

BLOCK 1 CONCEPT OF MANAGING CHANGE

This Block comprises five units dealing with the concept of change i.e., what change means and how it occurs in an Organisation.

Unit 1 deals with the process of organisational change, the dynamics involved in it, and how transformational change occurs in complex organisations with rapid changes in the environment.

Unit 2 focuses on key roles in organisational change; those who are involved in initiating the change; the team, the consultants, the chief implementor, the task forces.

Unit 3 'Culture and Change, spells out the importance of social culture for the management of change with specific reference to the Indian Culture.

Unit 4 deals with how to manage resistance to change, by bringing about the positive role of resistance, the main sources of resistance and the action plan to resist the change.

Finally, **Unit 5** sets the framework for effective implementation of change.

UNIT - 1

THE PROCESS OF ORGANISATIONAL CHANGES

Objectives

After going through this unit you should be able to :

- understand the dynamics of planned change
- understand the main sequential stages
- appreciate the value of transformational change

Structure

- 1.1 Introduction
- 1.2 The Nature of Planned Change
- 1.3 Dynamics of Planned Change
- 1.4 Sequential Process of Change
- 1.5 The Process of Transformational Change
- 1.6 Summary
- 1.7 Self-Assessment Test / Questions
- 1.8 Further Readings

1.1 INTRODUCTION

Change can be defined as an alteration in the existing field of forces which tends to affect the equilibrium.

Change is inevitable in the history of any organisation. Organisations that do not change or keep pace with the changing environment suffer from entropy and soon become defunct. Organisations have an internal environment but exist in an external environment. The internal environment is in terms of the task, structure, technology, social (People) and economic variables, while the external environment is in terms of the larger social, political, economic and cultural factors. To function effectively, organisations have to achieve an equilibrium within the internal variables in active interaction with each other and also with the external environment. However this equilibrium is not static but dynamic. Hence organisations have to modify and change to adopt to the changing internal and external environment.

A short list is given below regarding some of the changes which affected almost all organisations in the past few decades is given below :

- Technological innovations have multiplied; products and know-how are fast becoming obsolete,
- Basic resources have progressively become more expensive,
- Competition has sharply increased,
- Communication and computers have reduced the time needed to make decisions,
- Environmental and consumer interest-groups have become highly influential,
- The drive for social equity has gained momentum,
- The economic interdependence among countries has become more apparent.

These and many other changes compel organisations to cope with the environment and become more adaptive. If they do not adapt to the circumstances they become extinct.

1.2 THE NATURE OF PLANNED CHANGE :

Change is a complex process. Social scientists have suggested a number of models about change, one model suggests that change takes place when the forces favouring a particular innovation become stronger than those opposing it. Another model suggests that change results when an individual, a group of people or an organization recognises a problem and succeeds in finding a solution. Another model suggests that change occurs through the borrowing of ideas and practices from people of other societies or cultures. Still another is that, within an organisation, group or society, some people or institution move out a head of the rest who, eventually, imitate the innovators and general change occurs. Undoubtedly, these and other models of the change process are descriptive of the complex dynamics of change, all of the processes operating simultaneously in various segments and on several dimensions of society. Regardless of the model of change dynamics that seems appropriate in each situation, the task of the sponsor or manager of change is to stimulate, reinforce and promote those social forces and activities which seem to promise successful movement in the direction of proposed change, and to discourage those which do not. To do this with some skill, those involved in planned change need the knowledge and understanding of the dynamics of change.

1.3 DYNAMICS OF PLANNED CHANGE :

We need to know a few aspects of planned change so that planning of change can be more effective.

Significant Change is Qualitative : To understand the dynamics of successful change it is important to understand what change is effective. A head of the department may become convinced that he should be more democratic in his department so he decides to hold meetings of his people more frequently. This is a change in frequency. It may contribute nothing to more democratic management unless the nature of his relationship with his staff is changed so that they actually contribute to the departmental decisions. It may be a quantitative rather than a qualitative change. Such a change in procedure may be a necessary step towards significant change but by itself it does not constitute the kind of change that must make a long term impact.

An inspector of schools may want to encourage teachers voluntarily to request help in their teaching. Realising that they are hesitant to admit their weaknesses to him, he may use a questionnaire through which they can anonymously suggest ways in which he can assist them. This is a change in technique only. The qualitative change the inspector wants, takes place when a teacher uses the new technique to ask for help, for the first time, with the sincere desire to improve his work.

Mechanical or procedural changes may make possible qualitative change but they do not constitute it nor do they necessarily assure that it will take place. *Qualitative change takes place when clients develop the desire to change*, go through personal introspection, study and experiment, and modify their behaviour in meaningful ways. Where the individual who goes through this conscious process is a part of an organised group, such as the staff of a department, his modified behaviour and that of his associates will interact in such a way as to bring about organic change in the nature of the programme of the organisation. Change programmes which do not fully recognise qualitative organic change as their goal often result in change in the name only or in the form only. This may be part of the explanation of the fact that during the past fifteen years literally thousands of Indian teachers have attended seminars, workshops and training courses on social studies, examinations English teaching and many other topics, with little actual impact on their day-to-day work.

Unfortunately, much of the discussion of innovations and diffusion of innovations has not been adequately concerned with the actual effectiveness of results of the mechanical or procedural changes, many of which do not penetrate deeply and do not last.

In distinguishing between surface change and qualitative change the story is often told of a Pacific Island community which experienced large-scale contact with the American army during World War - II. It is said that before the war it was an accepted practice for wives of the islanders always to follow their husbands when the two were walking through the village or the fields. Following the war it was observed that wives often preceded their husbands. Some observers readily concluded that contact with Americans had resulted in a fundamental change in cultural values that the wife no longer was considered to be an inferior being who followed behind her husband of higher social standing. Closer study of the change revealed, however, quite a different reason for the new procedure - the village, roads and the surrounding fields were still full of explosive mines left over from the military action! This change is procedure, obviously, did not result from nor, represented a qualitative change in values as was first thought.

CASE

In one Teacher Training College, because of certain traditions and leadership of high quality, the faculty took very seriously their responsibility to carry out a full programme of extension work for the secondary schools. They did so realising that experience in assisting secondary teachers should lead to improvement in their own training of future teachers in the college. From time to time, the relationship between in-service projects for the secondary school personnel and the training college programme was discussed in staff meetings.

One of the newer faculty members was interested in trying a method of evaluation to find out the extent to which participation in extension programmes led to actual changes in the college programme or in teaching methods in the college. He had learned of the method at a workshop on evaluation and had subsequently studied reports of groups of teachers who had used it in the United Kingdom. The method required each faculty member to keep a diary, and periodic analysis and discussion of the recorded changes in teaching method or content, if any, in staff meetings. This staff member discussed this technique with two of his friends; they saw the advantages and seemed interested in trying it.

A few weeks later the extension programme was once again on the agenda at the staff meeting and the diary method of evaluation was suggested. In the discussion that followed, the two friends of the person suggesting the technique and one other spoke in favour of trying it; all others were either sceptical or opposed. Two of the older staff members reported that a similar impractical idea had been suggested before but never tried. Others thought it would take too much time. One staff member in particular expressed unwillingness to discuss his teaching methods openly in staff meetings; others seemed to agree on this point. All agreed that improvement in their teaching should be evaluated; the question was how to do it? The staff member who suggested the new method was discouraged with the discussion, but he volunteered to try it himself. The principal, who was interested in using the method as a way of encouraging the staff to talk openly about their experience and problems, asked if the faculty would be interested in having a committee to observe and evaluate the experience of the one innovating member. This was generally agreed to, although a few did not say anything. The principal appointed as chairman one of the two friends of the innovator, the third person who favoured the idea, and a senior staff member who opposed the idea and who was considered something of a spokesman for the older faculty members.

The committee met twice, with active discussion, including some critical questions and comments from the old members. At the third meeting all were surprised when another committee member presented his own diary for discussion. At the next staff meeting the work of the committee was on the agenda. This led to discussion of the quality of the extension programmes; the extension coordinator suggested several ways in which greater cooperation from the faculty would be helpful. One other faculty member volunteered to join the evaluation committee and to keep a diary for discussion. Several members who had opposed the new evaluation technique when it was first discussed repeated their opposition, but their comments stirred little reaction in the face of the actual experience of the committee which indicated how the technique could be helpful.

The work of the committee continued over the next several weeks with a considerable amount of informal discussion going on among small groups. At the next staff meeting two other faculty members came forth with a tentative plan for improving the work of the science and social studies clubs they had helped to establish in several schools. In the course of discussion of their plan the principal asked whether these two members would be interested in trying a similar kind of evaluation technique covering not only the success of their idea for improving the school clubs but also covering how the work with the clubs affected the methods papers they taught to prospective science and social studies