

MANAGEMENT OF CHANGE

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Whenever there is a change, resistance to change is built up. It is, therefore, essential to understand what precisely are the underlying forces within the human components of Engineering education which act as change resistors.

Change Resistance and How They Act ?

According to Dr. L.S. Chandrakant (1987) the following change resistors are in operation in the Indian context :-

1. Homeostasis

This property is the organic desire to maintain balance i.e. security and permanence.

Educational institutions do not like to change. They prefer stability rather than change. Most of the Indian institutions have been established with common goals and are viewed as social organisations. Since goals do not change frequently, the activities of the institutions are very well structured and are carried on with a great deal of built-in stability.

It is the very property of stability and permanence which constitutes a powerful resistance to change within the institutions.

2. Habit

This property means preference for familiar rather than for the unfamiliar.

Habit has become a permanent feature of teachers. Their way of working is being influenced by the way they had learnt in a particular environment. They tend to behave in a similar fashion with the students. They rarely explore the novel ways to make the teaching-learning process more efficient and effective and generate newer types of learning experiences. They try to practice the same what they have learnt on the job through experience.

3. Primary.

This property represents the following of a pattern set by tradition or practice.

In the engineering institutions patterns of working are set by tradition or practice or imposed upon by the university or Boards. These patterns are viewed as unalterable. Whenever an institution successfully copes with a situation or solves a problem or devises a particular way of doing things, it sets a pattern which tends to persist. The institution or the teachers remain unwilling to break the traditions to accommodate the changes/

4. Selective Perception and Retention

This is the property of admitting only those new ideas that match with the established outlook.

In the educational institutions, the traditions, values and attitudes influence the total working and the relationship with social and economic environment. Only

those ideas are accepted which are in tune with the traditions and rejected which are contradictory.

This property of resistance to change is the main reason of blocking the entry of any fundamental changes in the system.

4. Dependence

This property relates to group identity or group behaviour restraining individuals from following a different path.

Teachers in general do not want to lean away from the peers. They want to share their ideas, views and methods with others and desire their acceptance.

It is this common bond which prevents an individual from treading a different educational path and losing his group identity.

6. Self-Distrust

This Property represents a lack of self-confidence, lack of motivation and sense of diffidence.

Teachers and administrators distrust themselves. They are not confident about their own capabilities of introducing new or innovative educational path inspite of the fact that they appreciate that the system in which they are working needs major changes.

7. Insecurity and Regression

This property deals with the feeling of insecurity and regression with respect to changing environment.

The environment is continuously changing with the explosion of new scientific and technological knowledge. The traditional institutions find themselves unable to cope with changes and thus they

feel insecure. the institutions would like to remain in isolation comparatively unaffected by the turbulence in the environment. Such institutions raise barriers, minimize interaction with the environment and seek protection of the traditions.

OVERCOMING RESISTANCE TO CHANGE

The management OF CHANGE AND Innovations is a complex process involving multiple points of intervention. It requires the adoption of multi-pronged strategies to minimize the resistance to change. Some of the strategies used by the successful institutions in India are listed below. These strategies are also equally applicable to all other technical institutions.

- (i) agreement on objectives and strategies of bringing about changes and improvements by consensus and participation.
- (ii) participative process for decision making by frequent involvement of faculty.
- (iii) more freedom to be given to the faculty to select directions of work in tune with their interests and set their own targets derived from the broader framework proposed by the management.
- (iv) barriers to participation to be overcome through breaking up faculty into levels and encourage participation within these levels.
- (v) leaders using different styles of leadership depending upon the situations, styles being directive, supportive, participative and achievement oriented.
- (vi) counseling by the leader as and when required.

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| (vii) | delegation of considerable authority to the Heads of Departments and senior faculty. | | facilitate undertaking of innovative projects. |
| (viii) | providing reward and recognition to faculty in order to motivate them to take initiatives towards undertaking innovative tasks. | (xiii) | involving personnel from industry in various innovative activities of the institution. |
| (ix) | establishing a problem solving infrastructure and feedback mechanism within the institution. | (xiv) | providing academic autonomy to the institution. |
| (x) | making the resources, expertise and experience readily accessible to the faculty. | (xv) | establishing an internal mechanism in the institution by identifying the working groups as interdependent sub systems along with their main responsibilities. |
| (xi) | anticipating and planning for potential problems of implementing changes leading to less changes of failure causing less frustration amongst the faculty. | (xvi) | making channels of sanctions and communication more accessible. |
| (xii) | taking reasonable risks which and helping the faculty in actions involving high risks which | (xvii) | promoting team working. |
| | | (xviii) | formulating and executing sincerely and regularly staff development plans and |
| | | (xix) | providing attractive career-development opportunity to the faculty. |