

# Change management Or the art of evolving

Week 2

This week:

Fundamental Qs

Who: change behaviors

Who: change approaches

How: change process models

How: linear change processes

## Fundamental Qs

### What is change management?

A method, a way to carry out change effectively and in a relatively controlled manner

### What does it depend on?

- On *who* is involved in the management process
- On *how* to achieve what change aims at achieving
  - On *what* change aims to achieve



## Who - Change behaviors

Individuals and organisations display the following typology of behaviours after Collins:

### Rational

- Give justifications and motivations based on the charismatic authority of the manager – the hero
- Offer solutions that rest on having developed and researched new models – the guru
- Interested in quick and memorable guidelines for swift action taking – the student

### Non rational

- Concerned with plurality and the search of options faced with external and internal pressures in the attempt to achieve planned goals – the chooser
- Locate organisational change both temporally and contextually, by making sense of what activities are required, and the opportunities to be pursued and the outcomes that unfold over time – the processor

# Who - Change approaches

## Individuals and organisations approach change after Palmer et al. as

### Images of Change Managers

Images of Managing Change

Images of Change Outcomes

Images of Change Managers:

-Director  
-Coach  
-Navigator  
-Interpreter  
-Caretaker  
-Nurturer

Three Core Uses of the Images

#### Director

- Based on an image of management as control and of change outcomes as being achievable.
- Supported by the n-step models and contingency theory.

#### Coach

- Relies upon building in the right set of values, skills and “drills” that are deemed to be the best ones to be drawn upon in order to achieve desired organizational outcomes.
- Related to OD approaches.

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Three Core Uses of the Images

#### Caretaker

- The manager's control is severely impeded by a variety of internal and external forces beyond their scope. The caretaker shepherds their organizations along as best they can.
- Supported by life-cycle, population-ecology and institutional theories.

#### Nurturer

- Even small changes may have a large impact on organizations and managers are not able to control the outcome of these changes but may nurture their organizations. This facilitates organizational qualities that enable positive self-organizing to occur.
- Related to chaos and Confucian/ Taoist theories.

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Three Core Uses of the Images

#### Navigator

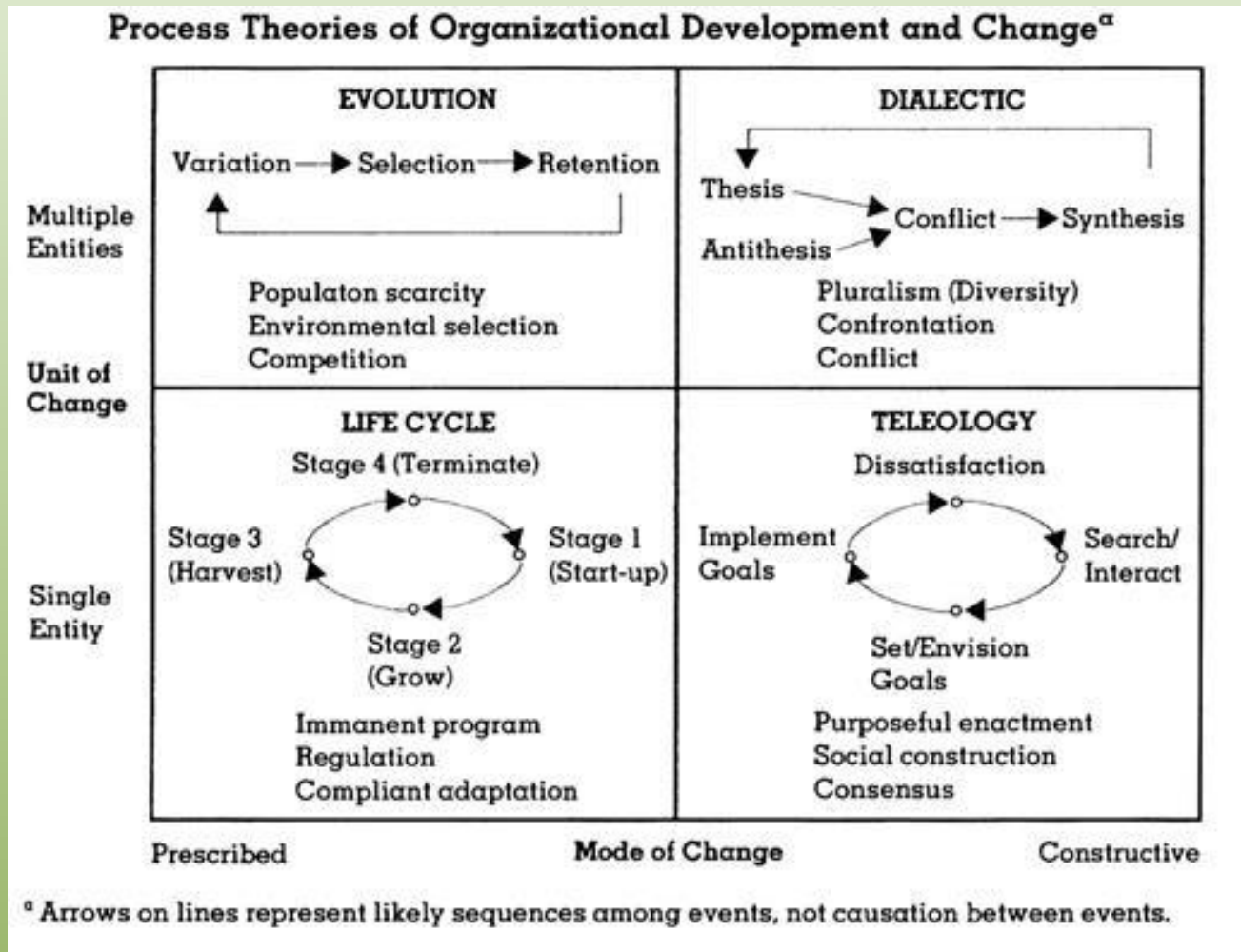
- Control is the heart of management action, although a variety of external factors mean that managers may achieve some intended change outcomes and others will occur over which they have little control.
- Supported by the contextualist and processual theories of change.

#### Interpreter

- The manager creates meaning for other organizational members, helping them to make sense of various organizational events and actions.
- Supported by the sense-making theory of organizational change

## How - Change processes

### General typology of process models after Van de Ven and Poole



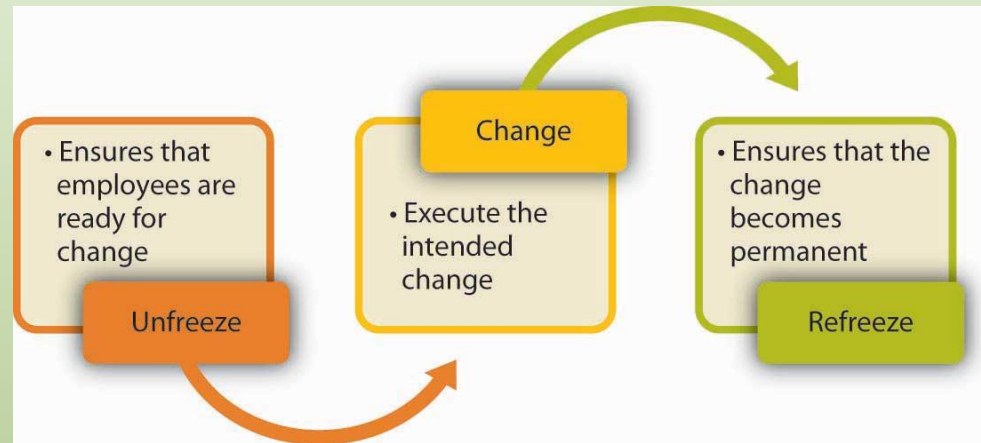
## How - Change processes – cont.

### Van de Ven and Poole

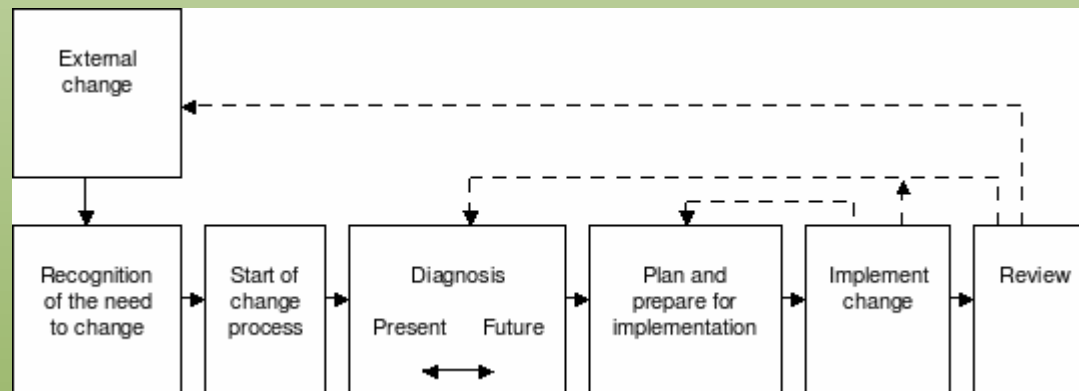
Description	Timeline	Entities
<b>Life-Cycle</b>		
<ul style="list-style-type: none"> <li>• Linear and sequential change</li> <li>• Cycle of events that move through stages</li> </ul>	<ul style="list-style-type: none"> <li>• Event stages: Startup, grow, harvest and termination</li> </ul>	<ul style="list-style-type: none"> <li>• Institution or program pose as influencers</li> </ul>
<b>Teleological</b>		
<ul style="list-style-type: none"> <li>• Forces are systematic and planned</li> <li>• Organization adapts to change</li> <li>• Constituents work together to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>• Planned and systematic according to goal timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational goals drive movement toward change</li> <li>• Constituents devise goals through consensus</li> </ul>
<b>Dialectical</b>		
<ul style="list-style-type: none"> <li>• Change occurs as a result of conflict between two parties</li> <li>• Change produces stability</li> </ul>	<ul style="list-style-type: none"> <li>• Change is a natural state and can occur at anytime</li> </ul>	<ul style="list-style-type: none"> <li>• Two parties in conflict with each other</li> </ul>
<b>Evolutionary</b>		
<ul style="list-style-type: none"> <li>• Change results from an accumulation of events continuous cycle of variation, selection, and retention</li> </ul>	<ul style="list-style-type: none"> <li>• Time ordered, cyclical and continuous</li> <li>• Could result over a short or long periods of time</li> </ul>	<ul style="list-style-type: none"> <li>• Accumulation of evolved events</li> </ul>

## How - Linear change processes

### Process model after Lewin



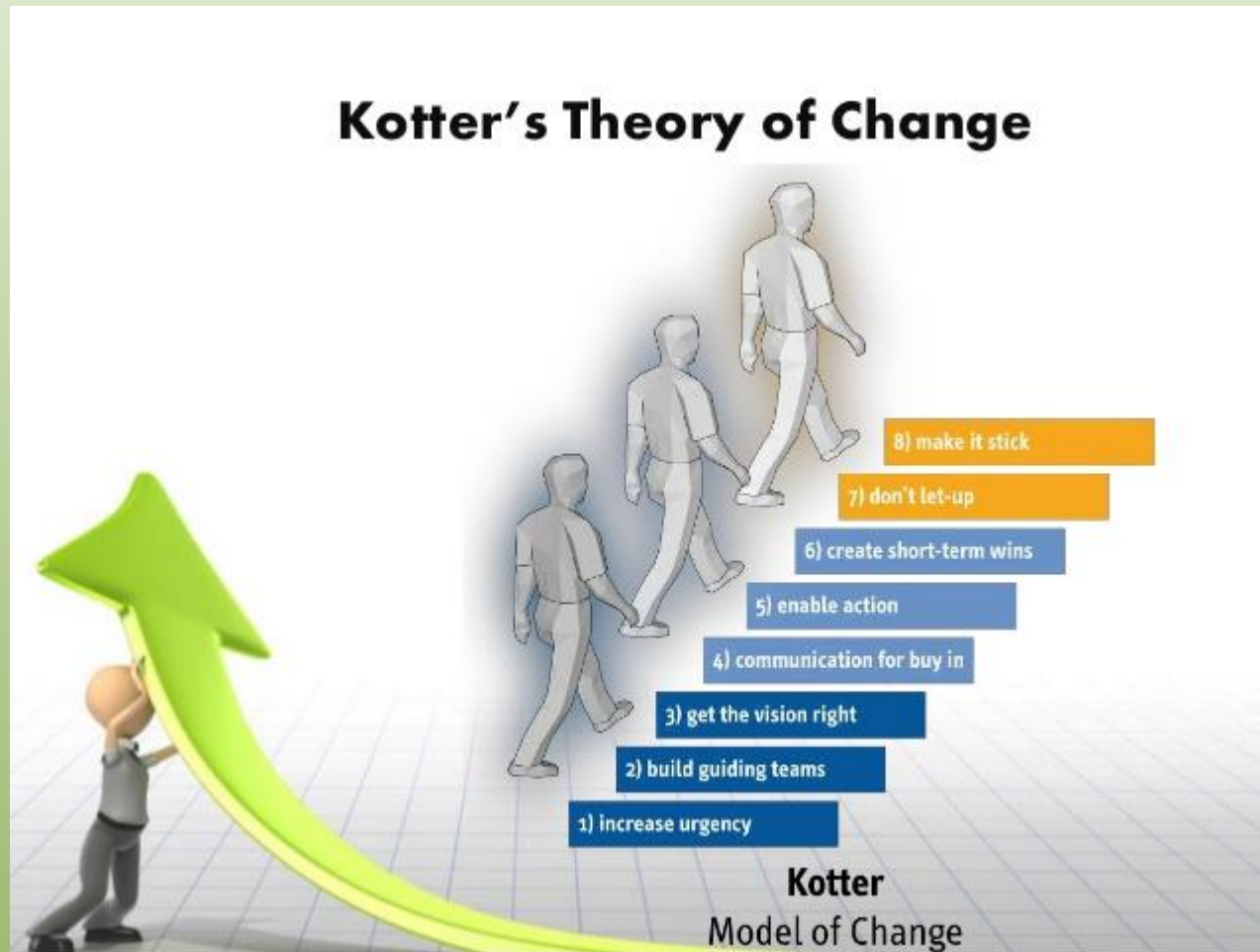
### Process model after Hayes





How - Linear change processes – cont.

## Process model after Kotter



## How - Situational processes

### Situational process model after Dunphy and Stace

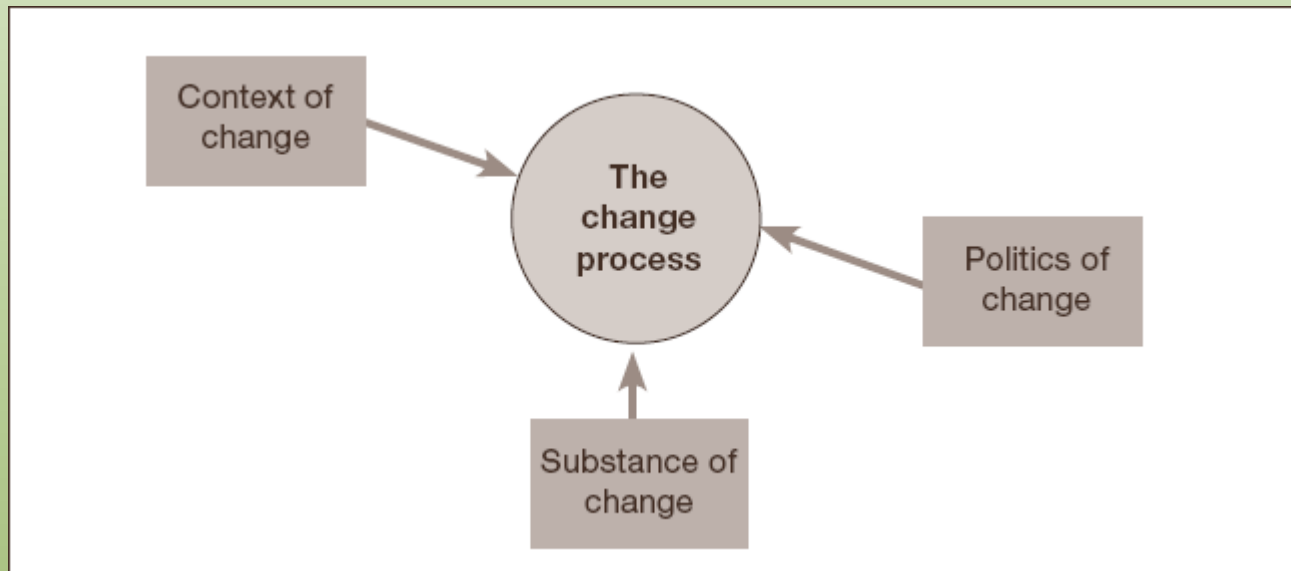
Style of change management	Scale of change			
	Fine tuning	Incremental adjustment	Modular transformation	Corporate transformation
Collaborative		<i>Developmental transition</i> (constant change)	<i>Charismatic transformations</i> (inspirational change)	
Consultive		<i>Task-focused transition</i> (constant change)		
Directive	<i>Taylorism</i> (avoiding change or making small adjustments)			
Coercive			<i>Turnarounds</i> (frame-breaking change)	

Source: Stace & Dunphy 2001:22.

## How – Non-linear processes

### Processual approach after Dawson

Emphasis on context and organizational micro-politics relative to the substance of change i.e. what to achieve and how to do this



## Readings

- [http://www.canberra.edu.au/researchrepository/file/81c02a90-6a15-91ae-c7a2-ff44c96d60b2/1/full\\_text.pdf](http://www.canberra.edu.au/researchrepository/file/81c02a90-6a15-91ae-c7a2-ff44c96d60b2/1/full_text.pdf)
- Dawson & Andriopoulos: ch7, ch8, ch9

*CASE STUDIES*  
*As per the syllabus*