Inspiring change

22 November 2017

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2017 Leadership Development for Women
Inspiring Change Project Group:
Kerstin McPherson, Hayley Randle, Rachel Roberts, Sharon Schoenmaker,
Kim M. Thompson and Skye Wassens

Executive summary

The aim of this project was to explore the resources available to support professional and academic staff through the myriad of changes implemented across the University. The Inspiring Change project group approached this project acknowledging the varying responses individuals experience around change events and processes. Further the project group were also cognisant that responses to change can be positive and university employees who exhibit these responses are often those with the potential to lead and effect change within the University.

The purpose of this report is to present the culmination of the collective learning from the participants of Inspiring Change project group formed through participation in the 2017 Leadership for Women (LDW) program. The report briefly introduces scholarly literature around change to provide a context for the project, explores some of the drivers of change within the University and proposes some suggested components of a change toolkit to support those involved in change. The report concludes with two recommendations the University may like to implement as well as individual reflections from each of the participants of the Inspiring Change project group. This report presents a synopsis of the group's discussions and collective learnings about change within the University setting. The outcomes of these discussions are discussed in this report and are organised around the following themes:

- Conceptual models of changes;
- Drivers of change within the University;
- Challenges around implementing change; and
- Individual reflections of the LDW experience throughout 2017.

The points for consideration from these themes are as follows:

- The disparity between conceptual models and the reality of implementing change;
- Change is ever-present and seldom easy;
- Leading mindfully may provide a useful tool for both leaders and participants of change events (Sinclair 2016);
- Support of university wide change efforts requires the goodwill of staff to engage with the change process and maintain a sense of humour in doing so.

The recommendations of the Inspiring Change project group are as follows:

Recommendation 1: A toolkit of resources may be a useful addition to the existing range of resources to support staff leading and involved in change across the University. This toolkit has two components:

1. a physical toolkit that could be located in the various staff rooms in buildings on the various campuses comprising a range of tangible items to provide some light relief from the pressure of change events; and
2. a list of virtual resources university staff can access to support them through change pro cesses could support the Change Toolkit.

Recommendation 2: A process for initiating change from the "ground up" may be a positive step in engaging a wider range of staff in change events across the University.

The LDW program provided the context for participants to explore in detail the concept of leadership, investigate and practice mindfulness exploring its possibilities for individual and workplaces, re-examine our collective beliefs and understandings of what it means to lead. Most importantly this program has facilitated the development of a strong network of empowered women who are capable of participating and leading change within the University while being mindful of the wellbeing of others involved in the change effort.

Overview

"Being mindful in leadership can be understood as a potentially radical, even subversive, act. It offers enlivening and humanising prospects for leaders and leadership, with its encouragement to see reality and challenge orthodoxies, to put a primary value on the wellbeing of others and how we live and lead now (Sinclair, 2015, p. 3).

This project set out to explore how we, as leaders within CSU, might demonstrate leadership in supporting our colleagues through change initiatives within the University. We approach this project with a post-heroic view of leadership, meaning that the pattern of leadership to which we refer is collaborative and leadership activities are collective rather than one individualistic in nature (Crevani, Lindgren, & Packendorff, 2007). Informed by the discourse of Eco-leadership (Western, 2008), this project sought to explore contemporary leadership through a mindful approach aiming to develop a range of tools and resources that could be used by leaders and others at all levels within the University. The tools and resources are designed to provide support to colleagues in leading and supporting colleagues through change events.

The broader context for the project is provided by the expansive and significant change being experienced by universities as part of the Australian Government's Higher Education Reform Package in particular the government's approach to:

- Improving the sustainability of the higher education sector;
- Providing greater choice for students to ensure higher education providers are more responsive to all student aspirations, while developing a flexible, well qualified 21st century workforce.
- Increasing the transparency and accountability through a series of measures including a performance-based element to the Commonwealth Grant Scheme (CGS), implementing the recommendations of the Package, increasing the transparency of admissions processes and the framework for collecting, a review of Higher Education Standards Panel (HESP) and the Australian Qualifications Framework (Australian Government's Higher Education Reform Package, 2017).

These reforms create a significant change agenda for all universities including CSU as a regional university attempting to thrive in an increasingly competitive environment. As such the level of change implemented by CSU in recent years has been extensive, which has implications, both positive and negative, for employees within the University. The Inspiring Change group then set out to explore and develop a toolkit of resources to support colleagues through the constant change being implemented by the University.

This document reports on the Inspiring Change project group's participation in the LDW program focussing on the group's exploration of change, both formally and informally, throughout 2017. The report briefly revises some of the literature on organisational change, explores some drivers of change within the University, discusses some of the challenges of implementing change and concludes with two recommendations and reflections by each of the group member's on their experience throughout the LDW program in 2017.

Inspiring Change

The name for the project emerged when the group formed at the first LDW Workshop in Bathurst in April. The individual group members self-identified with the central theme that, despite the

pervasiveness and constancy of change, the attitude of those leading the change effort, as well as those participating in change, were critical in the successful implementation of any change. Following the example of leadership author David Rock, the project group acknowledged the challenges associated with change, nevertheless attempted to 'accentuate the positive' by modelling a positive approach to leading and participating in change within the University. The Inspiring Change project group comprises:

Skye Wassans

Rachel Roberts

Kim Thompson

Kerstin McPherson

Hayley Randle

Sharon Schoenmaker

Collectively the group represents a cross section of academic and professional staff across all faculties and four campuses: Bathurst, Orange, Wagga Wagga and Albury-Wodonga.

The group participated in each of the key components of the LDW program in executing this project:

- The introductory workshop in Bathurst in April introducing participants to the program and the concepts of leadership and mindfulness;
- A two day workshop in Young that focussed on the various discourses of leadership and the Majors personality type inventory. This provided the opportunity for participants to explore our individual preferences about how each of us direct our energy, take in information, make decisions and how we orient to our own environments;
- A series of Adobe Connect sessions on a range of topics including: Leading change at CSU, Difference and Leadership, CSU Strategy, the Athena Swan initiatives, Gender, Diversity and Leadership and Academic Governance at CSU;

Regular videoconferences were also held by the group to further discuss the issues raised through the formal components of the program. These videoconferences were productive in progressing the group project as well as being lively and entertaining opportunities to work with other women outside our immediate work areas.

Project goal

Bunting (2016) describes leadership as one of the most challenging endeavours that can be undertaken. At times it elicits the best in us, but at other times it exposes our fixated behaviours, avoidances, competitiveness, fear-based reactivity and values indiscretions (Bunting, 2016). The goal of the Inspiring Change project group was to develop a toolkit containing a range of tangible and online resources to support CSU employees at all levels in the hierarchy and in any role at the University to alleviate some of the stresses commonly associated with change. The group set out to explore the lighter side of change processes recognising the stress change initiatives places on individuals striving to perform optimally in complex roles across the University. Further, the goal of the project was informed by Sinclair's (2016) underlying principles of mindfulness: being, listening, valuing the present, stillness, present orientation - now is what matters and finally appreciating what is (Sinclair, 2016, p. 26).

Organisational change literature

The first theme explored by the project group was to investigate the apparent simplicity of the conceptual models depicting organisational change versus the complexity of implementing change in reality.

Organisational change broadly refers to the process by which organisations move from their present state to a desired state to increase their effectiveness. Managing organisational change is the process of planning and implementing change in organisations in such a way as to minimise employee resistance and cost to the organisation while simultaneously maximising the effectiveness of the change effort. Change management has been defined as 'the process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers' (Moran and Brightman, 2001, p. 111).

One framework discussed by the project team was that proposed by Elving (2005) whose prefaces the need for explicit and ongoing communication as a critical component of implementing organisational change. His work explains the distinction between the informative function of communication and communication as a means of creating a community. Elving's (2005) model helps organisations to prepare for change but also brings an element of uncertainty to the equation which needs to be carefully managed.

Leading change mindfully

A large focus of the LDW program and the subsequent discussions within the project group centred on the concepts of leadership and mindfulness. Sinclair (2016) suggests "leading mindfully may provide a useful tool for both leaders and participants of change events" (Sinclair, 2016, p. XX).

The group also discussed and explored a range of leadership discourses including Simon Western's (2008) Eco Leadership paradigm, Whitmore's (2017) GROW Coaching model and Bunting's (2016) The Mindful Leader.

The Eco-Leadership paradigm

Historical perspectives indicate a move from Controller Leadership, based on traditional hierarchical top-down management models, to Eco Leadership, which shifts the focus to networks and connectivity.
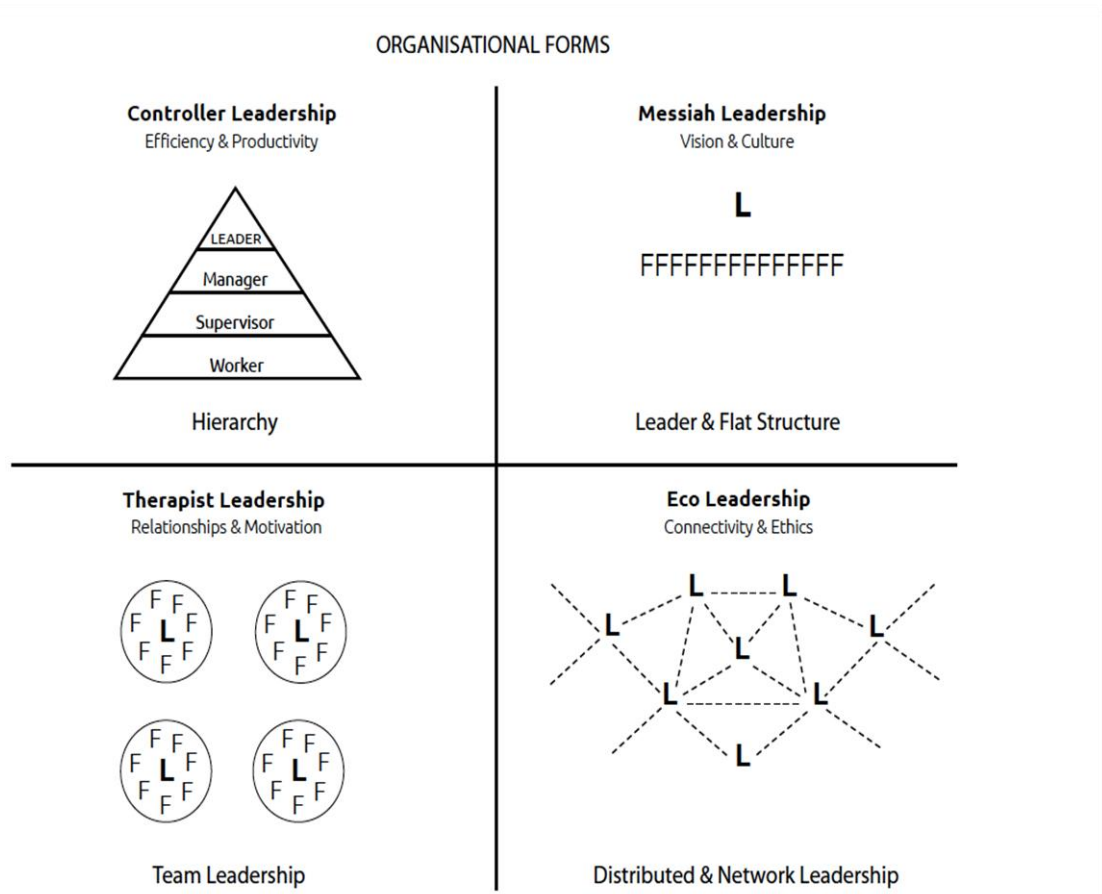
ORGANISATIONAL FORMS

Controller Leadership
Efficiency & Productivity

LEADER
Manager
Supervisor
Worker

Hierarchy

Messiah Leadership
Vision & Culture

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Leader & Flat Structure

Therapist Leadership
Relationships & Motivation

Team Leadership

Eco Leadership
Connectivity & Ethics

Distributed & Network Leadership

Figure 1. Resource reproduced from Western (2008)

Eco-leaders connect individuals through networks and encourage leadership to emerge and develop everywhere in the organisation. These leaders focus on stakeholders as well as competitors and keep an eye on political and environmental changes to ensure the organisation evolves and adapts in the external eco-system.

GROW coaching

GROW stands for: **G**oal, Current **R**eality, **O**ptions, and **W**ay Forward. GROW coaching is a model for processing change through the use of a series of questions and self-reflections that can help individuals and groups work through changing environments. Questions include:

1. Goal
   - What do you want to achieve?
   - What is the ideal?
2. Reality
   - Where are you now?
   - What is the reality?
3. Options

- What are the gaps?
- What can you do to bridge the gap and who can help you?
4. Way Forward
- What are the actions?
- What are the steps? (timing and action planning)

The Mindful Leader

Bunting's (2016) *The Mindful Leader* introduces seven transformative leadership practices that span from basic mindfulness and accountability to a focus on values and leading in the fostering of a value-focused vision that allows and empowers others to shine.

The above three approaches to leadership helped inspire the toolkit presented here.

Drivers for Change within CSU

Some of the external drivers of change were discussed in the Overview section of this report, in particular the changes associated with the Government's Higher Education Reform Package. The project group explored two significant drivers of change pertinent to academics and professional staff within the University: 1) changes to the research environment and 2) internal change initiatives, such as Course Reviews. These changes will be discussed in turn.

External change - Changes in the research environment

Changes in the research environment were the focus of one of the project group's discussions which led to the development of Figure 1: The Research Network below, showing a general overview of the connections and interconnections that impact on research undertaken within CSU.
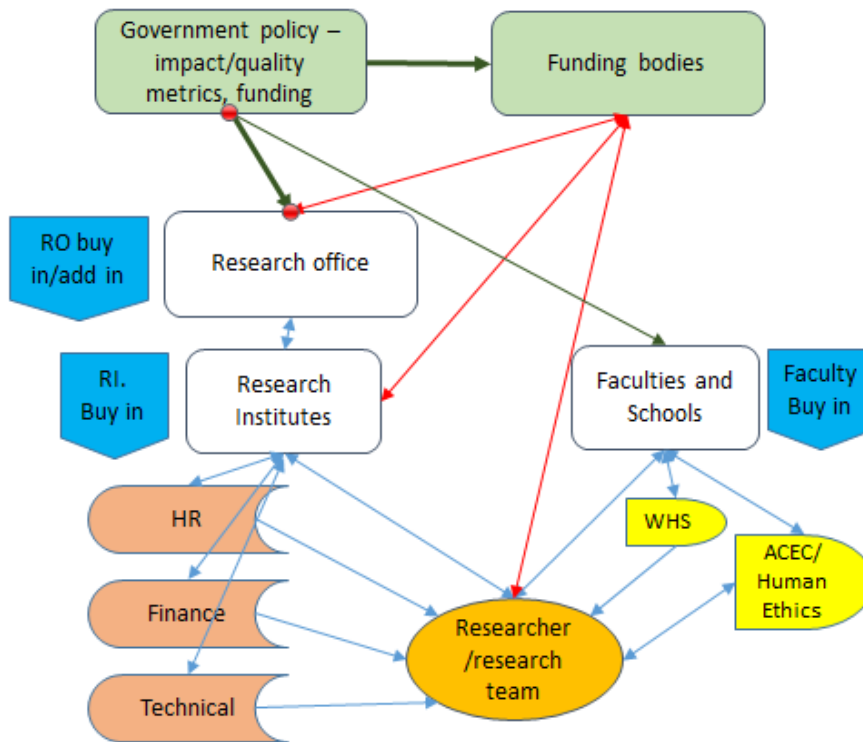
Figure 2: The Research Network

Challenges to the research environment

The changes to the research environment present external and internal challenges for CSU. Externally the University must comply with:

- Variations in funding cycles/timing and amounts
- Advent of new grants and termination of others
- National policy affecting what counts as research monies and what does not
- Trends in "hot topics" that sway funding in different directions in any given year
- Increasing time pressure associated with high level engagement, with both community and funding agencies.
- Increasingly competitive research environment and increasing requirement to establish more formal partnerships with funding bodies, and other research organisations

Internal challengers to researchers within the University include:

- Complex organisational arrangements in administering research grant applications and grant moneys.
- High level of uncertainty and limited autonomy for researchers when managing research accounts and limited incentives for researchers to develop sound long-term financial plans to support ongoing research programs, creating an over reliance on CSU handouts.
- Lack of structural support for researchers who establish larger research teams, including limited support for staff employed on "soft" research money.

- Less research time allocated to CSU Researchers in comparison with some Australian and international universities making it difficult for research staff to remain competitive.
- Varying levels of School/Faculty/Research Centre support for grant writing and grant management**.**

Internal change – Course Reviews

Exemplars of internal sources of change within the University are provided in the following two Figures that present a visual representation of drivers of change for two degrees and dot points of key factors that had an impact on the change processes in these two courses.
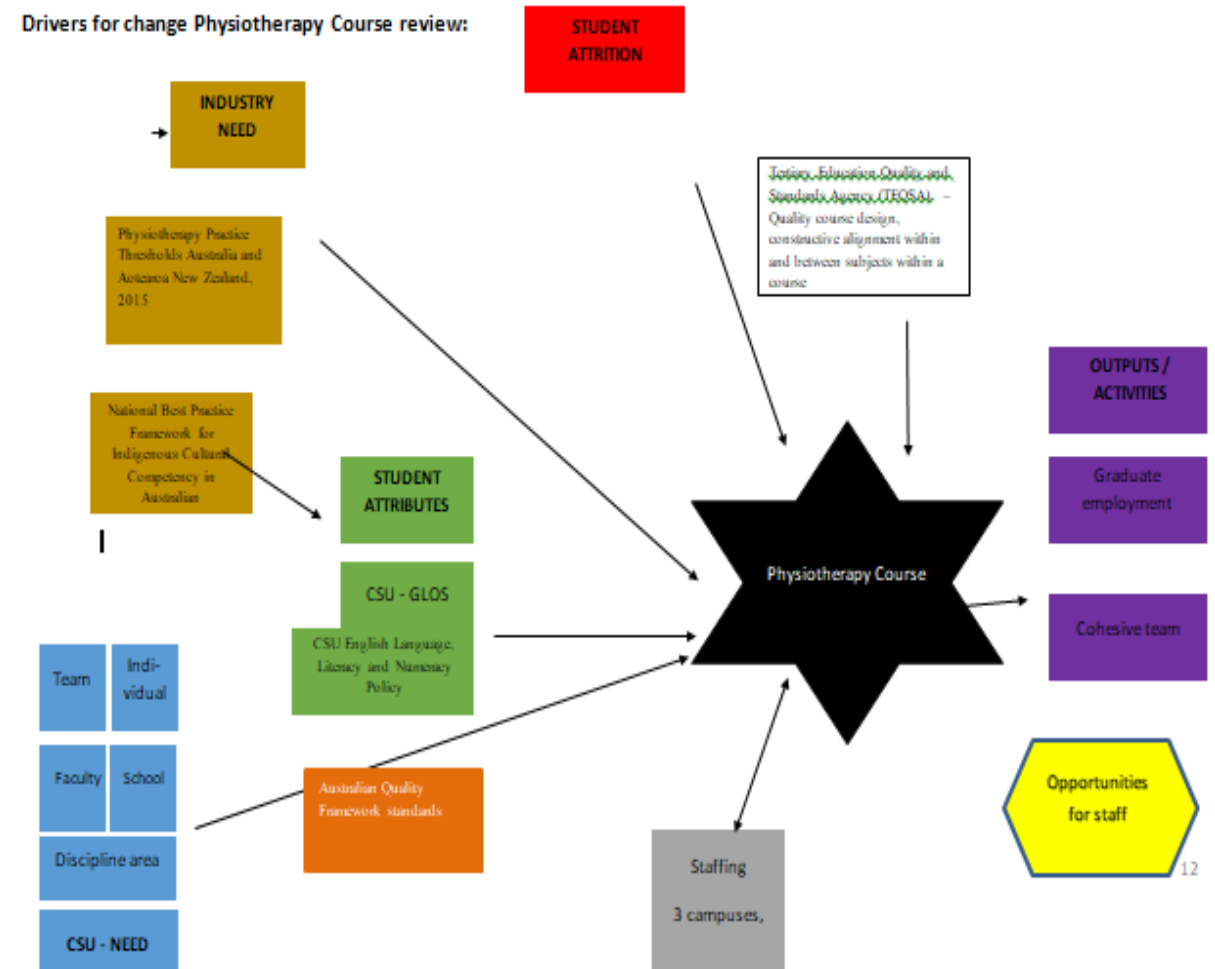

Figure 3: Bachelor of Physiotherapy

Bachelor of Physiotherapy course example

- Tertiary Education Quality and Standards Agency (TEQSA). – Quality course design, constructive alignment within and between subjects within a course
- CSU smart learning / course design based on collaborative contractive alignment and assessments
- CSU Graduate learning outcomes
- Australian Quality Framework standards
- Physiotherapy Practice Thresholds Australia and Aotearoa New Zealand, 2015
- National Best Practice Framework for Indigenous Cultural Competency in Australian universities
- CSU English Language, Literacy and Numeracy Policy

Challenges

- Inexperienced academic staff with curriculum design and course design
- Workload allocation - only one staff member allocated workload, 2 staff members decided not to be involved
- Number of staff involved - Head of school of Community Health, Course Director, physiotherapy academic staff, educational designers, Indigenous board of studies

Communication

- Led from Courses director
- Other University changes at same time – common support model, staff changes within team

Changes

- Factors: timelines, deadlines non-negotiable - not aligned or negotiated with teaching / research commitments
- Changing staff during course design process and then with implementation we have five new Physio academics (needed to to continually explain that CSU processes do not allow swift changes to learning outcomes or assessment items) , new Head of School, new Educational Designer
- Lack of recognition from Faculty or School of challenges faced and overcome

Figure 4: Bachelor of Equine Science.

Bachelor of Equine Science course example

- Tertiary Education Quality and Standards Agency (TEQSA) informing Quality course design, constructive alignment within and between subjects within a course
- CSU Graduate learning outcomes
- Australian Quality Framework standards
- Alignment with The International Society for Equitation Science organisation – the equine industry leading academic and practitioner body (but not yet an Accreditation organisation)
- National Best Practice Framework for Indigenous Cultural Competency in Australian Universities
- CSU English Language, Literacy and Numeracy Policy

Challenges

- Inexperienced academic staff with curriculum design and course design
- Demotivated staff
- Workload allocation unclear at the outset, some staff had become hours driven, whilst others would happily give their all including many hours outside of work time. However within a few weeks of the project ALL engaged in the course development process as fully as they possibly could
- Personally learning to balance my own and staff's commitments within the framework of contracts (most were Part-Time or Casual) at times actively preventing them from doing excess
- Number of staff involved - Course Director (but she was also a god-send), a range of academic staff some with chips on the shoulder, others with multiple draws on their time, educational designers, Indigenous board of studies and other GLO coordinators
- Post completion – an unexpected (but very welcome) challenge of current students wishing to enrol on the NEW course!

Communication

- Jointly led by Associate Professor Randle and the Courses Director
- Other University changes at same time – common support model, staff changes within team (one member of staff left, two casuals that the rest of the team did not find it easy to work with, myself being really new at the outset of the process, and still learning CSU e-systems throughout, and beyond!)
- Historic lack of communication
- See page of topics within and between taught subjects
- Omission of topics within taught subjects
- Duplication of topics within and between taught subjects (at time even opposing)
- Lack of understanding of academic level and associated assessment modes and criteria (huge progress has been made but this will continue…)
- A bit of a culture of he-said, she-said

Changes

- Factors: timelines, deadlines non-negotiable – these were not generally aligned or negotiated with teaching / research commitments
- Some misinformation relayed regarding future employment promises to members of the team from other members of the team

- Mixed views from Faculty and School members that needed to be first, learnt about (as a newbie), challenges faced and overcome mainly in connection with a fairly established although historic desire to 'get rid of' of Equine Science. On reflection I can see that some of this was apparently deserved, but the culture of 'vets' and others as second rate students still needs to be addressed at a higher management level
- FOR ME PERSONALLY working alongside one other. I have always been the only Leader (saver) in these course review situations and have taken the role on as a sole-pilot as it were. Working with the Courses Director (Jen Hyams) was revolutionary for me but I had to learn when to shut up and learn new ways of doing things. I quickly learnt when my 'UK experience' was best placed through collaborative working with the Courses Director ☺ … and eventually learn to enjoy not having to do it all and write every single word

Inspiring Change at CSU

The culmination of the project group's discussion and participation in the LDW program has led to the group proposing a Change Toolkit as one of the recommendations of the project. The toolkit is designed to add to the existing resources so support CSU staff during change processes. The tool kit is designed to act as a triage resource drawing inspiration from the triage system employed by health care professionals in initially diagnosing and assessing medical patients. The Change Toolkit includes a one page list of questions to assess a change participant's feelings towards the current change they are experiencing in order to provide additional support and resources as needed.

The toolkit is designed to encourage staff to reflect on their personal responses to impending change and to focus on how they can best engage with the process in a positive way. Key reflections take place before, during and after the change as outlined.

BEFORE THE CHANGE PROCESS

1. What are my strengths (teaching, research, professional, administration, peer-networks) that I can bring to this change to make it turn out well for my unit?
2. Who might resist this change the most? Is there anything I can do to respond to the change in a way that might help resisters feel more positive about the direction we are going?
3. What will be the best way to communicate internally about this change? (email? School Board? Committee meetings? One-on-one meetings with concerned colleagues?)
4. Who will be the best person for me to talk to about any concerns I have during this change process in terms of productive feedback that will help the change go more smoothly? (HoS? Committee chairs?)

DURING THE CHANGE PROCESS

1. How am I feeling about this change that is occurring? If concerned or worried, what is it about the change that worries me?
2. Can I think of a few solutions to bounce off peers or my supervisor that might help?
3. Am I looking after myself – sleep, rest, exercise?
4. Can I identify others in my unit with particular strengths I can rely on to help our unit through this change process?

5. How can I help my unit focus on solutions to problems throughout this change process?
6. Is everyone else coping with the change can I help them with this change process?

AFTER THE CHANGE PROCESS

1. What unforeseen benefits can I see arising from this change?
2. What strengths of the organisation, my colleagues, and myself have I observed during this process?
3. What do I need to let go from before the change that I no longer need? (processes, practices)
4. Can staff be recognised and thanked for their contribution to the change

The Change First Aid Kit

- Change First-Aid Action Plan (Figure 5)

- Stress balls and physical objects provided as a fun way of acknowledging that the processes can be stressful (Figure 6)
- Senior management swap cards- recognising that the majority of staff may not know the senior management teams and that being able to put a face to the name can help people feel more engaged in the change process and also increase capacity for communication
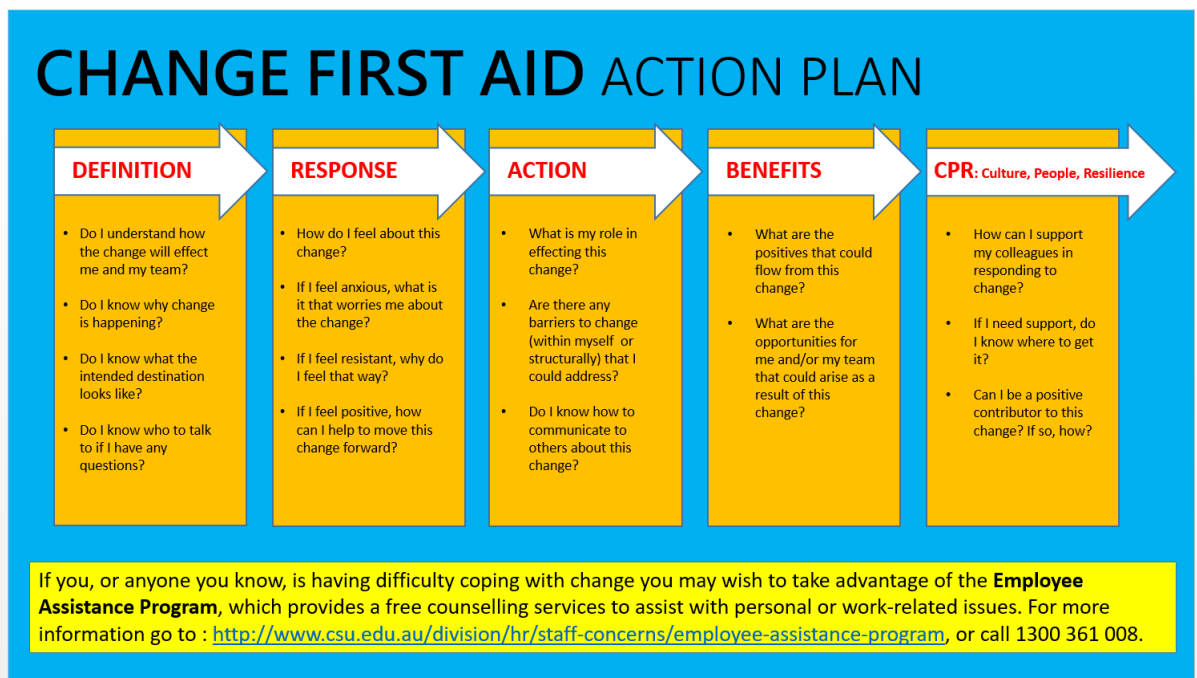

Figure 5: Change first aid action plan

Figure 6: Stress kit

Driving Change from the Ground Up

Within the University the group observed a clarity regarding processes to drive change from below. Part of this issue may stem from the poor communication pathways through CSU - for example, if you had a suggestion on how to improve implementation of something (e.g. smart learning) it might not always be clear who could you send that suggestion to, whether they would read it, whether the suggestions would be relevant to other users, whether people would just think you were a nuisance etc.

Thinking about the tool box for change idea one practical suggestion could be the implementation of online suggestions boxes when developing new processes. The project group proposes the following links as two examples the University may consider to develop and encourage change initiatives from staff at levels other than management within the organisation:

Online suggestion box. For example:

https://ideascale.com/service/online-suggestion-box/

Empowerment flowcharts such as:
http://positivesharing.com/2014/02/kill-suggestion-box-heres-much-better-way/

Recommendations

The recommendations of the Inspiring Change project group are as follows:

Recommendation 1: A toolkit of resources may be a useful addition to the existing range of resources to support staff leading and involved in change across the University. This toolkit has two components:

1. A physical toolkit that could be located in the various staff rooms in buildings on the various campuses comprising a range of tangible items to provide some light relief from the pressure of change events.
2. A list of virtual resources university staff can access to support them through change processes.

Recommendation 2: A process for initiating change from the "ground up" may be a positive step in engaging a wider range of staff in change events across the University.

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List of Appendices

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G	"A Stressed Academic on the Verge of a Breakdown" Script

Appendix A: Kerstin McPherson
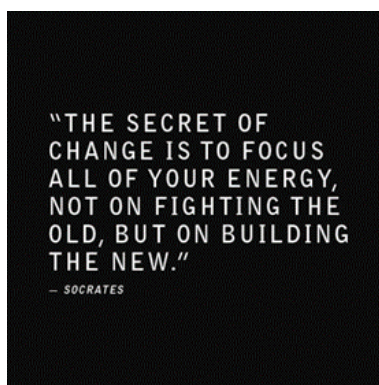
The LWD course came at a great time for me. After volunteering to lead the Physio team on two campuses through course design and then the expansion of the course to the Port Macquarie campus, I was really seen as the most obvious person to do the role. As an introvert, I am not the one that needs to talk in every single meeting when there is a break in conversation, but I can see the big picture and plan and organise things and see things differently.

The journey this year has been sort of empowering. When I started the LWD course at the start of the year I felt quite out of my depth and like I was in the wrong place after all, I was just a little Physio, just gone through Course design and in the depths of subject development, with four new Physio staff and expanding the course to a third campus to Port Macquarie all while doing my PhD and balancing two kids and regional soccer trips.

But I liked Hedy and I really liked the participants and liked their stories of their own crazy workplaces and started reading and realising I needed to take time out and to focus more on one thing at a time and take time to reflect and plan for my own career.

So what I have learnt - Strong effective leadership at all levels is important to empower others and support them within their work and to all develop leadership roles to create strong teams. Amanda Sinclair says that "leadership is a process of influence between individuals and between groups towards valued outcomes". Empowering other staff to lead and take up leadership roles isn't competition but with encouragement to see themselves as leaders as well, will make the Discipline Lead role easier and will make the team stronger across the three campuses.

As an introvert I have learnt that introverts have a place in this world and are good leaders but must work out how to navigate the world of extraverts and those with little awareness of the impact of their poor leadership upon others.

Appendix B: Hayley Randle

INDIVIDUAL REFLECTION

OK so honestly time, I was looking forward to this course as I always like to be learning new things (and seemingly giving myself too much to do). I have to admit I was very opposed to the mindfulness side of things and really struggled with the book. I read about 3 pages to start and got extremely wound up – as it seemed so self-indulgent. ANYWAY moving on from 'me' – oops that is not the point is it? - I have also been very busy organising a conference for an organisation called The International society for Equitation Science to be run 22nd-25th November 2017. I lost my co-chair part way through (which was a blessing as I could do things 'my' way – this mainly meant being nice to people and human in my communications with them). In the early phases (actually just before the start of LDW 2017) my co-chair told me I had to CHANGE and drop the Pleases and Thank yous in my interactions. Well I tried that but so NOT me, made me thoroughly unhappy (some may even say cranky) and I found it totally ineffective and frustrating. After a month where I shoved my head thoroughly in the sand and pretty much refused to communicate (partly for fear of telling the ex co-chair to get on her broomstick and er 'go away') I decided to sort it out once and for all. So two months later, after 2 resignations from said ex-colleague, I had the dubious responsibility of sole-chair. (I'm pretty sure that this should be a song title… for overwhelmed conference organisers perhaps?) Anyway… this was just before the second LDW workshop at Young and thankfully Hedy provided us a whole load of management theory – which fixed a lot of things for me and in many ways aligned with our conference theme: **Equitation Science in Practice: COLLABORATION, COMMUNICATION and CHANGE**. I do feel that a lot of the LDW content has seeped into me and made me think when preparing my various practical, coordinating and academic inputs into the conference.

Interestingly one of my academic tasks over and above the nitty gritty of accommodation, feeding arrangements, sponsorship and the small matter of the proceedings containing around 70 academic abstracts, has been to produce the opening plenary for the conference (Oh WHY do I always have to make my own life so difficult?). I have included this below – just so that you can possibly see how I really do recognise the need for these C words within management. Apparently I have always been quite OK at management but I can honestly say it has always been leadership by being PART of a team, not senior in a 'hierarchical' or 'self important' way, but senior in the 'experienced from the bottom-up sort of way. I feel much more confident talking about change etc. in the context of others – another reason for including my 'ISES 2017 Down Under' abstract. Hope you enjoy it.

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PLENARY 1

EQUITATION SCIENCE IN PRACTICE: PAST, PRESENT AND FUTURE

Hayley Randle

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The International Society for Equitation Science (ISES) has formally existed as a learned society since 2007 and during this time has hosted annual international conferences in many different countries. However conferences are yet to be held in some of the countries with arguably the most substantial influences on global equestrianism. The development of Equitation Science has been substantially informed by a number of critical cornerstones including equine ethology, learning theory (which has been logically used by ISES to create the fundamental Principles of Training that underpin all horse-human interactions) and animal welfare. The mission of ISES is to *promote and encourage the application of objective research and advanced practice which will ultimately improve the welfare of horses in their associations with humans* and although the sheer volume and the breadth of research conducted over the past decade has undeniably helped some of ISES's aims and objectives to met, there is still a long way to go. It is imperative that the core activity of Equitation Science should remain the generation of rigorous, reliable and robust evidence-based findings to support horse and human education and practice.

The global horse industry is changing and like it or not, this is fact. There is a worldwide increase in attention on all aspects of horse welfare ranging from keeping conditions (e.g. turnout), use (e.g. Pregnant Mare Urine), discipline specific practices (e.g. whisker trimming), performance related actions (e.g. soring), training methods (e.g. rollkür) to rehoming, rehabilitation and retraining through to euthanasia. Equitation Science research has investigated and started to determine which methods, approaches and equipment promote ethical and sustainable practice. Consequently Equitation Science is well placed within the wider world of animal welfare which itself is undergoing a mindset change, moving away from primarily resource-based indicators to animal-based indicators of welfare. Equitation Scientists with their enthusiasm and access to industry practitioners are well positioned to begin to, or arguably continue to, understand what these individual horse-based indicators may be, how they can be measured and ultimately how they can be best used at practitioner level.

As a body of researchers and practitioners Equitation Scientists have worked hard to ensure that studies undertaken are based on sound experimental design to minimise error and the production of questionable results. The use of technology has been widely embraced and this has been further facilitated by the increasing availability of increasingly smart and portable equipment that is affordable and easily fitted to horses and humans. However this in itself has potentially led to some difficulties with the volume of data produced, perhaps some lack of maintenance and calibration of the equipment used, small sample sizes and it may even be argued the use of Abductive Science whereby either findings 'fit' expectations, or hypotheses are unknowingly modified to suit findings albeit with the best of intentions with regard to ultimately improving horse welfare.

The Horse-Human relationship is central to all equestrian pursuits and here lies an additional problem. It is difficult, even with the best of intentions, to remain objective when observing, reporting and interpreting equid behaviour in the most rigorously designed studies. Equitation Science has always been proud of its multidisciplinary approach (not only in terms of input but also output with regards

to application across equestrian disciplines) and has been proactive in adopting technologies that have been successfully used in sport science, materials science and engineering to name a few, in the quest to objectively study multiple aspects of the horse-human relationship. However it is now time to do the same with social sciences, and embrace the approaches that have been successfully used in human based studies to improve human welfare, and integrate them with purely quantitative methodologies with the aim of achieving an outcome that is greater than a purely quantitative or qualitative approach.

Rather unusually, as a Learned Society ISES has an active practitioner membership who work alongside academic members and regularly attend conferences in order to access information that can be used to inform their professional practice and engage in collaborative discussion regarding future research directions for example. As a maturing organisation ISES needs to persist with increasing its inclusivity and in so doing widen its reach both within local environs and globally. This goal can only be reached if Equitation Scientists continue to hone their collaboration and communication skills. To date engagement with Equitation Science findings has depended very much on the audience, with some offerings of our findings falling on seemingly deaf ears, particularly where findings appear to challenge traditional and established practice. On the contrary there have been occasions where interested parties have extracted part-findings from Equitation Science research and used them selectively, and even incorrectly, in support of practices that neither align with the ISES mission nor promote ethical and sustainable equestrian practice. However regular issuing of media releases and position statements combined with lay press articles and publications in peer reviewed journals has increased the availability of contemporary Equitation Science research findings to practitioners.

Although ISES has achieved much to date despite its relative brief history, given the rapid changes occurring in the horse industry and increasing welfare- and human safety- based drivers, it is ever more important to improve on our collaboration and communication skills in order to disseminate our findings more effectively. It is clear from developments occurring in a variety of sectors within the animal industry that change needs to take place at multiple levels, starting with individuals, and that understanding the change process is critical if we are to work with and help those within industry needing to change their practice, almost certainly under duress. Behaviour change specialists recognise that change inevitably causes discomfort, therefore it is up to us as Equitation Scientists and potential 'leaders' to help to make sure that this reticence and resistance to change is managed in a positive and productive way within the equine industry.

Lay person message:

The International Society for Equitation Science promotes ethical and sustainable practice across all equestrian uses and disciplines. For Equitation Science to continue to produce evidence-based findings that can be used to improve the welfare of horses, and at the same time the health and safety of both horses and humans, studies must be well designed and the resulting data robust in order to inform changes in practice. However since any suggestion of change causes discomfort; it is up to us as Equitation Scientists to positively support individuals who will certainly be reticent and resistant to changing equestrian practice.

Keywords: Equitation Science; Practice; Welfare; Communication; Collaboration; Change

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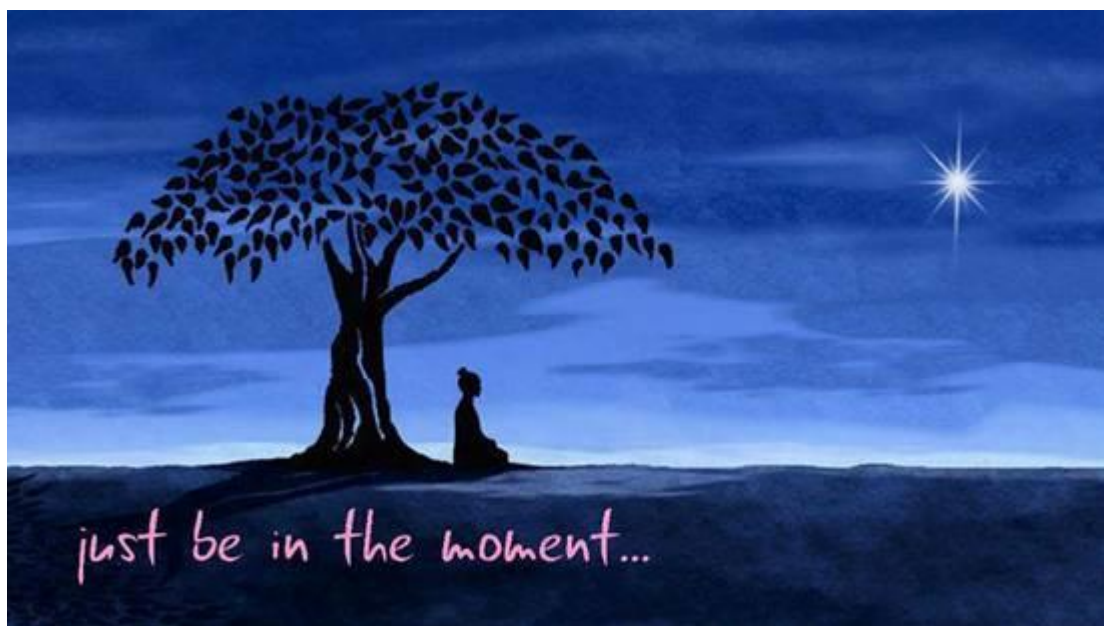A picture that says it for me:

"*It is about team work*"

Appendix C: Rachel Roberts

Appendix D: Sharon Schoenmaker

The LDW journey throughout 2017 has been a rewarding and enriching one. The opportunity to participate in this program was perfectly timed for me as I was at a critical junction in my professional career at CSU. I had just completed my doctoral studies, so the time to reflect and explore future possibilities within the organisation was pertinent.

My experience of the LDW program was one of being nurtured, professionally and personally, by a group of amazing and talented women who were genuinely open to the concept of sharing in a collaborative, rather than a competitive, way. The elements of the program that I have valued the most have been the opportunity to revisit the literature on leadership and to engage deeply with the concepts of mindfulness as a powerful approach to work and life. For me, this approach reinforced the importance of trusting my own experience as well as trusting my own practice.   Undertaking the Majors personality exercise was also useful in revisiting my approaches to learning, relationships as well as work and leadership - You can probably guess my personality type from reading this reflection! Finally, the opportunity to broaden my connections outside of my School and Faculty has been a rich outcome of participating in LDW. The program allowed me to reflect on the unique things that women bring to CSU, their passion, emotional intelligence and positivity serve as a constant reminder to me that great organisations are generous and collegial ones.

Appendix E: Kim M. Thompson

With the Transform Online (TOL) initiative threating to vastly change workloads and teaching practices, I knew 2017 was going to be a year of stress and worry in the School, and so when I saw the Leadership Development for Women call for applicants, I hoped this might be a way to get the training I felt I lacked in terms of how to provide collegial support and peer-leadership in balancing and managing research, teaching, administrative, and other duties.

Source: Loose Parts cartoon by Dave Blazek, 10 October 2017, https://www.arcamax.com/thefunnies/looseparts/s-2006437

In recent years the School has been deeply affected by the Three Faculty changes, the Common Support Model changes, and changes to our own staffing (staff leaving because of CSM or moving to other universities as academics) in the past few years, and the idea of additional change felt utterly overwhelming. This is why I chose to work with the Inspiring Change team within the LDW program. I thought that perhaps some of the anxiety we were feeling in our School was based on true potential issues, but that much of it was also based on "worse case scenarios" that may or may not happen.

I now feel I have some practice in respectful mindful coping mechanisms for listening and communicating with my peers. I am looking forward to sharing the DR ABC Triage Kit with my School and to continue the conversations we have started in the Inspiring Change team about dealing with what often feels like an excessive amount of change in the workplace.

Source: Loose Parts cartoon by Dave Blazek, 12 October 2017, https://www.arcamax.com/thefunnies/looseparts/s-2002592

I want to be sure we all feel there is nothing wrong with *us* if we feel unsettled...but also to acknowledge that there are strategies for dealing with change that can make the process less traumatic than it often feels to be.

Appendix F: Skye Wassens

Suicide Swamp- this used to be a wetland.

Looking out across Suicide Swamp. Nobody has really been able to explain how it got its name, but it's in the tradition of grim names in the semi-arid – The Dead Mans Creek, the Poison Waterholes- the White Elephant. People used to live here, huge settlements along the creeks and wetlands, there are middens and ovens and fallen chimneys, but no one lives here now.

My leadership journey started more than a decade ago on the edge of Suicide Swamp, when we agreed on a plan to save it. I said I don't walk away from a fight and I meant it. Since then, I have been held up as an example of the best and worst type of academic at CSU. Government Minsters have changed more times than I can remember, funding sources have come and gone. We keep chipping away building portfolios of evidence to support the use of valuable water, working with managers and engaging in the debate. There are small victories and tragic losses.

This course did not resonate with me at all, because much of my reach is outside the university bounds and in the world. My world is full of wolves, it's often ugly and fierce, sometimes deals with the devil are preferred to having no deal at all and the best you can ever hope for is the least-worst choice.
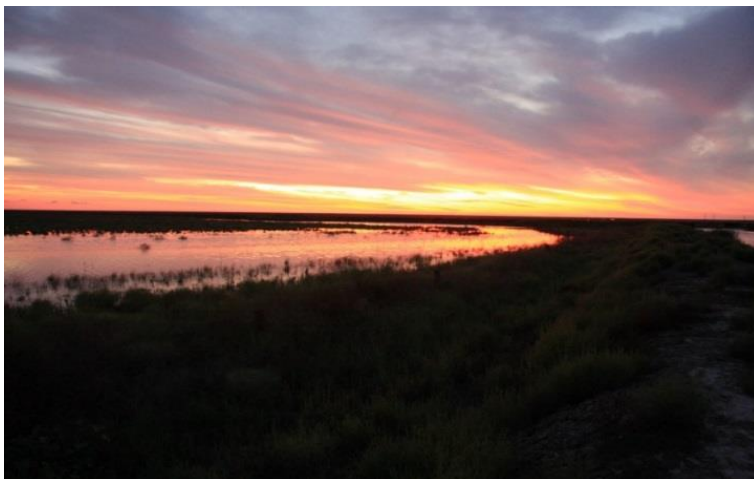
Sunset at Suicide Swamp in flood.

Appendix G: "A Stressed Academic on the Verge of a Breakdown" Script

A stressed academic on the verge of a breakdown is saved by a quick thinking colleagues who apply change first aid. A new hard hitting campaign bought to you by the inspiring change team

Casting -

STRESSED ACADEMIC: Haley

BYSTANDER: Skye

FIRST AIDER: Kerstin

SCIENTIST: Rachel

INTERPRETIVE REFLECTORS: Sharon and Kim

STRESSED ACADEMIC [Hayley walks in (stumbling) carrying a handful of conference bags and lanyard in one hand, marking in ruck sack and a folder with SFHEA under the other arm, wearing a riding hat]… OMG I am so busy, I don't know which way to turn, delegates are arriving for the conference next door I haven't finished my marking ahead of the **FOS SAVS SAC** we have just finished course review including **GLOs, ALLAN, ELLEN, IBS** and yes clinical IBS keeps me awake at night……Im drowning in TAs, GPs, SXs and all the other things, and now we have to do **TOL, TOC …**never mind training our horses for sale **WTF!**

[*Throws hands up in the air. Takes hat off]*… I feel sick! OMG I am soooooo stressed [in uber dramatic way] How can I do my job when it changes just as I get my head around it?

[Sits on the ground quietly babbling] TOL… TOC GLOS ALLAN…..OMG….GP… ACEC…NTS… WTF

BYSTANDER [looking helpless]: I don't know what's wrong, I don't know how to help you….I don't speak acronym, [shouts] does anybody here speak acronym?

FIRST AIDER [enters from side - looking heroic]: Don't worry - I speak acronym! I am trained in change first aid!

[Pulls out first aid kit, hands bubble wrap/stress ball to stressed academic, starts working through flow chart]

A scientist, carrying a clipboard and wearing a lab coat for no discernible reason, directly addresses the audience

SCIENTIST: Hello I am a scientist. Does your work force go in to a blind panic at the very mention Change? Our change first aid kit is clinically proven to take the stress out of stressful change.

[Stressed academic is now completely recovered, bystander and first aider start taking out items out of the kit and showing to the audience.]

BYSTANDER: what's this?

FIRST AIDER: it's our first aid flow chart- Just remember DRABC

STRESSED ACADEMIC: and look at this useful link to people who can help me- now I don't have to spend hours looking on the webpage! [ha, big smiley face]

BYSTANDER [with staff baseball/animal cards]. Senior Management collectable cards! I will collect the whole set!

SCIENTIST: that's right my panicky little friends, our first aid kit has everything the CSU team needs to help themselves and help each other during stressful times of change.

Order now for just $99 and this relaxing aromatherapy kit containing 3 great scents for universities – Chalk, permanent marker, printer toner can be yours absolutely free!

STRESSED ACADEMIC [takes the chalk and smell it looks relaxed] ….. Inspiring!... ☺

INTERPRETIVE REFLECTION: [Sharon and Kim]