# LEAD WORKSHOP ON
CHANGE MANAGEMENT

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CM WORKSHOP AGENDA

- Agenda
  - 20 minutes presentation
  - Participants will form different workgroups. Members will discuss and produce outcomes for the following three topics:
- Tasks
  - IDENTIFY/CATCH FORCES OF CHANGE
    - What are the dominant forces of change for universities?
    - Which managerial tools do they use to capture these forces?
    - Are these forces specific to an individual country or individual organization/university?
  - CHANGE MANAGEMENT: STEPS AND ACTIONS
    - What are the key steps that university administrators follow in responding to the forces of change?
  - RESISTANCE TO CHANGE
    - What is the response of academic and administrative staff members to these changes?
    - What do CM agents do deal with resistance to change?
- Learning outcomes
  - Practical suggestions for CM in different university context

IMPORTANCE:
OC AS A BASIC CONCERN OF OS
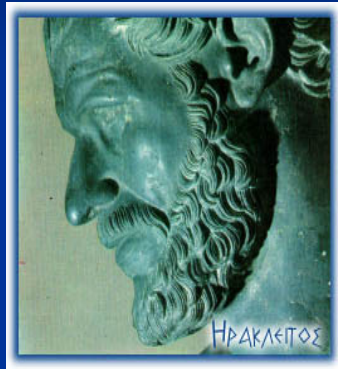
HERACLITUS
Eternal change
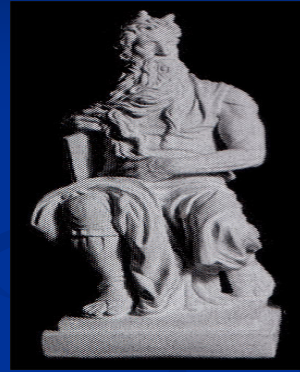
MOSES
First planned change practice

IMPORTANCE: OC AS A BASIC CONCERN

- New era of management: High-turbulence, velocity, or dynamism

- "*Change is not obligatory, so does your survival*"

- Continuously changing internal and external dynamics
  - Mergers, acquisitions, restructuring, reengineering, and new technologies

IMPORTANCE: OC AS A BASIC CONCERN

- A wide array of intentional and unintentional practices

    - Supply chain partnering
    - Introducing new technologies
    - Business process reengineering
    - Empowerment
    - Physical changes

    - Mergers/acquisitions
    - Quality management practices
    - Organizational development interventions
    - Personnel changes
    - Restructuring

- Few, if any, organizations without experience of many of these changes

IMPORTANCE:
OC AS A BASIC CONCERN OF OS

how to change?

FORCES OF CHANGE

FORCES OF CHANGE

What to change usually begins with confronting with (a) force(s) of change Economic crisis, new technology, mergers in the Sector, new legislation etc.

Consider what to change in the organization to meet the new challenges and to survive Change the organization's mission, purpose, goals, strategy, structure

FORCES OF CHANGE

- **Accountability**
    - Bureaucratic accountability; accountability to outputs; market accountability
- **Changing Demographics**
    - Structural characteristics and migration
- **Staffing Shortages**
    - Increasing demand; diversity of personnel
- **Technological Change & Knowledge Explosion**
- **Processes and People**
    - Efficiency and effectiveness of internal adm processes
    - Poor performance,

FORCES OF CHANGE

- Identify/Catch Forces of Change
    - What are the dominant forces of change for your universities?
    - Which managerial tools/actions do you use to capture these forces?
    - Are these forces specific to an individual country or individual organization/university?

CHANGE MANAGEMENT PROCESS

MANAGING CHANGE

- Lewin's Three-Step Model
  - Coexistence of forces of change and resistance to change in organizations
  - The fundamental strategy should be reducing resistance to change rather than pushing forces of change
- Unfreezing:
  - Reducing inertial forces (e.g., decreasing the strength of current values, attitudes and behaviors; crises in organizations; surveys; performance data)
- Moving
  - Development of new values, attitudes, and behaviors
- Refreezing
  - Stabilizing, retaining change

MANAGING CHANGE

- Kotter's (1995) Eight-Step Plan
  - Establish a sense of urgency
  - Create a guiding coalition
  - Develop a vision and strategy
  - Communicate the change vision
  - Empower broad-based action
  - Generate short term wins
  - Consolidate gains and produce more change
  - Anchor new approaches in the culture

Reframing Kotter's Change Model

Kotter stage	Structural	Human resource	Political	Symbolic
Sense of urgency		Involve, solicit input	Network with key players Build power base	Tell compelling story
Build guiding team	Coordination strategy	Team building	Stack team with key players	Put CEO on team
Uplifting vision, strategy	Implementation plan		Map political terrain	Create vision rooted in past

Reframing Kotter's Change Model

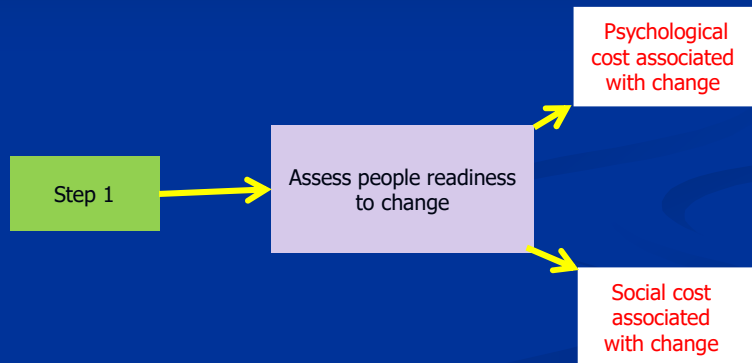| Kotter stage	Structural	Human resource	Political	Symbolic
Communicate through words, deeds, symbols	Build structures to support change process	Meetings to communi-cate, get feedback	Create arenas Build alliances	Kickoff ceremonies Visible leadership
Remove obstacles, empower	Change old structures	Training, support, resources		Public hangings
Early wins	Plan for short-term victories		Do what it takes to get wins	Celebrate early progress

Reframing Kotter's Change Model

Kotter stage	Structural	Human resource	Political	Symbolic
Keep going when going gets tough	Keep people on plan			Revival meetings
New culture to support new ways	Align structure to new culture	Create "culture" team Broad involvement in creating new culture		Mourn past Celebrate heroes Share stories

MANAGING CHANGE

- Change management: Steps and actions
  - What are the key steps university administrators follow in responding to the forces of change?
  - Who act as the change leader?
  - What are the roles of the leadership in change process at your institution?

RESISTANCE TO CHANGE

HOW TO CHANGE-PRACTICE FRAMEWORK

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┌──────────┐         ┌──────────────────┐         ┌────────────────┐
│  Step 1  │────────▶│ Assess people    │────────▶│ Psychological  │
└──────────┘         │ readiness        │         │ cost associated│
                     │ to change        │         │ with change    │
                     └──────────────────┘         └────────────────┘
                                         │
                                         │         ┌────────────────┐
                                         └────────▶│ Social cost    │
                                                   │ associated     │
                                                   │ with change    │
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RESISTANCE TO CHANGE

- Interference with need fulfillment
    - Interference with economic, social, esteem needs
- Fear of the unknown
- Threats to power and influence
- Knowledge and skill obsolescence
- Limited resources
- Collective bargaining agreements

RESISTANCE

«The degree and success of with which an organization change is introduced is directly proportional to the amount of choice that people feel they have in determining and implementing the change» (Burke, 2000).

RESISTANCE

- Lack of choice
    - Being forced, or imposed to move to a new state of being and acting
    - When people's feeling of freedom is in jeopardy the immediate reaction is to regain it
        - They do whatever it costs to defend their belief, even if it causes to change their belief!
    - The issue of advantageous/disadvanatgeous is in conflict
        - They may choose alternative not in their best interest rather than give up the feeling of choice

RESISTANCE

- Responses to change depends on individual/personality characteristics and not in resisting and not resisting fashion
  - Responses to change (Wanberg & Banas, 2000)
    - Organizational members tended to be optimistic, possessed high self esteem, or had high internal locus of control, the more open to and supportive of organization change
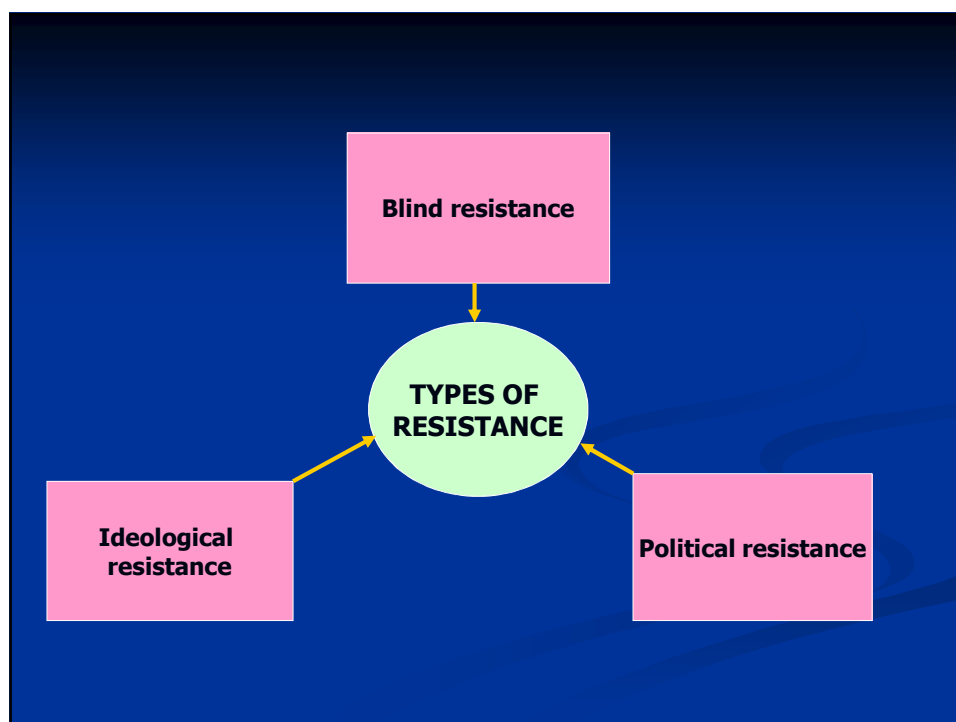
TYPE OF RESISTANCE

- Blind resistance
  - Being afraid and intolerant of (any) change
- How to deal with blind resistance
  - Provide as much reassurance as possible
    - Moving into something new causes discomfort but things are rarely as horrible as we imagine
  - Allow time to pass
    - Some blind resistants by their nature react defensively with reflex at first. They simply need time to get used to the new ideas

TYPE OF RESISTANCE

- Political resistance
  - They believe that they will lose something of value if change is implemented
    - Loss of power base, job, income or the like
- How to deal with political resistance
  - Counter with negotiation
  - Trading something with something else of value
  - Argue long-term gain vs short term loss
    - Yes, for a while we will be losing something, but in the long term we will gain much more

TYPE OF RESISTANCE

- Ideological resistance
  - Resistance comes from honest differences on intellects, beliefs, feelings, or philosophies
    - People genuinely believe that the planned change will not work and they provide reasons behind their belief
- How to deal with ideological resistance
  - Counter with strong persuasion based on data, facts, and substance. Mere opinion will not be persuasive
  - Careful prediction from and linkage to this information is necessary

OVERCOMING RESISTANCE TO CHANGE

OVERCOMING RESISTANCE TO CHANGE

- Question/be critical about two common beliefs on resistance to change
  - People resist change and resistance is a bad attitude!

- Apathy vs. resistance
  - Resistance is not necessarily a bad thing, apathy is worse
  - In resistance, there is energy and the person cares about something
  - Resistance is a natural human response, like defense mechanism, and should be respected

OVERCOMING RESISTANCE TO CHANGE

- Participation
- Communication
- Support
- Rewards
- Planning
- Coercion and its typical three steps:
  - Persuasion
  - Negotiation
  - Coercion

WAYS TO HELP ORGANIZATIONAL MEMBERS DEAL WITH CHANGE

Conceptually:
giving individuals a way of thinking about what they are experiencing

Achieving closure:
Help individuals complete unfinished business

Participation:
Open ways to incorporate individuals' choices and ideas to change process

COPING CONCEPTUALLY

- Distinguishing between change and transition (Bridges, 1986)
  - Change starts and stops, something used to happen in the old way, starts to happen in a new way
  - Transition is a psychological process extending over a long period of time and cannot be managed in a rational way, while change can be

COPING CONCEPTUALLY

- People go through three phases in letting go and stopping identifying with the old before embracing with the new
  - Surrender: People must give up who they were and where they have been. Excessive resistance is the difficulty with this phase
  - The "no man's land": Experience of ambiguity, confusion, despair, and sense of meaninglessness. Reorientation and new psychological place can be attained
  - A new beginning: People begin to learn new skills and competencies, make new relationships, and develop a new vision for the future

ACHIEVING CLOSURE

- People need to "finish the thing" in the old system
  - Natural tendency to continue with the "old way of doing"
- People spend physical, mental, emotional energy to finish what they have began to do
  - The energy may take the form of talking about old ways, or sabotaging new ways
- Give people way to disengage from the past, help them to focus on the change and the future

PARTICPATING IN OC

- "Involvement leads to commitment"
  - The degree to which people will be committed to an act is a function of the degree to which they have been involved in determining what the act will be
- Lack of obedience to this principle is one of the main problems in implementing elegant OC plans
  - Small number of top people design a change plan at the top which is going to affect lives of larger population
  - Leads to the feeling of being imposed and feeling of reactance
- Lack of commitment does not mean total resistance but slow reluctant compliance

OVERCOMING RESISTANCE TO CHANGE

- Resistance to change
  - What is the response of academic and administrative staff members to these changes?
  - What do CM agents do deal with resistance to change?