UNIT 6: CHANGE MANAGEMENT

Introduction

- In order to make significant improvement in education management, you need to know how to lead change within your institutions.

- To help you lead change, this unit will focus on leading change, setting the climate for change, supporting change with management systems and scaling up change within and beyond your institution.

Unit objectives

i.   Explain the concept of change leadership

ii.   Discuss change management skills required for setting the climate for change, supporting change and scaling up change.

The concept of change leadership

The following are terms associated with change leadership:

- **Organizational change**: the process by which organizations move from their present state to some desired future state to increase their effectiveness.

- **Change leader**: A change agent who takes leadership responsibility for changing the existing pattern of behavior of another person or social system.

- **Change champion:** This is a person or group of persons who are committed to leading the change process over time and work to overcome the obstacles to change.

- **Change leadership:** a leader who is forward-looking, proactive and embraces new ideas.

Change leaders versus status quo Managers

Change leaders

- Confident of ability
- Willing to take risks
- Seizes opportunity
- Expects surprise
- Makes things happen

promotes and actively supports →

Creativity and innovation

← avoids and even discourages

Status quo managers

- Threatened by change
- Bothered by uncertainty
- Prefers predictability
- Supports the status quo
- Waits for things to happen

How to identify the need for change

- Education managers need to lead change when faced with complex conditions.

- It is important to understand the characteristics of these complex conditions.

- The table below illustrates the difference between routine and complex

- conditions:

Routine conditions	Complex conditions
The problem is well defined	The situation must be analyzed and the immediate solution is not known
The problem can be solved with existing knowledge	People need to adjust their values, ways of thinking, and practices to address the condition effectively
A prescribed process can be implemented to solve the problem	Implementation requires learning new approaches and practices and being flexible as new conditions emerge
The solution can be applied by a single person or group	Collaborative work by several stakeholders is required to achieve the solution

Models for leading the change process

The Kotter model

8. Integrate into Culture
1. Compelling reason to embrace change
2. Guiding Coalition of staff and students who support change
3. Vision and Strategy for direction and motivation
4. Communicate Vision to students – must "walk the talk"
5. Empower students to act by removing perceived barriers
6. Plan for and acknowledge a few short term wins to demonstrate progress
7. Consolidate gains using credibility to encourage more change

Making it stick
Setting the stage
Making it happen

Leading Change in Learning using Kotter's Eight-stage Process

Lewin's Change Model- Force Field Analysis Model
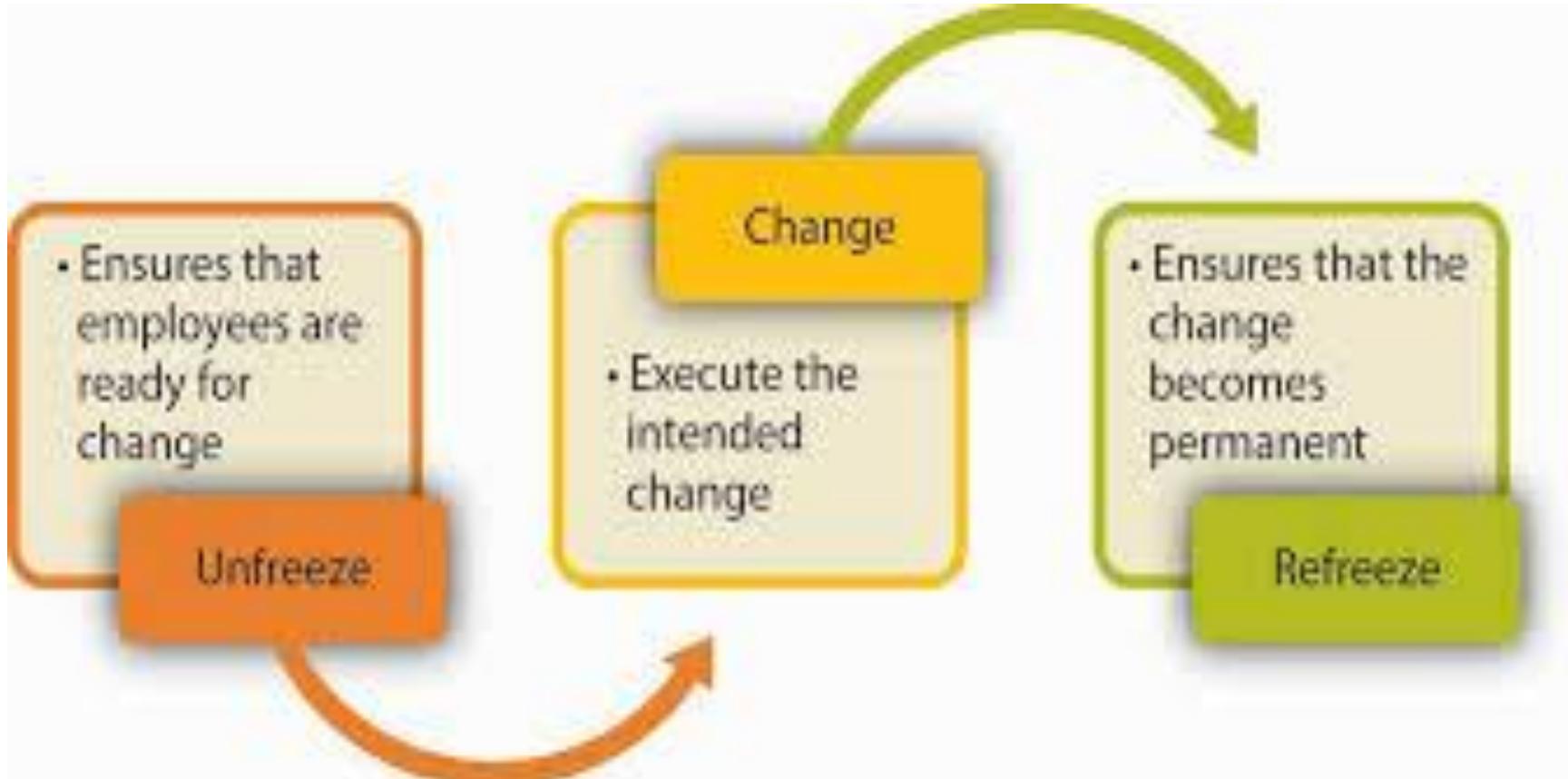
Strategies for leading change

Change Strategy	Power Bases	Managerial Behavior	Likely Results
Force–Coercion Using position power to create change by decree and formal authority	Legitimacy Rewards Punishments	*Direct forcing* and unilateral action *Political maneuvering* and indirect action	Faster, but low commitment and only temporary compliance
Rational Persuasion Creating change through rational persuasion and empirical argument	Expertise	*Informational efforts* using credible knowledge, demonstrated facts, and logical argument	
Shared power Developing support for change through personal values and commitments	Reference	*Participative efforts* to share power and involve others in planning and implementing change	Slower, but high commitment and longer term internalization

People's reaction to change

- **Denial:** Group members in denial require you to provide them with more information so that it becomes difficult to stay in denial.

- **Resistance:** Group members in the resistance stage for example require to be given an opportunity to express their feelings. Show empathy for and understanding of the losses of peoples experiences.

- **Exploration:** For group members in the exploration stage, make available opportunities and resources for discovering what is possible in the new situation. Encourage people to get together and support one another.

- **Commitment:** There is no need to 'manage' the change process at this point since people will manage themselves. Get out of the way.
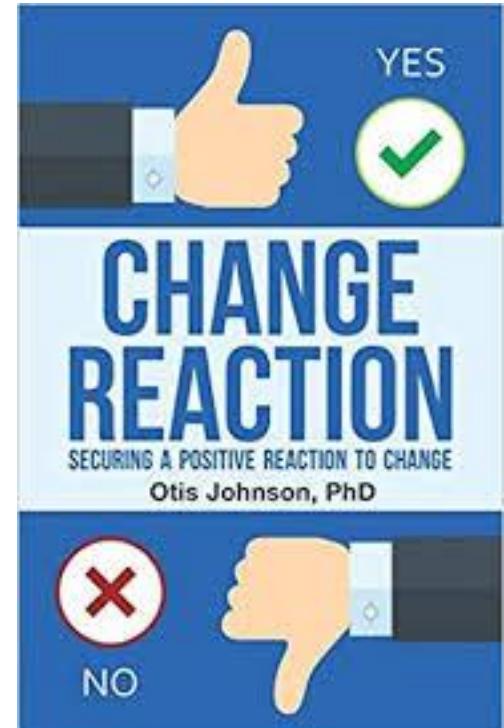
Reactions to change

The Change Curve

Resistance to change

Reasons for change resistance

# Effects of resistance to change on performance

- Delay
- Avoiding tasks
- Hostility
- Resignation
- Decreased job performance
- Increased absenteeism
- Increased employee impatience
- Frustration
- Sabotage
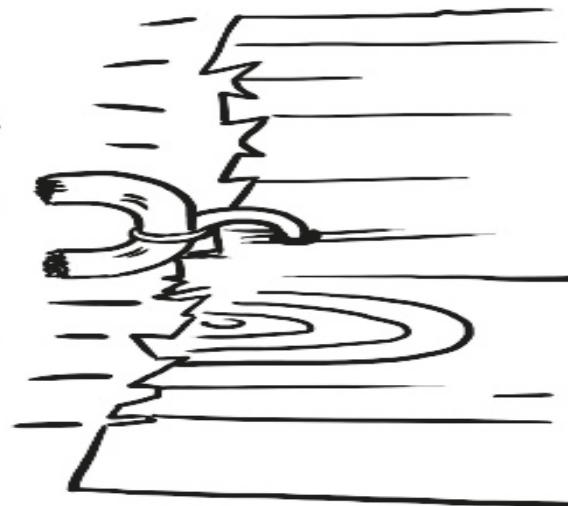
Overcoming resistance to change

- Provide as much advance information about the actual change as possible.

- Inform affected staff of the reasons behind the change.

- Clarify staff questions about the changes.

- Give staff time to reflect on how the proposed change will affect them.

- Focus on the early adopters
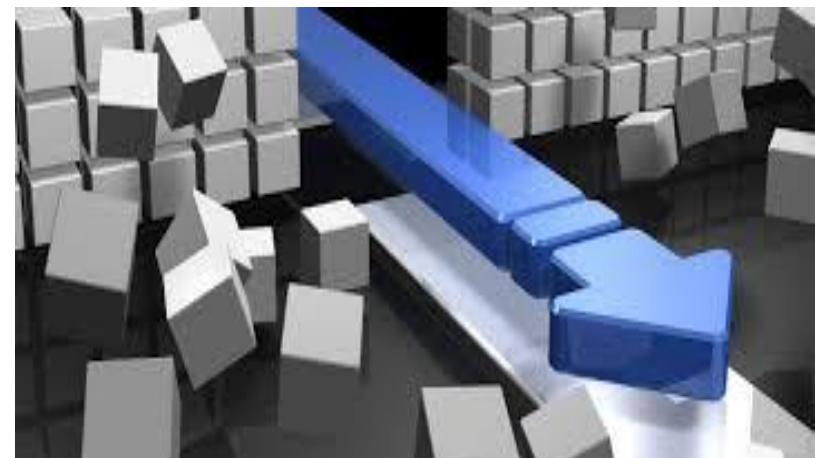
- We have come to the end of this unit on change management.
- In have looked at the concept of change leadership and how to identify the need for change.
- We have also examined Kotter 's and Lewin's models for change management.
- We have said that a leader ought to identify and implement strategies for leading change.
- As we have seen, leaders must be aware of resistance to change and how to deal with it.
- We hope you can now become effective change agents in your institutions.

Remember to attempt the activities in the presentation and the two (2) case studies that follow.