„There is nothing constant except change"
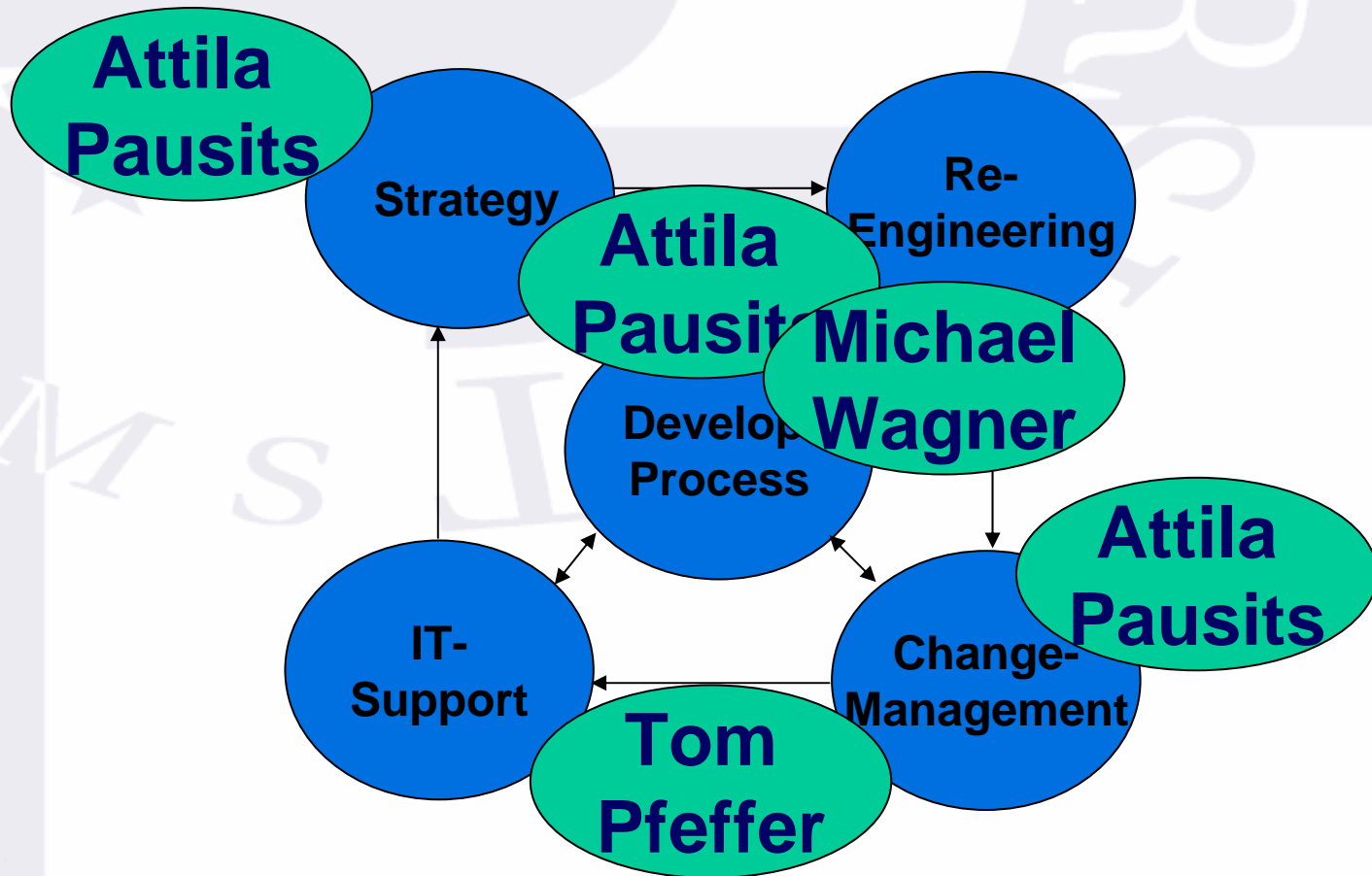(Heraclitis, c.500 BC)

Change Management

Dr. Attila Pausits

Head of the Center for University Continuing Education and Educational Management

Kerr (1982):

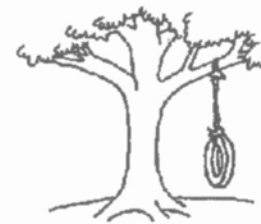Universities survived because they changed or … because they resisted change?

# HEIs' Development Processes

Outline

- **The organisation**

- **Change as Innovation Process**

- **Fundamental factors of managing change**

- **How to do**

- **Living with change**

- **Questions to answer**

The organisation in pictures

The organisation

- are coalitions of individuals and interest groups

- these groups have enduring **differences** about values, beliefs, information, interests, and perceptions of reality

- the most important decisions are about who gets what – the **allocation of resources**

- enduring differences and scare resources give **conflict** an important role and make power the most important resource

- goals and objectives emerge from bargaining, negotiation, and jockeying among stakholders
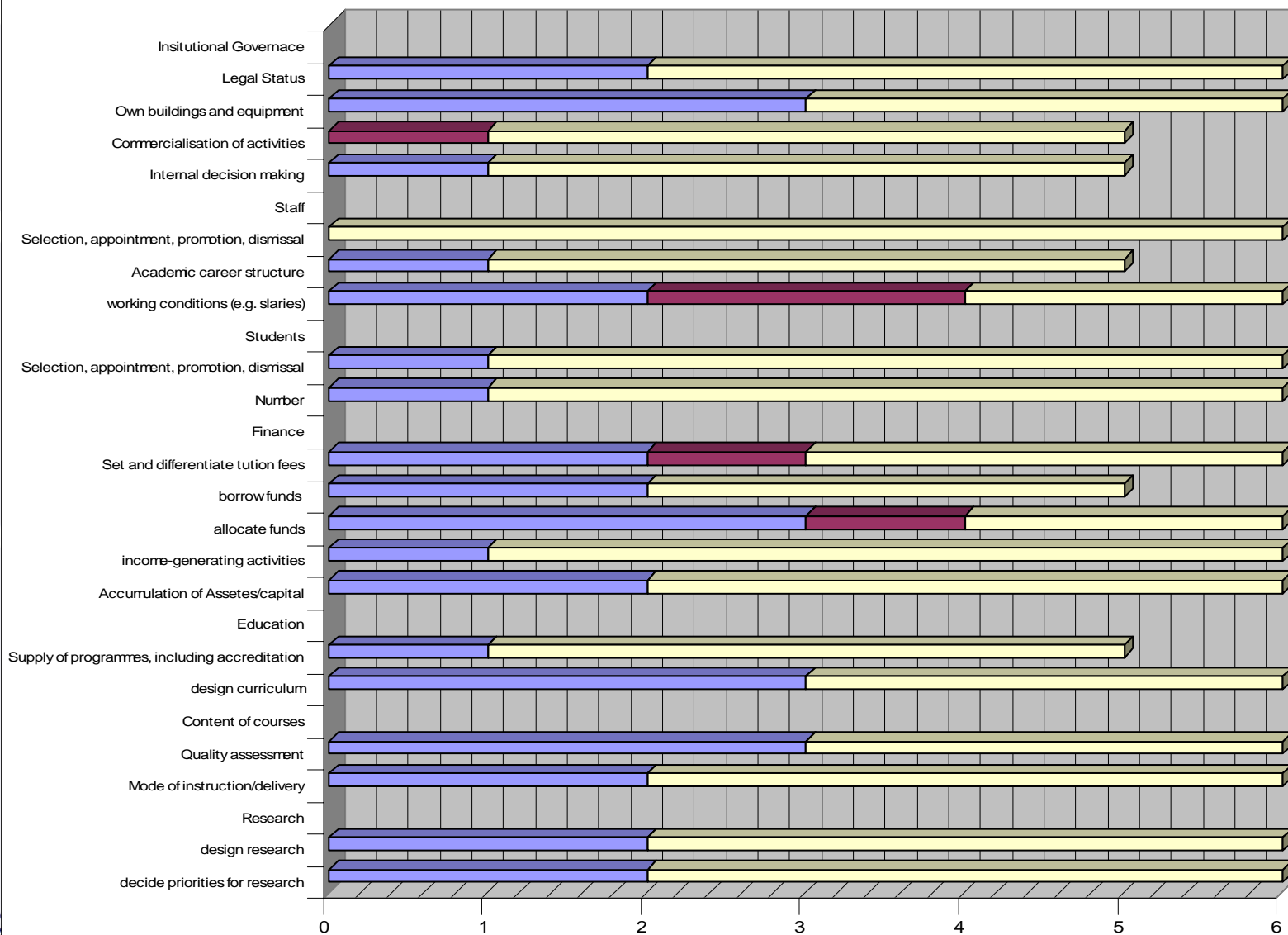
Bolman, Deal's 1997

Areas of changes

- **strategic goals, mission**
- **curriculum and teaching methods**
- **human resources**
- **internal organisational and management structure**
- **quality and evaluation**
- **student services and welfare**
- **resource allocation mechanisms within the institution**
- **relationships with the environment**
- **the culture of the organisation**

Why organisational change

- Leaving the ivory tower (merit and reputation)
- Internal differentiation (loose collection of decomposed and fragmented units
- Bottom heavy
- Bologna Process, internationalization, massification
- Demographic developments
- Competition
- LLL, different student types
- New information and communication technologies (campus software, MIS)
- Changing modes of delivery (e-learning)
- Loosing knowledge monopoly
- Accountability, effectiveness and efficiency

We are talking about..

- **Human problem of managing attention**
  - **No head for new wind**
- **Process problem in managing new ideas**
  - **collaboration**
- **Structural problem of managing part-whole relationships**
  - **The linkages between changes at the unit and organisation wide**
- **Strategic problem of institutional leadership**
  - **'Business as usual' syndrome**

Van de Ven (1986)

Change as an Innovation Process

- **Innovators/Change agents:**
  - **‚Liberated' leadership**
  - **Champions of ‚University Citizenship'**
  - **‚Learners' as well as ‚knowers'**
  - **Client-focused**
  - **Master of technology**

Change levers

- **Soft processes**
  - **Tapping collegiality as an aspiration**
  - **Working with - and not against the - organisaitonal culture**
  - **Focus on groups rather then inviduals**
- **Hard processes**
  - **Questioning of sacred cows**
  - **Reframing the academic staff contract**
  - **Performance management**

Model of change

Kezar & Eckel, 2002
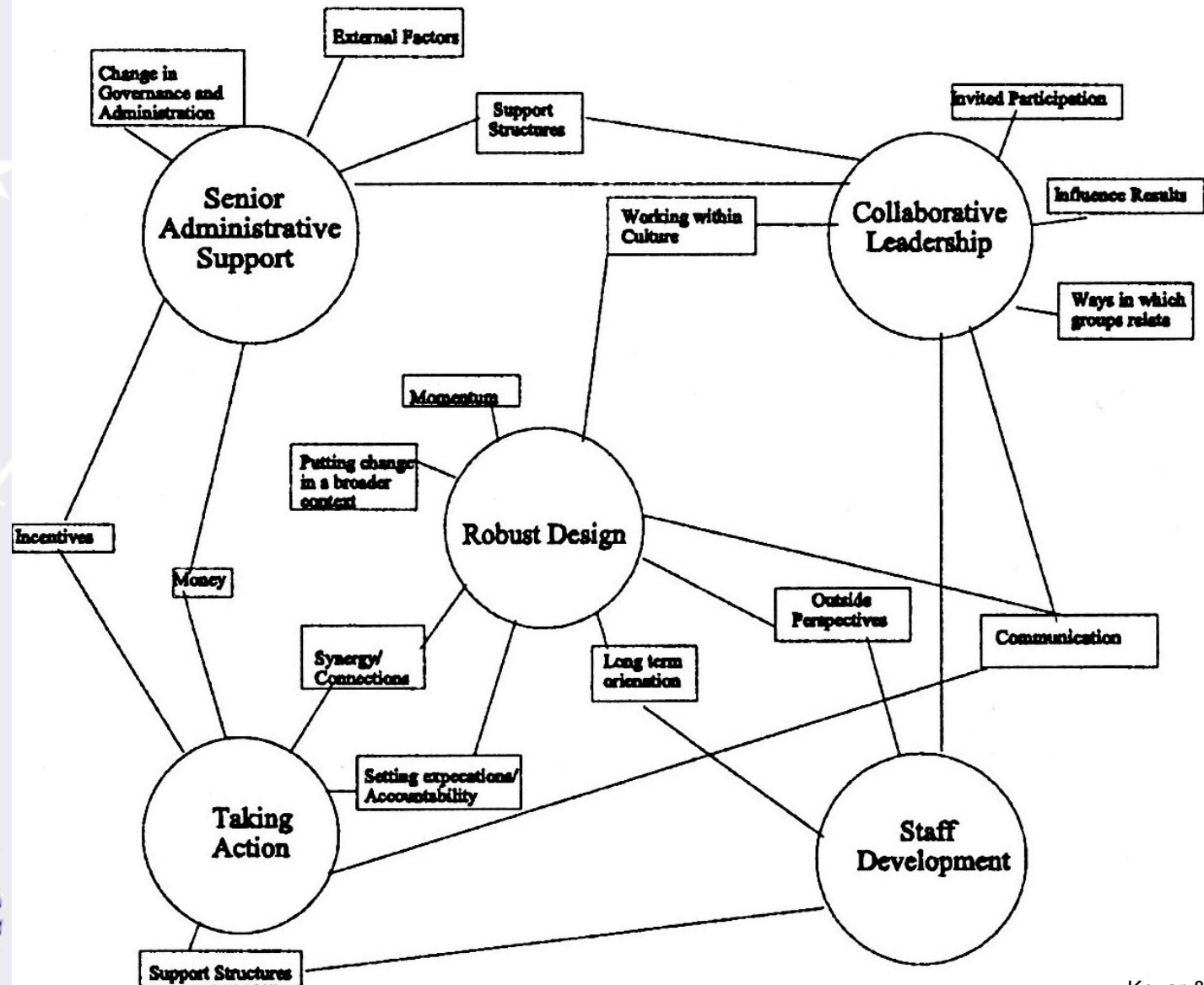
Lessons learned

- **No magic pill**
- **The ‚art of conversation‘: a core process**
- **Top-down change cannot – and does not – work (climate)**
- **Leadership qualities can, and should, be tapped at all levels (the captain-of-the-ship image revision)**

10 fundamentals of successful change management

- **Change must presage new model for the future**

- **Change will not succeed unless there is dissatisfaction with the old and genuine belief in the new - people must have a reason**

- **Major change is always painful and requires different ways of behaving, thinking, and perceiving. People must be involved – <u>resistance is normal</u>**

Managing change

- **Make your department a ‚pocket of good practice'**
- **Understand and recognize the different approaches to managing change- their strengths and limitations**
- **Reflect on your own experience of change and use that when helping others to understand the nature of the change process**
- **Identifying and presenting your case of change**
- **Reducing the resistance to change**

10 fundamentals of successful change management (cont.)

- Change is ‚lumpy' – people, systems and processes change at different rates in different way

- As manager you must drive it ands support it too – as ‚designer', ‚teacher', and steward (Senge 1990)

- ‚Play the ball where it lies'. Work with the good practice you've got. Avoid deficit models of current practice. Avoid importing models elsewhere

- Change is an ongoing process, not an event

- Change is unique to each organisation. Celebrate your individual landmarks of success

- Change is contingent on effective communication, listening to feedback and acting on it – on you ‚walking the talk' not just „talking the walk'

Approaches to managing change

- **Rational/empirical (system thinking)**
- **Normative/re-educative**
- **Power/coercive**

Four basic values

- **To remain in control**
- **To maximise winning and minimise losing**
- **To suppress negative feelings**
- **To be as rational as possible – that is, to define objectives and to evaluate behaviors in terms of whether or not the objectives are achieved**

Structured framework for managing change (Bullock, Batten 1985)

- **Analysis stage: considering 'where are you now' to explore the distance required to get to the desired changed state (gap) (force field analysis)**
- **Planning stage: contingency plans**
- **Action stage: implementation with monitoring and feedback**
- **Integration stage: improvements**

How to do…

- **Lead by example**
- **Get staff involved in working on the changes through one-to-ones, small groups and departmental workshops**
- **Identify and showcase examples of good practice in your department already in place**
- **Bring in an outside consultant to run a creative thinking workshop to identify and develop alternative scenarios. Develop pictorial as well as written scenarios**

How to do… (cont.)

- **Recognise and be sensitive to the fact that staff respond to and deal with change in different ways**
  - **Swimmers**
  - **Strugglers**
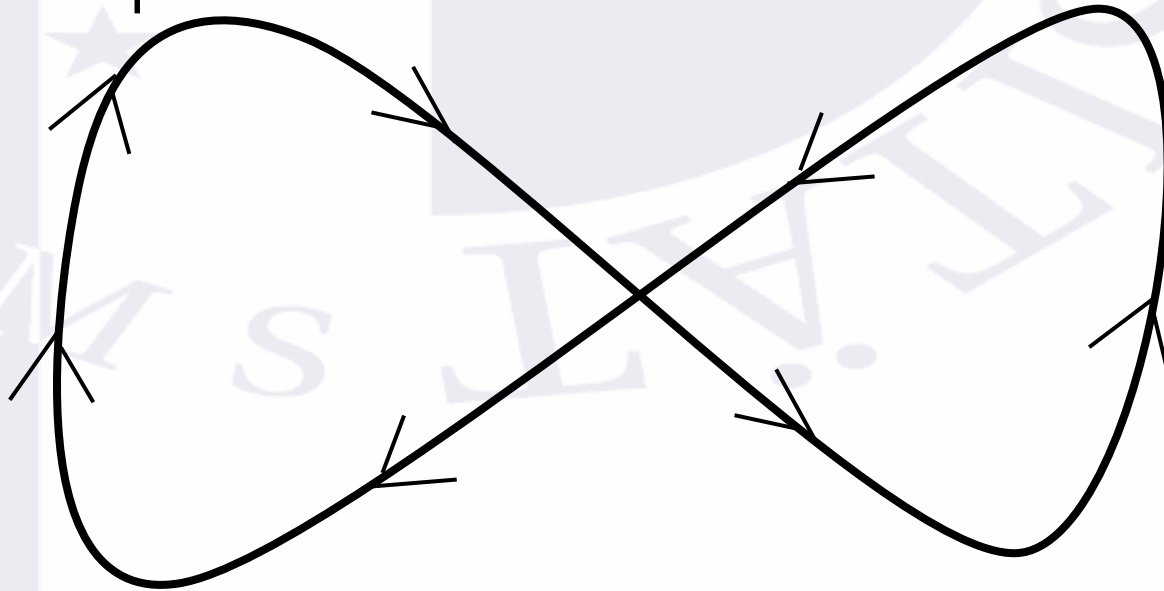 - **Copers**
  - **Nay-sayers, mossbacks**

Type of changes at HEIs

	External Driven	*Internally Driven*
Planned	✓Policy mandates ✓Governmental regulation	✓Strategic planning
Emergent	✓Social and cultural trends	✓Grassroots initiatives

Living with Change

Disruption / Interruption

New Order

New Relationship

Disorder / Personal Chaos

Disruption / Interruption
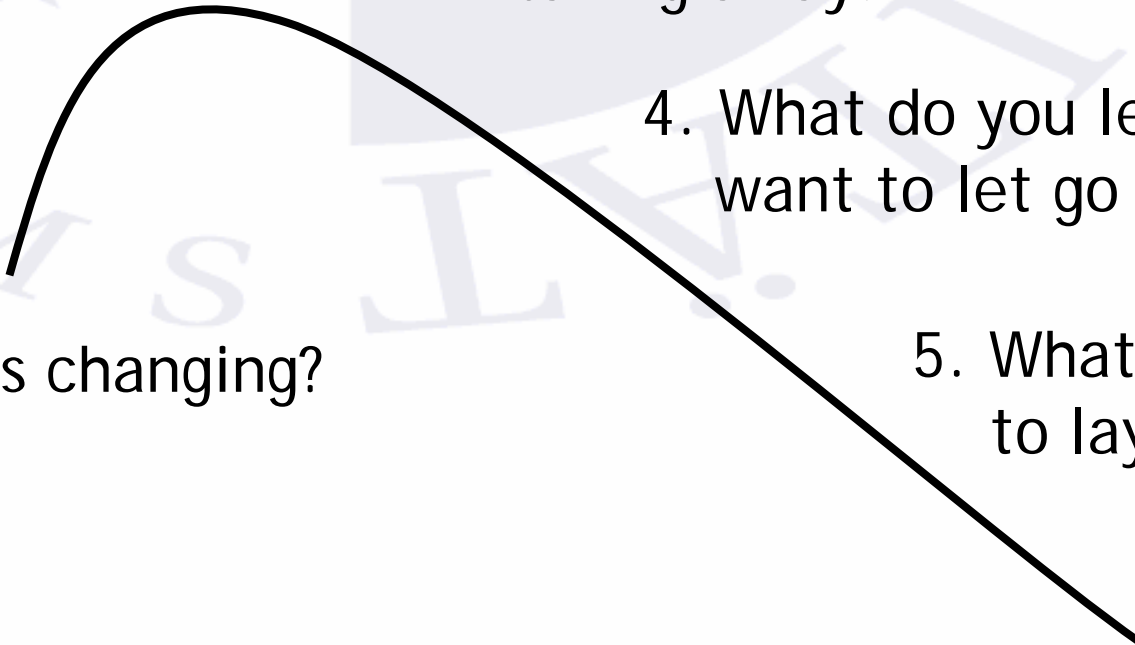
2. What was great before the change?

3. What could it be taking away?

4. What do you least want to let go of?

1. What is changing?

5. What do you have to lay aside?

Disorder / Personal Chaos

6. What is threatened by this loss?

7. What makes you anxious about it?

8. What could get damaged?

9. What is the worst that could happen?

10. How have these thoughts hindered you?

New Order

13. What do you need to handle it well?

14. What would that allow you to do?

12. What confusion was created?

15. What good things might happen?

11. What surprised you about the change?

New Relationship

21. What is this change teaching you?

16. What is changing in you?

20. What relationships could improve?

17. How could you be more yourself?

18. What does that make possible?

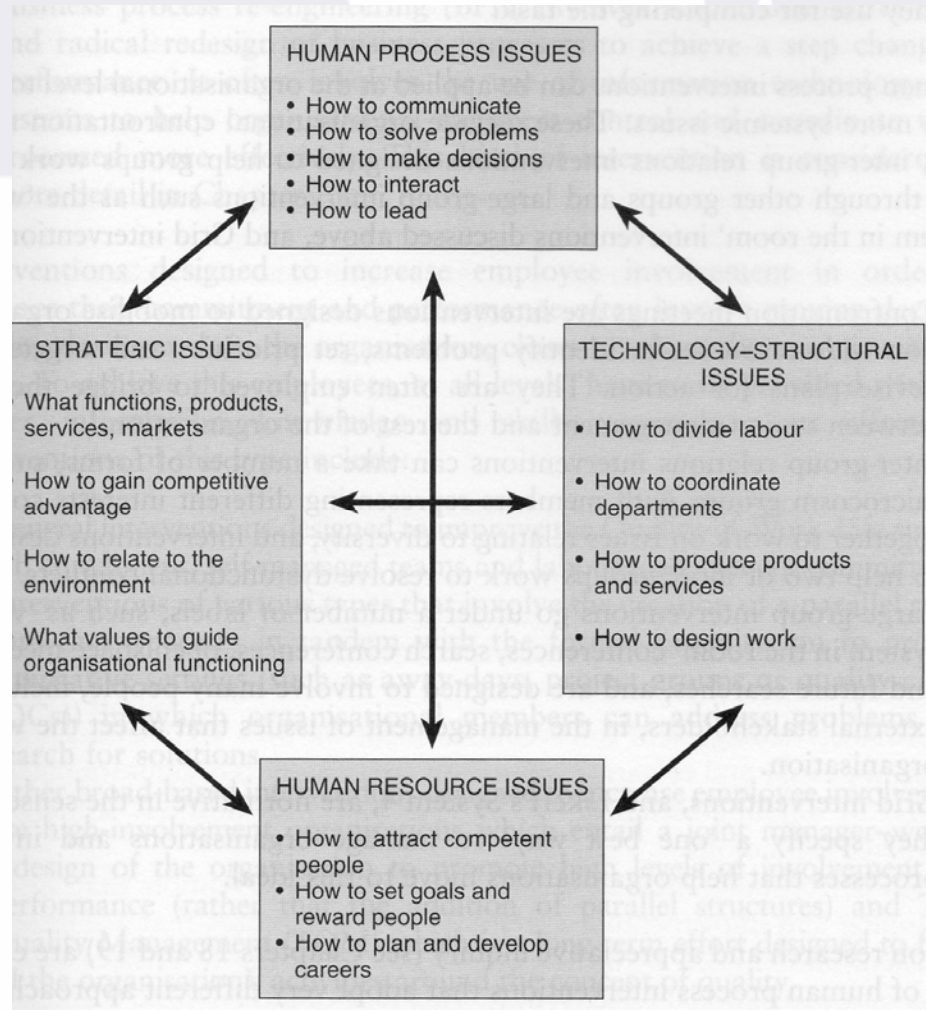19. What other dreams could this bring closer?

Getting Out of your Comfort Zone

"The fear of not looking good is one of the greatest enemies of learning. To learn, we need to acknowledge that there is something we don't know, and to perform activities that we're not good at."

Peter Senge
The Fifth Disciplin

Questions we have to answer

HUMAN PROCESS ISSUES
- How to communicate
- How to solve problems
- How to make decisions
- How to interact
- How to lead

STRATEGIC ISSUES

What functions, products, services, markets

How to gain competitive advantage

How to relate to the environment

What values to guide organisational functioning

TECHNOLOGY–STRUCTURAL ISSUES
- How to divide labour
- How to coordinate departments
- How to produce products and services
- How to design work

HUMAN RESOURCE ISSUES
- How to attract competent people
- How to set goals and reward people
- How to plan and develop careers

Cummings & Worley, 2001

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