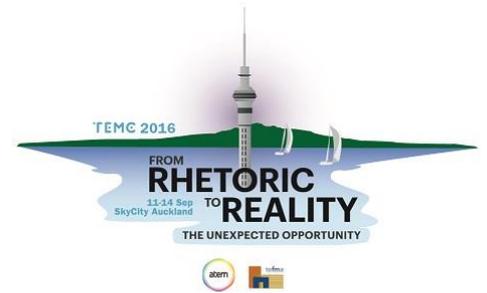


Concurrent Session B
Monday 12 September 2016
11:45am – 12:35pm



Session 4
We Can Always Be Assured of Change: A Case Study of ASSC, La Trobe University
Andrea Young, Donna Burnett
La Trobe University

Andrea Young is College Education Manager for the College of Arts, Social Science and Commerce, La Trobe University.

Andrea has worked in the Higher Education (HE) sector for the past 19 years, starting her HE career in 1997 at Bournemouth University, UK. She has held various leadership and management roles, taking up an opportunity in Australia in 2011 with the University of Melbourne as Manager, Student Services, and School of Engineering. Andrea joined La Trobe University in March 2015 in her current role as College Education Manager.

Andrea has extensive experience in business administration, managing information technology, business strategy, planning, finance, accounting, human resource management, and quality assurance.

Andrea holds a Master's in Business Administration, from Bournemouth University, UK. She also holds a Bachelor of Arts Honours degree, from Southampton University, UK.

Donna is responsible for leading and managing the School's integrated operational and business services. This includes supporting the School's strategic and operational goals in teaching and learning and research.

Donna has worked in the Higher Education (HE) sector for the past 10 years after making a career change. Her specific interests lie in the development of staff, change management and process enhancement.

Donna holds Postgraduate qualifications in Business Administration along with qualifications in Leadership and Management, cell processing and chemotherapy preparation. She is also a qualified workplace trainer and assessor.

Donna was a recent nominee for the La Trobe "Contributing to our Brilliant Basics" Award, which recognises and rewards outstanding contributions by staff across various categories. She, along with her fellow senior managers, won the ATEM Campus Review Awards: The DVE Business Solutions Award for Excellence in School and Faculty Management, in August 2015. Donna also won the 2015 Professional staff award for Excellence in Leadership.

This session/paper/presentation sets out to examine the development of 'best practice' and how evolving communication practices are being developed and implemented within newly formed College teams, which, under the Tuckman Model (1965) of team formation are still in the stages of 'storming and norming'. Exploration of what is working well, what is not and our approach to dealing with issues will form part of the discussion. This presentation is designed to be interactive

and encourages discussion from attendees of their experience in change management, allowing for consideration of application for best practice across the sector.

To Infinity and beyond

Dealing with and managing change is often seen as an insurmountable challenge, however, with change, comes opportunity, future planning, strategic alignment and endless leveraging possibilities.

At La Trobe University (LTU), we experienced a significant change programme at the end of 2014, resulting in the development of two Colleges; The College of Arts, Social Science and Commerce (ASSC) and the College of Science, Health and Engineering (SHE). These Colleges were implemented in January 2015 and have been functioning under the new structure for one academic year.

Focusing on ASSC, part of the change programme involved the formation of completely new teams across all levels in the College along with new and revised team structures across the four Schools in ASSC. Such change engendered a mindset of 'blank paper approaches' and all tasks, processes and communication channels were suddenly 'up for grabs' and required attention. Communication, planning, knowing and understanding our business, customer focus, process improvement, leveraging capabilities, implementing reputation-enhancing strategies and developing and building our people all formed part of larger change management 'best practice' programme, which is ongoing.

To focus our attention, ASSC teams have embarked on a comprehensive approach to implementing best practice in change management in three key areas; communication, staff development and mobility, and process improvement.

We acknowledge that excellent service depends on staff who are well prepared and continuously learning.

Basic principles of Best Practice

To be successful in change programmes, all stakeholders hold a level of responsibility for continuing professional development which extends to their employing institution, professional associations, and other support networks (Jana Varlejs, IFLA – Continuing Professional Development and Workplace Learning Section, pg. 1). Key principles for successful engagement and development of staff within organisations include: regular performance-related needs assessments, availability of appropriate staff development programmes and activities, administrative commitment to facilitate attendance at development opportunities along with appropriate policies being in place to support this initiative and outline the levels of expectation for both the individual and organisation, appropriately designed and marketed programmes/courses/workshops, and appropriate recording mechanisms to detail staff participation and learning and offer recognition of continued learning and upskilling.

ASSC Position

Drawing on the above principles, ASSC has actively sought to provide staff opportunities to engage in development opportunities such as secondments, shadowing, and mentoring, promoting a culture of continuous learning and opportunity. In addition, we have been developing appropriate communication channels across the Schools and College whilst also considering the process requirements necessary to efficiently deliver an exceptional student experience. No easy task.

Our change management practice has been well utilised across a broad remit of areas, and continues to be. Examples of change being embedded and tweaked benefiting both students and staff in ASSC include:

- Academic Progression stages 2 and 3 (new process implementation);
- Process mapping/timelines document (collaborative process management);
- Embedded 'Subject Matter Experts' (SME's) within School/Dept (knowledge experts embedded);
- Dual Matrix reporting for certain positions (communication strategy, collaboration models).

We would very much like to share our experiences to date of this change programme; to highlight the successes, and where we could continue to learn from our experiences.