



Caught Standing Still? Or Thriving By Moving Forward: Adapting to Change in the Tertiary Environment.

Is change really a dirty word? Can managers position their teams to be adaptable to change? Join us while we recount the story of two courageous professional staff who battled through waves of 'adversity to change' and waded through mangroves of 'stick in the mud staff' to emerge victorious as leaders of a professional team that is often used as the benchmark for others. Much like the natural and built environments, changes to team structure, functions and process can and do occur over time, so adaptability and resilience should be key characteristics of any team. Through education, relationship development and empowerment, the professional staff team of the School of Natural and Built Environments broke free from the shackles of resistance to change and have subsequently been able to grow together and function as a cohesive unit in the ever changing tertiary education environment.

In 2010 the University of South Australia implemented the largest change management projects in its history. One of the first Schools to undergo change was the School of Natural and Built Environments (NBE). At the time, management and members of the school team found themselves facing a very different landscape. This new landscape required dealing with the fall out of redundancies, new staff appointments, redefined roles and ultimately, unrest. Negativity was rife in most areas.

If you have ever found yourself responsible for leading a team of people, or even as part of team that needs to change, then we have the presentation for you. We will focus on how, as leaders, we broke down silos and created a team that took ownership of a shared common goal. Setting this goal allowed us to build a highly regarded team that could, and still does, provide exceptional support through the development of sound relationships, advice and solutions wherever possible.

Ultimately we experienced increased commitment and empowerment of individuals to both the tasks they had been made responsible for and the team result as a whole. This collaborative working environment and adaptive team culture ensured that the staff of the NBE Academic Services team were multi-skilled, able to face any further challenges and above all, took pride and ownership of their place within the school.

Whether you're at the helm, or down below among the frontline mess that can often come with change, we aim to share our experiences and give you an insight into how we went about successfully changing attitudes and behaviours through education and, improving communication, coordination and cooperation through relationship building. We will not claim to have all the answers, and much of what we will share is not ground breaking, but it will be an interesting and insightful view into how the School of NBE managed to buck the negative trends of change management, evidenced by the fact that 4 years post

implementation the school has retained almost 100% of its Academic Services staff. A culture of mutual trust and recognition between Academic and Professional staff is also evident and the team is frequently a go to, for process improvement and benchmark for service activities.

So come along, and let us expand further on the team development process and how it enabled the team to be positioned to adapt to, and embrace, both additional changes the university experienced, and any that may be thrown at us in the future. Take a little, take a lot or just grill us at the end and let us possibly take something from your experiences as well.