

# **D P VIPRA COLLEGE BILASPUR CG**



## **DEPARTMENT OF COMMERCE**

Management Of Change

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# Change management

Securing success for **each** student in  
**each** setting through changing classroom  
practice

# Activity

‘Nothing stops an organisation faster than people who believe that the way they worked yesterday is the best way to work tomorrow.’

Think about a change you:

- a. welcomed
- b. disliked.

How did you respond to both changes?

# Responses to change

- Fear.
- Uncertainty.
- Resistance.
- Acceptance.
- Rejection.

# What is change?

- Materials.
- Teaching approaches.
- Beliefs.
- Behaviours.

# **Enduring organisational change**

Is only possible if individuals change their  
attitude and behaviours first.

(Harvard Business Review June 2010)

# Some thoughts on change

- Change is a process not an event.
- Innovations are not ends in themselves.
- Replication of failed initiatives.
- Successful change is locally owned and implemented.
- Your version of change is not the only one.

# Why change fails?

- Inappropriate innovations.
  - Inappropriate timing.
  - Inadequate design.
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- Faulty implementation strategy.
  - Lack clarity – suspicion.
  - Multiple, complex innovations.



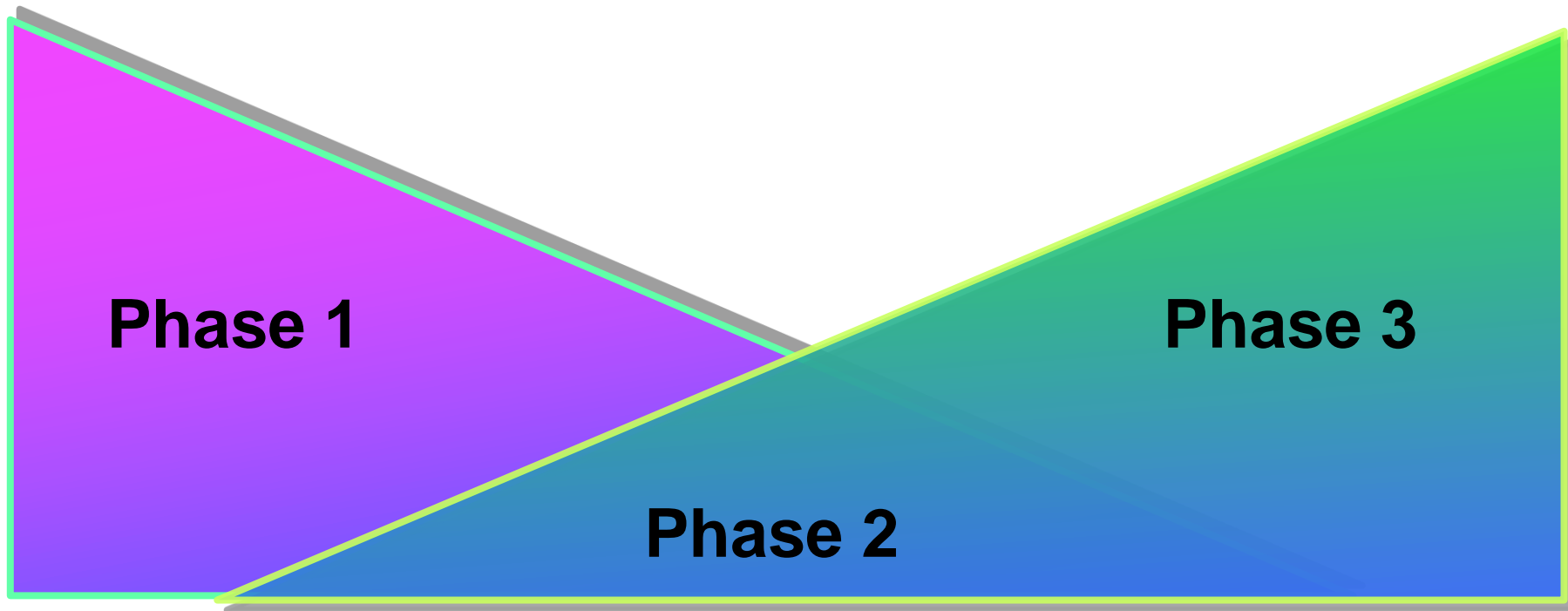
# Phases of change

1. Initiation.
2. Implementation.
3. Continuation.

# PLC change process

- Having a shared direction.
- Having a common process.
- Enhanced confidence.
- Working as a close team.

- Interdependence.
- Leading staff development.
- Evaluating impact
- Disseminating findings.



- Learning walks and Action enquiry.
- Trialling new approaches.
- Reviewing outcomes.
- Disseminating findings to colleagues.

# Moving on . . .

1. Allocate the best people to each problem.
2. Change through action rather than planning.
3. Focus on continuous development of capacity.
4. Maintain direction through effective distributed leadership.
5. Develop a system of internal and external accountabilities.
6. Harness positive pressure.
7. Build organisational confidence through previous steps.

# **Assessing your school's ability to change**

1. Are many people in your school uncomfortable with change?
2. Do people or groups operate according to well established routines?
3. Do influential individuals or groups impede change?
4. Are there strong subcultures that exacerbate divisions?
5. Has collaboration between staff decreased in the past few years?

# **‘Yes’ responses**

0–1 Change is not desperate but some would be welcome.

2–4 Good time for change.

5 – Your school needs substantial change.

# So sustainable change is . . .

- Internally generated not externally prescribed.
- Learning and results focussed.
- Innovation rich but intervention poor.
- Is ultimately self-renewing.