

INTRODUCTION TO CHANGE PROCESS IN AN ORGANIZATION

1. Organization and change process

- The logical approach to change is to:
 - ❖ To devise an overall strategy
 - ❖ Turn the strategy into plan
 - ❖ Seek sanction from those in authority
 - ❖ Implant the plan
- Major changes which challenges the system is a political process which are not wholly rational
- As a political process, the introduction of change involves consideration of key players, opinion leaders, stakeholders, external forces and equilibrium
- All of these have been brought together in a model developed by Lewin (1951) which Berg and Ostergen found an appropriate framework for their analysis of curricular developments in higher education
- Lewin identified 3 stages in the change process:
 - ❖ Unfreezing
 - Change is initiated when a stable situation is 'unfrozen' so as to make it ready to move
 - ❖ Moving
 - Change is produced as forces re-align themselves around a new center of equilibrium
 - ❖ Refreezing
 - Change is made permanent and become the new orthodoxy until it is challenged
- Stable system are maintained by an equal distribution of forces on each side of a equilibrium

- Change is initiated when equilibrium is disturbed by driving forces gaining dominance over opposing forces, which naturally first react to the change by resisting it
- Innovation becomes a political process in the sense that there are opposing forces fighting for dominance around the equilibrium
- Most aspect of innovation in higher education may be accounted for by four concepts of
 - ❖ Power
 - ❖ Leadership
 - ❖ Ownership
 - ❖ Gain/loss (needs and interest)
- Two broad types of needs
 - ❖ Physical need for survival and security (including status and recognition of competence)
 - ❖ Ideological need

2. Blockage of change

- Such rationalistic model does not work because of the:
 - ❖ Speed of change
 - ❖ The world is more complex
 - ❖ Little emphasis on human side
 - ✚ Politics
 - ✚ Motivation which block change

3. Change and the individual

- Planned change, organization development and change management are truly 'hit topic' in management today
- Organizational change often runs into come from of human resistance
- The 4 most common reason why people resist change are
 - ❖ The desire not to lose something of value (identity, role experts, teachers of some discipline)
 - ❖ A misunderstanding of the change and its implications
 - ❖ A belief that the change does not make sense for the organization

- ❖ A low tolerance for change
- All human beings are limited in the ability to change, with some more limited than others
- Five categories of adopters of change
 - ❖ Innovators (usually will influence others)
 - ❖ Early adopters
 - ❖ Early majority
 - ❖ Late majority
 - ❖ Laggards (very slow to change – atas pagar)
- Each category having their own particular
 - ❖ Personal characteristics
 - ❖ Salient values and social relationships
 - ❖ Communication behaviour
- The communication behaviour of the different groups is important because it begins to show why information is a necessary but not sufficient condition for change
- The adopters in the early and late majority categories are more influenced by other people than they are by publications

4. Strategies for change

- Strategies for overcoming individual resistance include
 - ❖ Education and communication
 - ❖ Participation and involvement
 - ❖ Facilitation and support
 - ❖ Negotiation and agreement
 - ❖ Manipulation and cooperation
 - ❖ Explicit and implicit coercion (forces)
- The chances of successful change can be improved by
 - ❖ Conducting an organizational analysis that identifies the current situation, problems, and forces that are the cause of those problems

- ❖ Conducting analysis of factors relevant to producing the needed changes, including who might resist the change, why and how much, and whose cooperation is essential
- ❖ Selecting a change strategy, based on previous analysis, which specifies the speed of change, amount of preplanning and degree of involvement of others, that selects specific tactics for use with various individuals and groups and that is internally consistent
- ❖ Monitoring the implementation process to identify the unexpected in a timely fashion and react to it intelligently

5. Strategies for planned curriculum change in health-related schools

➤ Levienne (1980) identified 5 approaches

- ❖ Rational
- ❖ Human problems
- ❖ Human relations
- ❖ Power
- ❖ Eclectic (diverse or free based on what work on real situation)

➤ Levienne characterized the eclectic approach as twelve ingredient recipes for successful change encompassing procedures, goals, postures and innovation stages

➤ 12 ingredient for planned curriculum change

- ❖ Create a climate
- ❖ Diminish the threat
- ❖ Avoid being timed (don't be last minutes to complete a job/task)
- ❖ Appreciate timing
- ❖ Gear the innovation
- ❖ Engage in the information dissemination and evaluation
- ❖ Free communication
- ❖ Get the leaders behind the innovation
- ❖ Build an active base of support
- ❖ Establish rewards
- ❖ Plan for the port adoption period

- ❖ Other (e.g. have an implementation plan)

6. Specific strategies for overcoming barriers to curriculum change

➤ Improving leadership

- ❖ Good academic leadership is required in order to deal with the structural resistance to change inherent in the organization
- ❖ Lack of leadership has been identified as a major barrier to change
- ❖ Conversely, strong political adept leadership is one of the important pre-requisites for major institutional reform
- ❖ Leadership needs to occur at all level in the institution
- ❖ The dean obviously a key figure, but there are others, who need good leadership and management skill e.g. deputy deans, curriculum chairman, department heads etc
- ❖ Important aspects of leadership
 - ✚ Charisma (influence other)
 - ✚ Credible and convincing to a broad institutional audience
 - ✚ Be advocate strongly believe in innovation
 - ✚ Risk taker with considerable self assurance
 - ✚ Flexible and able to compromise
- ❖ Good leaders largely developed by chance e.g. key position rather than qualities and qualifications

➤ Improving the status of teaching

- ❖ There is little training specifically towards the problem of the school
- ❖ Role of dean in the process of curriculum change
 - ✚ Developing matrix position (cooperation) between departments and interdisciplinary educational groups
 - ✚ Offering opportunities of seminars or workshops
 - ✚ Reallocating resources
 - ✚ Encourage innovation in education

- ✚ Maintaining long-term better learning environment for students

➤ Effective faculty development

- ❖ Teachers require new knowledge, skills and attitudes in order to embrace, plan, implement and teach any new curriculum
- ❖ Effective faculty development will help teachers reexamine the assumption they hold about teaching and to develop insights into their changed roles in the new curriculum
- ❖ Principle on which faculty development based
 - ✚ Faculty need to understand the educational philosophy of the new curriculum
 - ✚ More powerful if occurs in the context of teacher's own courses
 - ✚ Large group workshops are useful in raising consciousness and introducing teaching skills
 - ✚ Learning to each other during the workshop is most powerful contribution
 - ✚ Intensive learning skill development comes from actual participant in the new curriculum accompanied by opportunities for feedback from students, peers or consultants
 - ✚ Increase the chance of involving those central to the program
 - ✚ Participation of high status role models enhances the credibility and usefulness of the program.