and within the unit
- Break down the barriers between divisions
- More open and improved communication across all sectors of the university

priority matrix

Practices are positioned on the matrix below in terms of **performance** (combining % favourable and industry comparison) and **impact** (the degree that each practice is likely to drive Passion and Progress). Potential priorities for improvement are in the bottom right (ie. relatively low performance and high impact).





Siloing at Charles Sturt University: Identifying the Project Approach

Further review of CSU Your Voice 2015 and 2017 data revealed that organisational passion is high, there is a strong commitment to CSU values, and there is high confidence in the abilities of and support from colleagues.

These positive results should be utilised to motivate staff to produce outcomes that are committed to lifting the cross-unit communication and cooperation at CSU, which in turn can contribute to a more effective workplace moving toward achieving common organisational goals.

Key influential item data:

- Q7. I believe in the overall purpose of CSU = 86%
- Q8. I believe in the Values of CSU = 81%
- Q89. My colleagues give me help and support = 84%

Connect Four, Connect More Direction

The research into the underlying problems leading to siloing in organisations provided an insight into the barriers that are essential to address in an age of market disruption. The team approach was to use the five steps to breaking down barriers as identified by Gleeson (2013) and the key findings from seven strategies from Giacoman, Ribeiro, Trantham (2016) to provide guidance in the approach to take to break down barriers at CSU.

1. **Create a unified vision** – the vision for cross-unit communication should be clearly communicated by the leadership team and be tied to the university strategy (people need to understand why they should commit to something and know that their commitment is supported by the organisation). Giacoman, Ribeiro, Trantham (2016) recommend that “senior leaders clarify the path forward and develop the governance to provide guidance along the way.”
2. **Work toward achieving a common goal** – in aligning cross-unit communication to the university strategy clear business goals should be identified that will encourage collaboration and commitment. “Rather than creating separate groups of functional and business unit representatives, create cross-functional work streams and teams.” (Giacoman, Ribeiro, Trantham, 2016).
3. **Motivate and incentivise** – staff need to feel that they are valued for their contributions to improving organisational communication, and that there is reason to maintain commitment to the goal. Staff incentive programs will help harness the high levels of passion displayed by CSU staff, as demonstrated in the results of the 2015 and 2017 CSU Your Voice Survey. “Create joint incentives. Particularly in a heavily siloed company, it’s important to create not only joint deliverables and metrics, but also joint incentives to get people working together more cohesively.” (Giacoman, Ribeiro, Trantham, 2016).
4. **Execute and measure** – like any business goal cross-unit communication requires a timeframe, key milestones, specific tasks that engage all levels, and feedback that provides progress reports on initiatives.
5. **Collaborate and create** – for an organisation to break free of silos there must be frameworks that set cross-unit teams up for success, such as face-to-face meeting allocations and cross-unit training and education. Designate co-leaders. With multiple stakeholders representing

multiple functions, having a single accountable leader for people to rally around is often unrealistic. Appointing two leaders of significant stature in the company — what we sometimes call “two in a box” leadership — can enforce accountability and encourage collaboration on all fronts. (Giacoman, Ribeiro, Trantham, 2016).

The team decided to develop a toolkit containing tools and case studies that could help overcome the obstacles and issues that result in siloing. Each tool and case study would reflect some of the five measures outlined above. Our approach would be to use a combination of tools to break down the barriers which lead to siloing.

Alignment to the Four CSU Values

The *Connect Four, Connect More* team identified the four CSU values as project cornerstones to provide recommendations for overcoming functional silos. Cross-unit cooperation and communication can benefit greatly by tapping into organisational trust for CSU’s core values and the positive culture of support between colleagues.

Along with the text responses below, these results suggest that there is likelihood of initiative take-up and support for programs that are aligned to the CSU values. The results and responses suggest that CSU staff enjoy working in teams and across teams to achieve common purpose and value the collective organisational attitude of support.

The open-ended survey question Q150. List three things you really enjoy about working at CSU, returned 52% of comments around the theme of colleagues, eliciting the following responses:

- Encountering passionate, kind people who work here as academics and support staff
- The people I work with
- My immediate colleagues are supportive and positive
- Working with colleagues who all help one another
- Collegiality
- Interesting colleagues
- Interaction and working together with colleagues from my and other areas
- I really like the people that I work with and what we are all trying to achieve together as a team
- Get to work with some amazing people who are so dedicated to making a difference in people’s lives
- Support from work colleagues
- My colleagues make it a better place to work

The team aligned each case study and tool to the highly accepted CSU values. By connecting the four CSU values — *Insightful, Inclusive, Impactful, and Inspiring* — we believe the organisation will connect more, overcoming the internal obstacles of silos to drive external progress.



Insightful – Understanding for enhanced cross-unit communication

Invite staff to share their knowledge and insights into the university operations, culture and focus on the future.

CASE STUDY 1: The Research Roadshow – Cross-unit cooperation across faculties and schools and within the research office

Introduction:

Issue 1: The Research Office (RO) at CSU assists and supports researchers at CSU. Until 2016, all but one RO staff member was located in a single building on the Wagga Wagga campus. In 2016, five new RO staff were employed on other CSU campuses, with four of these staff also being embedded with researchers on the Albury, Bathurst and Orange campuses. Two RO staff in Wagga Wagga were also embedded with researchers in buildings other than the central RO building. The RO staff were divided into four internal teams, with the aim being to specialise on particular areas.

As of early 2017, collaboration within the broader RO team remained limited. There were missed opportunities in terms of sharing information across the four internal teams and this was leading to some discontent.

Issue 2: The broader Australian research environment has changed significantly since 2010. The focus of the Commonwealth Governments large granting programs have moved to funding interdisciplinary and collaborative projects. This new focus demands that teams of researchers from several different fields work together toward a common research outcome.

Researchers at CSU have traditionally worked with others within their own field. This tendency to work within their own field of research is assisted by the organisational structure at CSU of schools and faculties. Researchers at CSU have tended to research with colleagues in their own school and tend not to branch beyond their own school.

Needs: Two cross-unit collaboration issues were identified:

- There was a need to improve information sharing within the RO.
- There was a need to encourage researchers to engage across schools and faculties, and work with the RO to develop research projects.

Potential Solution:

It was suggested by the Faculty Research Liaison team that a Research Roadshow involving visits to multiple campuses to bring information to researchers could be a means of improving collaboration both within the RO, and between researchers and the RO. A roadshow could also provide an opportunity for researchers from various departments to talk and engage with each other. The Director of Research agreed to undertake this in August 2017.

The Roadshow

In August 2017 the CSU Research Office visited the campuses of Orange, Bathurst, Albury, Canberra and Wagga Wagga. A mixed team of staff from the RO visited each campus to provide information sessions on project budgeting, Higher Degree by Research (HDR) policies and tips for supervisors, contracts and intellectual property and recording publication records.

Prior to the roadshow the Faculty Research Liaison Officers had called for researchers from all three faculties to submit a PowerPoint slide which introduced themselves and their research interests. Over 150 slides were submitted for the combined research slide show (*see below a selection of slides*).

The researcher slides were shown on a continuous loop at the lunch session on both small and large screens. Participants at the roadshow were encouraged to vote for their favourite slide to ensure they watched the full show.



A lunchtime session also provided an opportunity for researchers to mix in a casual environment and talk to RO staff about research related topics. A short Research Roadshow Quiz was developed to test people's knowledge about the research process and additionally encourage conversations with an RO staff member.

Representatives from the Computer Shop, Travel, Human Resources, Library, Operational Teams and other sections who also support researchers across the university attended this session.



Results:

- Some RO staff met in person for the first time at one of the sessions. RO staff were able to hear about work being done by their colleagues and suggest ways in which they could enhance that work.
- It was the first time some RO members had been to certain campuses. Most Wagga Wagga based RO staff had not visited the Orange or Canberra campuses.
- Research Office staff are now including each other in more communication (eg. emails) after meeting.
- Over 150 research related staff registered for the sessions, the feedback from those who attended was very positive. Next time we would like to see more attendance.
- Particularly enthusiastic responses were received from those who attended on the smaller campuses of Canberra and Orange (where it was commented that they often get overlooked for information sessions).
- Afterwards there has been an increase in the number of phone calls and emails to the Faculty Research Liaison Officers about research related questions.
- Research Office staff have been invited to address two school seminars (as of end of October).
- Two possible research collaborations were initiated by the slide show.



- A research induction kit is being developed for new research active academics as a response to conversations with new academic staff during the roadshow.

Suggestions:

- Additional face-to-face opportunities to help people reach across the barriers.
- Investigate further opportunities for researchers to learn about the research taking place in other schools and faculties





Inclusive – Commitment to connection for a stronger organisation

Cultivate a welcoming, diverse and inclusive culture, where staff support and lift up one another.

CASE STUDY 2: Bridging the Communication Gap through Gaming – an individual initiative to enhance communication and support new colleagues

Introduction

Justin Williams is a staff member at CSU in the Advancement office. Justin's day job brings him in contact with a range of other staff members at CSU and he says he enjoys working with others in the organisation and believes that CSU has an opportunity to increase cross-unit engagement with the potential for advantageous business outcomes. Justin has personally developed an initiative that is fostering cross-unit communication through informal lunch-time gaming sessions.

Background

"In the last couple of years I have taken up board gaming as a hobby. I have four kids at home and it is a great tool to enhance family time and strategic thinking away from PC's and iPads. Initially my brother introduced me to the hobby as he developed a card game for the first batch of Australian Kickstarter projects in his research in developing the game he fell into the abyss that is hobby board gaming.

"He introduced me via a number of 'gateway' board games as gifts to the kids. It took a little bit of time to fully understand that these games are nothing like the Monopoly, Yahtzee and Cluedo that most of us have experienced. In the last twenty years or so a whole new generation of tabletop games have emerged that use very different 'mechanics' than traditional 'roll and move' board games. There is such an abundance of games out there which all bring different strengths to the table and allow players to interact in many ways."

Potential Solutions

Justin brought his passion for board games to the organisation in January 2017 as a platform for engaging with staff and students. After seeing the interaction benefits in his personal life he thought it could be a non-threatening way of connecting with people from the university that he might not normally get the opportunity to connect with. Justin found interest from the first session, particularly amongst students who were employed at CSU through SSAF funded programs.

The program is held weekly during lunch on the Bathurst campus in the cafeteria and Justin has also hosted evening sessions during residential schools.

Around 7-12 people usually attend the sessions and as the games are strategy based they often carry over from session to session, increasing the desire for participants to return. Sessions have been well attended and there are now regular attendees.

The informal environment (participants eat lunch and have a coffee during the sessions) encourages participants to explore more personal conversations and share their experiences. The strategic nature of the games allows participants to explore interactions from a different point of view and means that each participant must examine and work with individual approaches to find outcomes.

The program has no set agenda and is not assessed for outcomes, but by the interactive nature of the sessions it is providing an informal platform for communication and cooperation and is contributing to organisational culture enhancements.

By examining this program as a case study it can be seen that individual efforts to increase communication at CSU can contribute to the breakdown of siloing within the organisation.

Evidence



cross-unit collaboration justin - Medium.mov

An interview with Justin Williams and some of the participants of these sessions has revealed anecdotal benefits to CSU.

“The sessions provide recreation but more than I have seen people open up over time and share ideas and knowledge. By taking the time to develop relationships you gain a deeper understanding of how people work and what motivates them.

“There is also the common ground for people to talk openly about any areas of their work that might benefit from other’s knowledge and advice. There is often the revelation that people are experiencing the same challenges and it can be helpful to hear how other’s negotiate their way through challenges.

“The understanding of what other people do in the organisation is a benefit that has come out of the sessions.

“There are many benefits of cross-unit communication in an organisation that is so disparate. If there were more communication there would be a lot more collaboration and less waste of opportunity. It would also build corporate knowledge across the organisation as people would have more understanding of other work areas responsibility and operation.”

Recommendations

It is recommended that personal initiatives be recognised and rewarded for their contribution to cross-unit communication. It is important that the integrity of such initiatives be maintained by not implementing them as formal programs but rather that they are encouraged from a cultural perspective within the organisation.

Justin’s program was recognised through a divisional award that highlighted his contribution to improving cross-unit communication. This support at a divisional level fosters a cultural assumption that connecting with other people across the university is positive and encouraged at CSU.

These programs and initiatives could be further enhanced through HR recognition and assessment for inclusion in induction material so that new staff at CSU are aware of the cultural opportunities that exist in the organisation.

It is important that if such initiatives are promoted across the university they are monitored for appropriateness and cultural contribution. The onus of monitoring should not be on the participants or session leaders as this will compromise program integrity but rather should be owned by HR and independent periodic evaluations can be conducted to assess initiatives. The initiatives can be formally recognised through EDRS plans.

CASE STUDY 3: Cross-unit cooperation within the Division of Facilities Management

Introduction

In response to the 2015 Voice Survey results, the Division of Facilities Management identified the lowest scores for the Division to ensure that the concerns were assessed and addressed. This case study will focus on specifically the item of 'Cross-unit Cooperation' that was received low ratings, the background, potential solutions, recommendations and evidence that the Division is actively working towards improving this for our staff.

Background

Within the results of the 2015 Voice Survey, *Cross-unit Cooperation* received the lowest scores for the Division of Facilities Management, it is however acknowledged within the comments that:

- There is good communication across all units of CSU
- Our willingness to work collaboratively with others makes CSU different
- There is cooperation between different units in CSU
- Knowledge and information are shared throughout CSU

Potential Solutions

Discussions were held with staff following on from the survey results, as to their preferred method of internal communication (within the Division of Facilities Management) and it was agreed for Senior Management to meet with all campus staff three times a year, face to face.

Workshops were held with staff to confirm what they see as barriers to cross-unit cooperation and what solutions they may have.

It was also identified that when addressing the cooperation between different areas within CSU that the Division of Facilities Management would continue to meet with key representatives from the Division of Information Technology, Human Resources and the Division of Finance.



Recommendations

Upon review of the concerns raised within the 2015 Voice Survey Report for the Division of Facilities Management and proposed solutions, it is recommended that the following actions be implemented and/or continued within the Division to promote the four values of being *Inclusive, Inspiring, Insightful and Impactful*:

- Staff Meetings are held three times a year at each campus.
- Meetings are to continue between the Division of Facilities Management and Division of Information Technology, Human Resources and the Division of Finance
- Meetings be scheduled with each Faculty, following on from the implementation of the Three Faculty Common Support Model.
- The 'Staff Resources' page on the Division of Facilities Management website is kept current with staff related information and used as a source of truth for staff.
- Monthly 'Seminar Series' meetings are held via Videoconference for all staff and provide presentations that are relevant to the University, the Division of Facilities Management and staff professional development.
- Bi-Monthly Newsletters be distributed to staff to promote internal communications.
- Email Bulletins be used to circulate important information for staff.
- Upcoming training sessions be circulated to all staff to provide the opportunity for professional development.



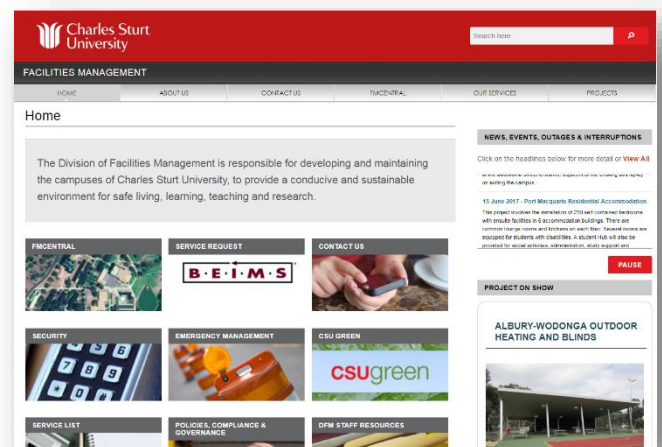
Evidence

Staff Meetings continue be held three times a year with the most recent occurring in November 2017.

[Presentations](#) for these meetings are available to divisional staff via our Staff Resources webpage.

The content for these presentations is varied and covers the following:

- CSU Structural Changes
- CSU Values
- Your Voice 2017 Completion
- EDRS Results for 2016 and status for 2017
- CSU Strategies
- Communications in general
- Foundation Day
- Results of the Client Satisfaction Survey
- Summary of Operation and Maintenance
- Sustainability
- Summary of Planning, Design and Construction
- Summary of Procurement and Risk Management



Bi-Monthly meetings are held between the Division of Facilities Management and the following units within the University:

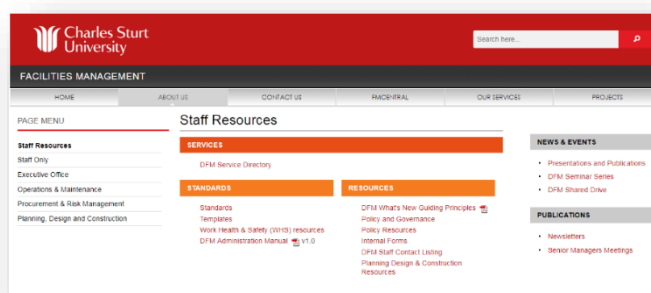
- Division of Information Technology
- Human Resources
- Division of Finance

Meetings were held in 2017 between the Division of Facilities Management and the following faculties, it is envisaged that these meetings will be held bi-annually:

- Faculty of Arts and Education
- Faculty of Business, Justice and Behavioral Sciences
- Faculty of Science

The '[Staff Resources](#)' page on the Division of Facilities Management website is maintained by the Executive Officer and contains content relating to:

- Standards
- Templates
- Work, Health and Safety Resources
- Policy and Governance
- Policy Resources
- Internal Forms
- Staff Contact listing
- Presentations and Publications
- Seminar Series events
- Recent updates to the Shared Drive
- Newsletters
- Monthly Division of Facilities Management Seminar Series events are scheduled on the last week of each month and all staff are invited to attend. The [webpage](#) dedicated to these meetings is updated with the dates for each event and copies of presentations are uploaded to the webpage following on from each occurrence. To ensure that these occasions remain valuable and interesting for staff a survey is circulated each month to evaluate the presentations and content. Staff also have the opportunity to suggest future topics.



Bi-monthly newsletters are circulated via email to all staff within the Division of Facilities Management and are uploaded to the [webpage](#). Hardcopies are also provided in lunch rooms/kitchens etc. to ensure that all staff have access to the newsletter.

[Email Bulletins](#) are distributed to staff when important communications are required across the Division of Facilities Management, these were designed to be eye-catching and informative.



The Division of Facilities Management [Staff Training Calendar](#) is circulated each month to advertise any upcoming training sessions that may be of interest to staff and allow for professional development.



Impactful – Measuring and responding to cross-unit communication outcomes

Demonstrate to staff that they're valuable and making a difference, and encourage them to build a professional profile across CSU and beyond.

The CSU Onion Tool Connection Prototype

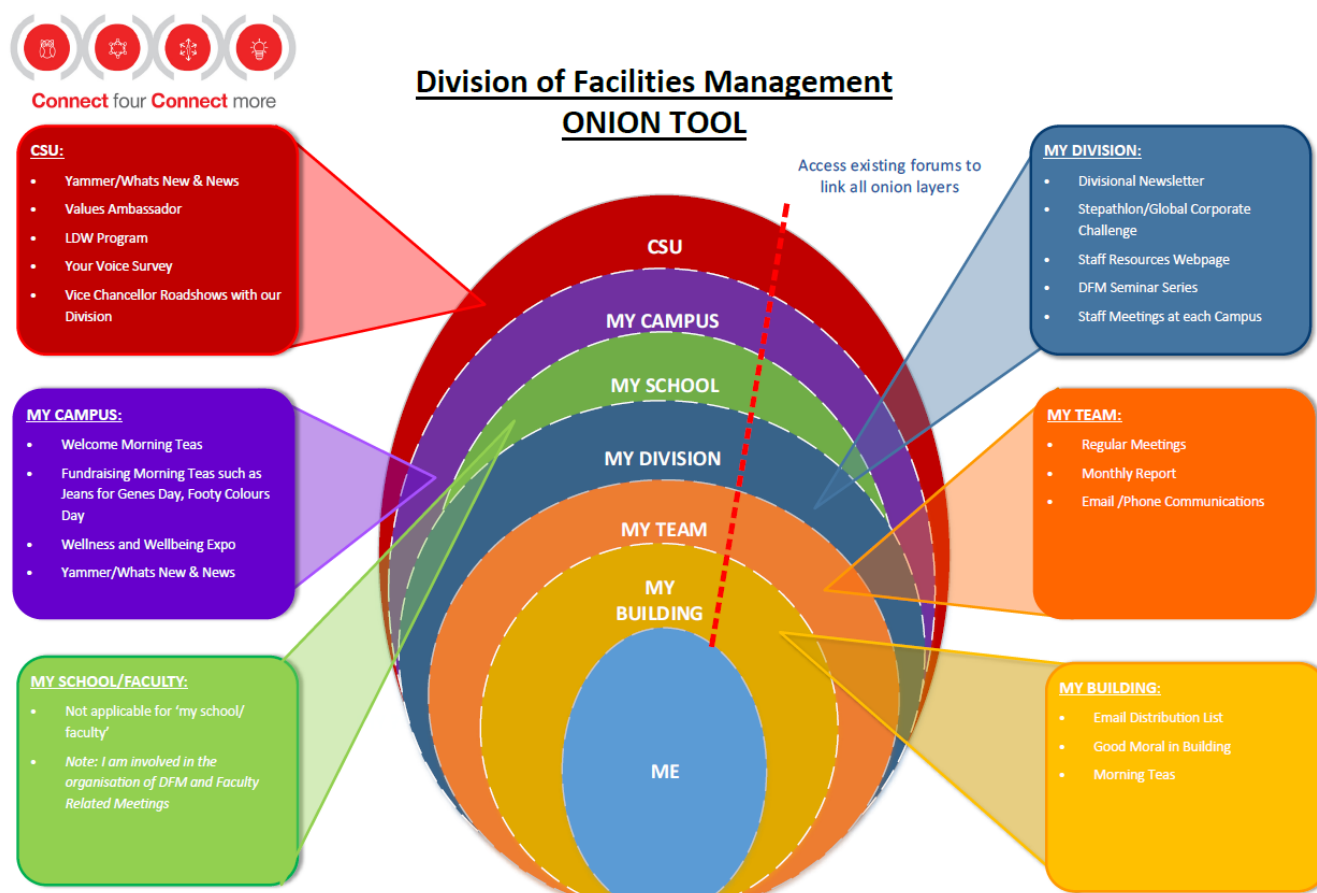
The *Connect Four, Connect More* group utilised the “Onion” concept to develop a visual tool for connections and interactions staff members may have across their working days at CSU.

CSU staff could utilise this tool to be aware and mindful of who they do currently collaborate within at all levels of the university and to also identify any gaps to address.

The “Onion Tool” is a practical example that could potentially be rolled out (even as a 3D model) within the various Divisions, Faculties, Offices and Schools to compliment the values of being *Insightful, Inclusive, Impactful and Inspiring*.

The “Onion Tool” also allows for individual staff to take responsibility for their own cross-unit cooperation and communications within the university. Further development of the tool could enable staff to match their cross-unit communication touchpoints with KPIs and business goals.

Below is an example of the tool completed personally for a staff member within the Division of Facilities Management:





Inspiring – Leading for the future as a connected and informing organisation



Invite staff into the full breadth of CSU life so that they feel connected to the university and its community, and engage in its mission and achievements.

One of the initial conversations the *Connect Four, Connect More* group had was around the propensity for siloing in a large organisation as a result of narrow inductions or lack of induction.

A potential solution to this was identified through an Elmo induction package that would give new staff a high level understanding of the organisational structure and high level strategic goals.

ELMO CSU INDUCTION PROTOTYPE:

Welcome to Charles Sturt University



A broad overview of CSU to get you started.....

Welcome to Charles Sturt University

- This induction ELMO is intended to provide an overview of CSU to help you navigate the complex structure of this large organisation.
- This ELMO includes many links to webpages on the CSU website – we encourage you to explore the links to learn more about the many areas of CSU.
- We also encourage you to save this ELMO to your computer as a future resource to aid in navigating the who, what and where of CSU.

We hope this aids your journey with CSU

CSU Background

Charles Sturt University (CSU) was established in 1989 as a multi-campus institution and has grown into a dynamic and progressive university well-known for its innovative approach to education and applied research.

Charles Sturt University now attracts more than 9,600 on campus and 24,000 distance education students.

CSU also employs over 3000 people across the campuses.

Fun fact: Foundation Day is celebrated each year on the Wednesday after 19 July. All staff are invited to wear red and celebratory activities take place on each campus.

[Read more about CSU's history](#)

Governance and Management

The University is governed by the University Council who assists the University to achieve its mission and vision.

The academic and administrative management of the University is the responsibility of the Vice-Chancellor and senior executive, who manage policies, processes and decision making for the operational management of the University.

A vice-chancellor is the equivalent of a chief executive office. They are also the public face of the university. The Vice-Chancellor at CSU is Professor Andrew Vann.

[Smart video of Andy Vann welcoming new staff]

[Read more about Governance and Management](#) and the [Vice-Chancellor](#)

University Strategy

The University's Strategic Direction for 2017 - 22 sets the direction for CSU. It was developed and approved by University Council in December 2016.

The latest versions of the Strategic Direction, University Performance Measures and a concept of how the strategy will work along with a short video to take you through the key points is available from the University Strategy link below.

We encourage you to read the next slide and explore the full website: [University Strategy Office](#)

Taste of Strategic Direction

For the Public Good (Charles Sturt 1946)

We are a university of the land and people of our region. True to the character of regional Australia we have purpose, we have mind and we collaborate with others.

We develop leaders, for- and non-profit people who help their communities grow and flourish.

Acknowledging the culture and insight of Indigenous Australians, CSU's ethos is described by the phrase from the Shalimar, the traditional custodians of the land of our original campuses:

"Indigenous wisdom" (The wisdom of respectfully knowing how to live well in a world worth living in.)

Guided from our ethos, our values are to be insightful, inclusive, impactful and inspiring. By living these values, we want to **make this a world worth living in.**

Our mission is to build skills and knowledge in our region. We offer choice and flexibility to students and work hand-in-hand with our industries and communities in teaching, research and engagement. Coming from our historical roots, we share our knowledge and expertise as a significant regional support industry and we bring strength and learning from this back to our regions.

We are a market-oriented University and express our intent through our goal to be the dominant provider of higher education for on-campus students in our regions and in Australia online higher education.

Strategic Direction 2017 - 2022

- Inspiring** Leading for the future
- Impactful** Outcomes driven
- Inclusive** Stronger together
- Insightful** Understanding people and the world

Our Values

Charles Sturt University has a proud history and we are very fortunate to have an outstanding group of diverse, passionate and engaged people working with us. Each person's experience of CSU will be the sum of the ways in which we all behave – as co-workers, as professionals and as the "faces" of our university.

As a values driven organisation, we all therefore have an important role to play in bringing our values to life and making them part of our daily lives. Underpinning our ethos, our four values are:

- *Insightful;
- *Inclusive;
- *Impactful; and
- *Inspiring.

These values aim to guide our behaviour and way of working to help us achieve our ethos of respectfully knowing how to live well in a world worth living in.

[Learn more about the values at Our Values](#)

Locations

CSU's NSW campuses are located in some of Australia's fastest growing regional cities. Faculties, Schools and Divisions can be located on multiple campuses. There are also study centres in some capital cities.

The main campuses are located at:

- Albury-Wodonga
- Bathurst
- Dubbo
- Orange
- Port Macquarie
- Wagga Wagga

Fun fact: You don't have to drive to each campus to take a tour as you can take a virtual tour of the main campuses: <http://www.csu.edu.au/about>

[Read more about each of the CSU Locations](#)

Faculties



A faculty refers to a group of university schools and centres which are viewed as a body or division.

At CSU there are three faculties:

- ❖ Faculty of Arts and Education
- ❖ Faculty of Business, Justice and Behavioural Sciences
- ❖ Faculty of Science

Each faculty at CSU comprises of 8 schools and is led by an Executive Dean.

Read more about [Faculties and Schools](#)

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Faculty of Arts and Education

The Faculty of Arts and Education specialises in communications, art history, teacher education, theology, literature, sociology and a range of other areas.

In the Faculty of Arts and Education the schools include:

- ❖ School of Communication and Creative Industries
- ❖ School of Education
- ❖ School of Humanities and Social Sciences
- ❖ School of Indigenous Australian Studies
- ❖ School of Information Studies
- ❖ Centre for Islamic Studies and Civilisation
- ❖ School of Teacher Education
- ❖ School of Theology



Read more at <http://www.csu.edu.au/about/organisational-structure/faculties-and-schools?>

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Faculty of Business, Justice and Behavioural Studies

The Faculty of Business, Justice and Behavioural Studies brings together a range of courses and schools that focus on real-world challenges.

Business

- School of Accounting and Finance
- School of Computing and Mathematics
- School of Management and Marketing
- CSU Engineering

Justice

- School of Policing Studies
- Australian Graduate School of Policing and Security
- Centre for Customs and Excise Studies
- Centre for Law and Justice

Behavioural Sciences

- School of Psychology

Read more at <http://www.csu.edu.au/about/organisational-structure/faculties-and-schools?kug716R1ac5Pu.99>



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Faculty of Science

The Faculty of Science at CSU is one of the most broadly based scientific academic concentrations in Australia.

Our schools include:

- School of Agricultural and Wine Sciences
- School of Animal and Veterinary Sciences
- School of Biomedical Sciences
- School of Community Health
- School of Dentistry and Health Sciences
- School of Environmental Sciences
- School of Exercise Science, Sport and Health
- School of Nursing, Midwifery and Indigenous Health



Read more at <http://www.csu.edu.au/about/organisational-structure/faculties-and-schools?>

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Research at CSU



- Research is another important component of CSU.
- CSU is committed to excellence in research, to identifying and supporting areas and projects which allow the University to undertake internationally competitive research and research training.
- The Deputy Vice-Chancellor and Vice-President (DVC Research, Development & Industry) is responsible for research; research training; partnership with industry and end-users to enhance research and maximise research impact; international education; national and international education partnerships; and indigenous education, and is a member of the Vice Chancellor's Leadership Team.
- Read more at <http://www.csu.edu.au/about/organisational-structure/offices-and-divisions?>

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Research Strategy at CSU

The Research Narrative (RN17) sets the direction for research at CSU. Three interdisciplinary research spheres have been identified to encapsulate our research activity.

Resilient People

- This encapsulates research that contributes to the development of educated, healthy, resilient people.

Flourishing Communities

- This encapsulates research that contributes to developing communities that will be thriving economically, with strong social frameworks, and where diversity and harmony reside.

Sustainable Environments

- This encapsulates research that contributes to the development of sustainable solutions in agriculture and water resources while enhancing the biodiversity of our environments and strengthening ecosystems.

RN17 is aligned with the University 2017-2022 Strategy in delivering impactful, solution-driven research that reflects our existing areas of strength and tackles new challenges. RN17 will have greater impact for investment and recruitment at CSU. It will drive research investment decisions, research staff recruitment activities, and HDR recruitment and scholarship support.



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CSU's Research Centres

There are four University Research Centres at CSU.



CSU is committed to internationally competitive research and research training. The four centres of research excellence are key areas of research concentration and expertise. Membership draws from staff across the Faculties of CSU and includes research higher degree candidates.

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Office of Chief Financial Officer

- The portfolio of Office of the Chief Financial Officer has the overarching responsibility and commitment to lead the physical and technological development of the University; to lead organisational change and development in the service and support areas of the University as part of the University Strategy 2017-2022.
- The portfolio supports the teaching and research operations at the University and covers gardening, building maintenance, security, travel, car fleets, finance and web updates.

Take your time to explore the following links:

- [Division of Finance](#)
- [Division of Facilities Management](#)
- [Division of Information Technology](#)
- [Web Strategy Office](#)



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Division of Human Resources

- The Division of Human Resources is responsible for providing strategic leadership and advice to the University in the development of its policies and practices, to enhance the personal and professional development of its staff, and to enable managers at all levels to optimise the performance of their staff within a dynamic environment.
- The Division covers recruitment, salaries, conflicts and complaints, health and safety, CSU cards and much more.

Take the time to explore the [Starting at the University tab](#).

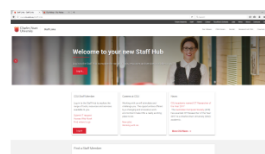
- [More on the Division of Human Resources](#)



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Where do I find Information?

- The Staff Hub which contains convenient links to maps, finding staff members, IT requests and Web Kiosk (timesheets & leave requests).
- Ask questions and explore!



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Recommendations

The evidence presented within this *Connect Four, Connect More* project confirms that addressing the problem of siloing at Charles Sturt University is necessary.

The *Connect Four, Connect More* team recommends that Charles Sturt University:

- Promotes existing examples of cross-unit connections being undertaken at the various levels of CSU.
- Develops tools such as the Induction ELMO to assist staff with understanding the common goals and vision of the organisation at an early stage of their CSU career.
- Create tools such as the Onion that encourage staff to be mindful of their role in cross-unit connections and collaboration.



Reflections

Alexandra Knight | Lecturer | School of Environmental Sciences

I started my position as the only Early Career Development Fellow at CSU in December 2017 after working as a sessional lecturer for seven years. The position I'm in is a transition position with the potential to move to being an ongoing academic. I thought the LDW course might be useful as I knew very little about the structures and functions of the University beyond the immediate sessional teaching sphere and it might also help me build confidence in my new role.

I feel that the course has helped facilitate both of those things. I do know more about why and how the University works, and importantly I know more about the different sections and have started to build an ability to move across those 'silos' and reach out to others. I need to do more work on that. I've also really enjoyed some of the video presentations from CSU staff who have shared valuable and sometimes quite personal stories that have been meaningful and provide insight. As an aside I'm also starting to get on top of the different types of technology that enable meetings and work sharing as a result of having to do it regularly through the course. It's interesting how technology that seems quite simple to some people can be quite challenging for others.

The best thing about the course has been working with the *Connect Four Connect More* team. These are people that work hard, are encouraging and are creative. Beyond that they are willing to contribute and do so while persevering through difficulties. They are an inspiration to me.

Deborah Munns | Research Liaison Officer, Research Office | Faculty of Science

I began the LDW program at a fairly turbulent time in my career having just experienced a period of intense change after the CSU administrative restructure. In the months prior to the program I had changed faculties, teams, supervisors, job functions and buildings. I was feeling fairly uncertain of where I fitted within CSU, and felt that to a certain degree I was starting at the bottom again. In reflection I realise that I had also lost confidence in my abilities during the restructure process.

I have particularly enjoyed working with the other three members of the *Connect Four, Connect More team*. It was interesting that the four of us had similar views about siloing across the

university. It was good to realise that it was not only a problem in my section and that it was a real-world problem worth trying to overcome.

It has been interesting to see the different skills and viewpoints that each team member has contributed to the project. We have worked well together, each contributing in different ways. We all have a can-do attitude focused on delivering positive outcomes rather than whinging or dwelling on the past. This approach has led to a great project.

I feel that the LDW program has contributed to my goal of encouraging positive change in my broader sphere of influence. I feel that I have regained my confidence to share my skills and experiences in a positive manner at CSU. Along the way I have gained a better understanding of the complex environment of the university. This knowledge has already been useful in my day-to-day job.

Overall, the best thing about the program was meeting, and working, with women from across the university. The connections made through the program are already proving to be a valuable on-going outcome of the project. I also appreciate the insight into my personality, which is helping me to work and lead project teams.

Sandra Sharpham | Acting Manager, Content Marketing | Division of Marketing and Communications

As a new to CSU employee in 2017 I was motivated to join the Leadership Development for Women program to discover more about how CSU functions as an organisation and gain a deeper insight into the business units across the organisation. I was also interested in the professional development that I anticipated could be gained through examining leadership practices and connecting with CSU leaders through the mentoring aspect of the program.

The program did meet my initial requirements above. But the unique approach of mindful leadership delivered professional and personal developments benefits beyond my expectations. Through the group work in the project I have gained significant insights into other areas of the university outside my own division and have also been able to explore the key challenge of functional siloing at CSU.

Our group is an interesting mix of academic, administrative, research and marketing backgrounds and this has been invaluable in being able to bring together different requirements, perceptions, perspectives and learnings. It has been very rewarding for me to be able to connect with people from these different areas of the university and I have learned a lot from them about what it means to be part of a large organisation with so many different moving parts.

To be completely honest I was unsure about approaching leadership from the perspective of mindfulness. The typical traits of decisiveness, confidence and stability that we associate with strong leaders didn't naturally align with mindfulness for me at the beginning of the program. However, after reading the recommended text, *Leading Mindfully* by Amanda Sinclair, and working through the program activities such as the Majors Review and group sessions on response to issues, it has enabled me to form a new definition around what defines a "strong" leader.

One of the biggest learnings for me during this program has been that mental and emotional strength is more effective when it is developed through mindful practices. And rather than my expectation that being mindful would slow me down in my efforts to solve problems and achieve progress as a team leader it has proven to have the opposite effect. When I engage in mindful practices as a leader the outcomes are more considered and the team uptake is more enthusiastic and committed.

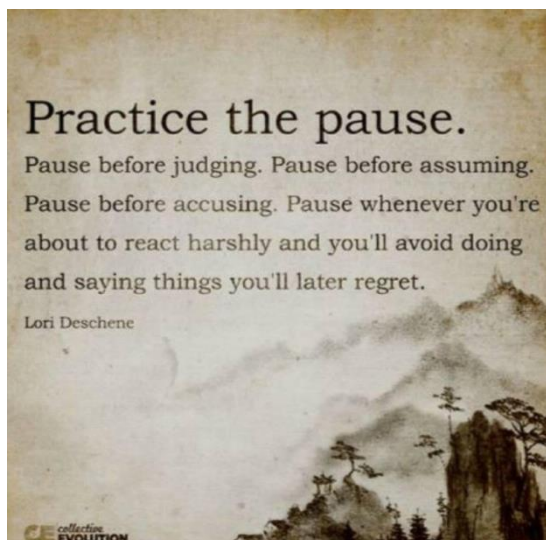
The program has motivated me to maintain contact with different people from different areas of the university that I might not normally interact with and has also helped me to assess the impact of my leadership style on myself and my team, examine the type of leader I want to become and focus on developing strategic growth areas for myself as a leader.



Katie White | Executive Officer | Division of Facilities Management

Over the duration of this course I have found it to be inspiring and captivating. I have enjoyed participating in the workshops and video conferencing opportunities and learning about leadership within CSU.

In being relatively new to CSU (18months), initially I was hoping to increase my connections and networking within the University; however learnt much more. I have especially enjoyed learning about my personality type (not that it was a surprise to me); and how better to interact with others that work and think differently to myself. This course has given me insight into leadership and provided me with the skills to deal with challenging situations, should they arise.



I am conscious of being mindful when communicating with others and the one thing I have taken away from this opportunity is that hesitation or pausing is the key. Before communicating verbally, replying to emails or reporting on issues or concerns, it is best to pause, think through the situation, think of your potential response, think of how this could be interpreted and impact it may have, is what I am about to say the way I wish it be received? Sometimes pausing may change your initial intended response or objective and as long as your intentions are honourable, if you are mindful before reacting, this can be the prevent misunderstanding and miscommunication.

In addition to the journey I have embarked on as part of the Leadership Development for Woman Program I have had the opportunity to develop some strong relationships with the other members of our **Connect Four Connect More** team. I have enjoyed our time together and admire them for their commitment, work ethic, insight and willingness to share their experiences. We have formed a great friendship.



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Appendices [available from Katie White, DFM]

Appendix 1: Interview with Justin Williams

Appendix 2: Connect Four Connect More Presentation

Appendix 3: Dealing with Market Disruption – Seven Strategies to breaking down silos