



Co-funded by the
Erasmus+ Programme
of the European Union



Module 4: Managing Change

Dr. Farida Komalasari

Erasmus+ iHiLead
Pilot Training – Day 3
13 July 2022



Co-funded by the
Erasmus+ Programme
of the European Union



Managing Change

Training objectives

General:

To describe the theoretical foundations of change management, and identify the range of change situations that organizations face

Specific:

- To describe the main theoretical foundations of change management
- To describe how organizations can increase their degree of choice when undertaking change

Topic 1:

FOUNDATIONAL THEORIES OF CHANGE

1. Begins with Leadership

2. Academic Leadership

3. Academic Leaders' In-role Behaviors

4. What are some of the enablers to academic leaders' roles that will help them navigates reforms and initiate change?

a. Structural context:
resources

The presence or absence of organizational

b. People and interpersonal relationships:

The influence of social positions and status

5. Framework for Change in Higher Education

1. Begin With Leadership

- The roles of academic leaders requires a comprehensive understanding of the underlying philosophies and theories
- Mobilizing of human, intellectual, and social capital and resources
- Examined as a dynamic, collective social process which is multi-dimensional, with human interactions, developing relationships within networks of influence
- Seen as the major source of influence that shapes a collective action.
- Leadership has three dimensions:
 1. the exercise of leadership requires both leaders and followers;
 2. the capacity to mobilize requires communication and interpersonal skills;
 3. to lead requires actions towards goals

2. Academic Leadership

- Leadership is both unique and universal in an academic context.
- HE institutions have similar organizational considerations, has distinct purposes and outcomes.
- Needs to be examined in context - academic leaders promote shared values and identity is very context-specific.
- Enacted in an open system
- Academic leader's roles can be shaped by the extant constraints and opportunities

3. Academic Leaders' in-role Behaviors

- Academic leaders engage & involve all members to create new goals and directions for development
- Achieving this developmental trajectory requires the synergy of all supporting structures
- As part of the process, academic leaders perform roles and activities
- Maintain structures for decision-making
- Ensure smooth operational arrangements with support agencies.
- These processes are operationalized through a process of self-leadership

Topic 2: APPROACHES TO CHANGE MANAGEMENT IN HE

**Why is there
a need for
change in
Higher
Education?**

- 1. Constant changes in policies**
- 2. New HE regulations in place**
- 3. Because of new technology or advancement**
- 4. Need for effectivity and efficiency**
- 5. Corrective actions for current organization**
- 6. Survival due to competition**
- 7. Continuing improvements**
- 8. Risk management**

WHAT ARE THE ROLES OF HEI LEADERS IN MANAGING CHANGE?

- Guide the direction for what needs to be done
- Establish the framework for change
- Manage the team who will propose and implement the change
- Decision making in the team
- Evaluate and analyze the outputs and outcomes
- Set the goals for the change

CHANGE MANAGEMENT MODELS

- **Lewin's Change Management Model**
- **Kotter's Change Management Model**
- **ADKAR Change Management Model**
- **McKinsey 7-S Change Management Model**
- **Kübler-Ross Five Stage Change Management Model**

TOPIC 3:

Change Using Four-Stage Framework

- 1. *Diagnosis:*** Why is change needed?
- 2. *Design:*** What sort of change is called for?
- 3. *Delivery:*** How can change best be implemented? Who will be affected?
What skills support do leaders need as they manage the process?
- 4. *Evaluation:*** How can the impact of the change be assessed and measured?

Stage 1: Diagnosis

□ Why is change needed?

Performance Gaps?

Difference between expected
& actual performance

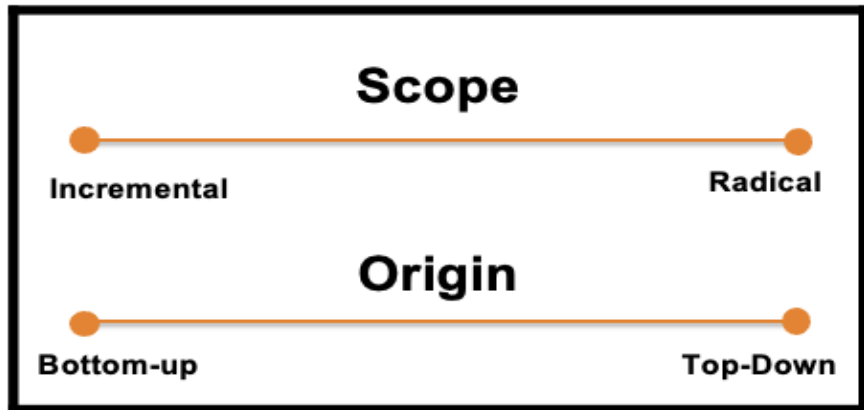
Opportunity Gaps?

Potential future problems/ missed
value creating opportunities

Stage 2: Design

□ *What SORT of change is called for?*

S: Scope
O: Origin
R: Rollout
T: Timing

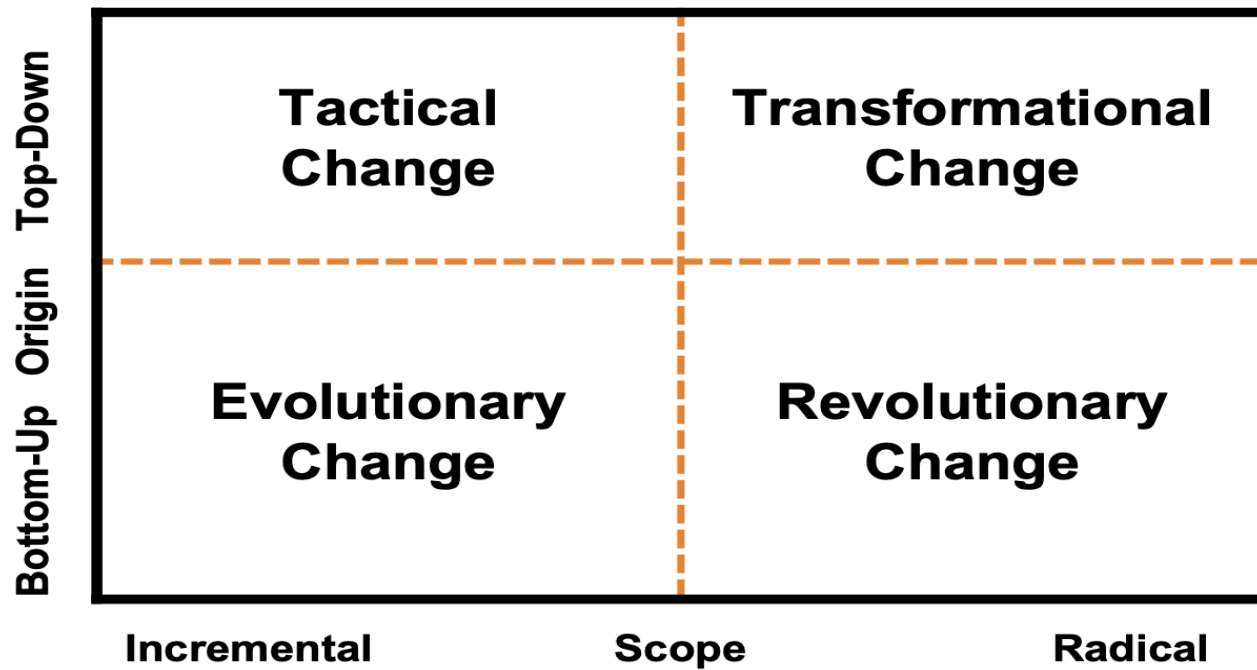


Questions to consider when making decisions about scope & origin:

1. How broad and how deep does the change need to be?
 2. How expansive does the change need to be across each facet of the organization?
-
1. Where are the best ideas about the desired change likely to be generated?
 2. How clear and predetermined is the path forward?
 3. How consistent should the resulting behaviors and practices be?

Types of Change

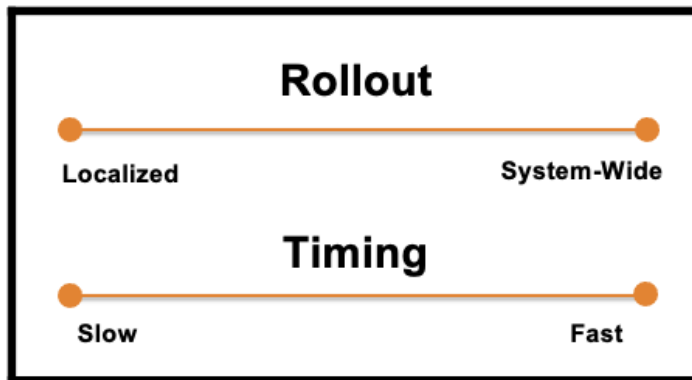
(based on Scope and Origin Design Decisions)



Digital Change falls into which category?

Stage 3: Delivery

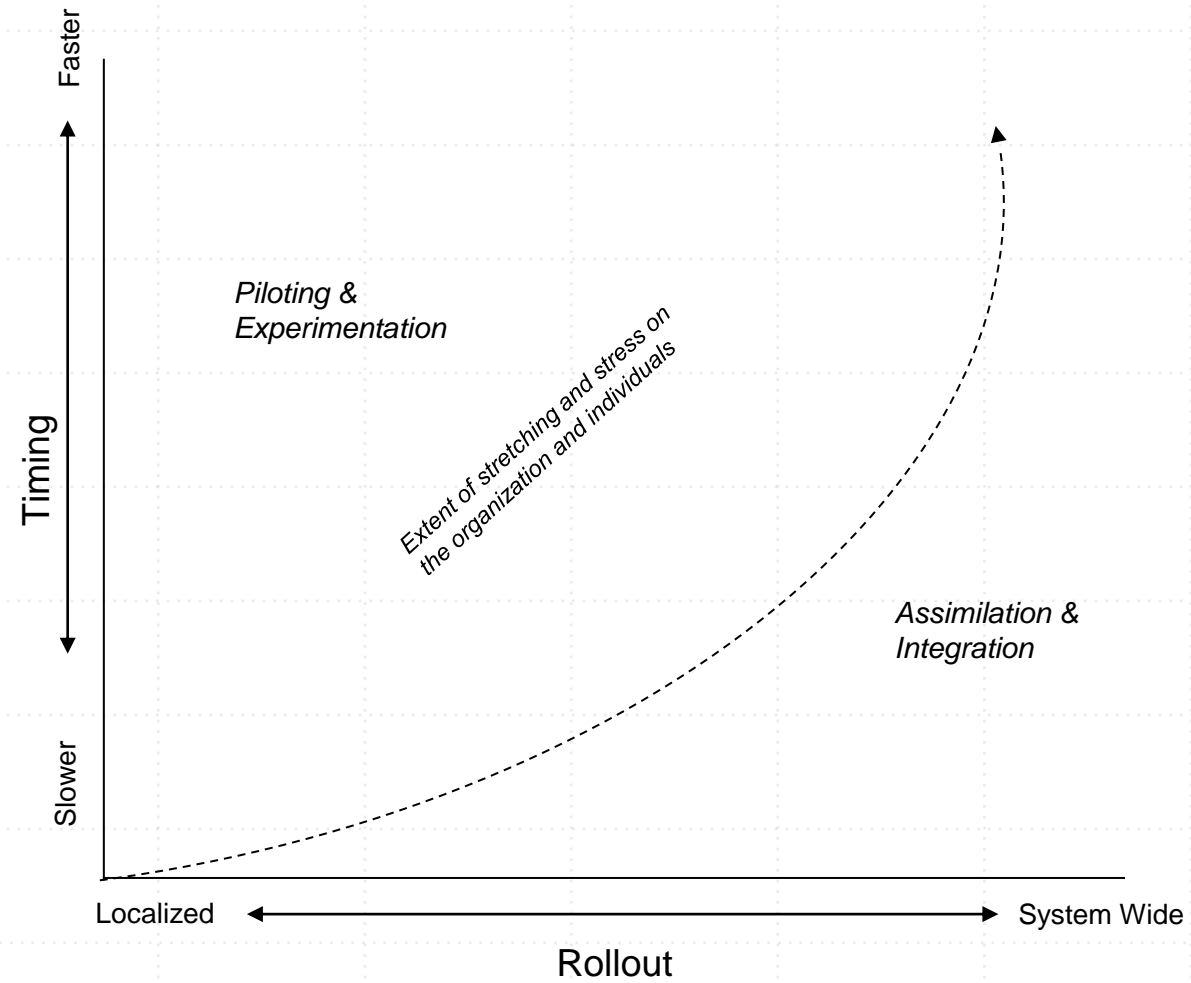
How can change Best be implemented?



Questions to consider when making decisions about scope & origin:

1. Can the change be rolled out in each unit separately, or is cross-unit collaboration necessary?
 2. Does the organization have the resources to coordinate a rollout across multiple units?
 3. How will the change affect productivity during implementation and while the business unit attempts to adapt?
-
1. How long will it take to roll out the change?
 2. Has an unexpected event triggered the need for an immediate change?
 3. What are the benefits of having more time to implement the change?

- Who will be affected?*
- What skills support do leaders need as they manage the process?*



Stage 4: Evaluation

- ❑ *How can the impact of the change be assessed and measured?*

The proximity to the Desired “Hard” or “Soft” Outcomes

Progress Toward Achieving Buy-in
Among Individuals in the Organization

Nothing endures but change.

- Heraclitus

8 KEY CHANGE LESSONS

- There are far more options for improvement or innovation than there is time or resources to address them.
- Change is not an event but is a complex and subjective learning/unlearning process for all concerned.
- Enhancements in learning programs generate a need for improvements in the systems and infrastructure that underpin them.
- The most-successful changes are the result of a team effort in which the most-appropriate and best-positioned people are involved in a process of action learning.
- The change process is cyclical, not linear.
- Change does not just happen—it must be led.
- Change is a mix of external forces and individual action.
- We must look outside as well as inside for viable change ideas and solutions.

Self-reflection

Assignments	Answers/Responses
Describe the experience of leadership in your higher education (as a leader or a follower).	
Evaluate your experience, both good and bad.	
Analyse to make sense of the situation.	
Conclude about what you learned and what you could have done differently.	
Create an action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.	

▶ Thank you
very much!

