

# Institutional transformation and management of change in higher education institutions

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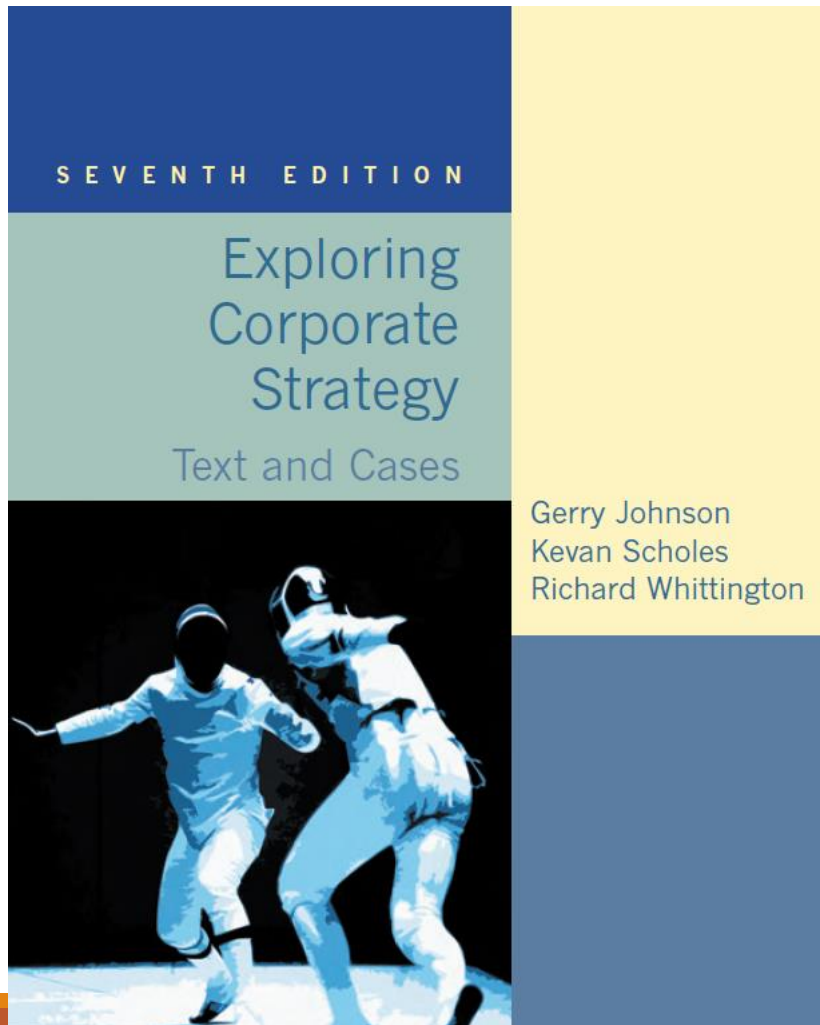
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# Two recommendations for reading

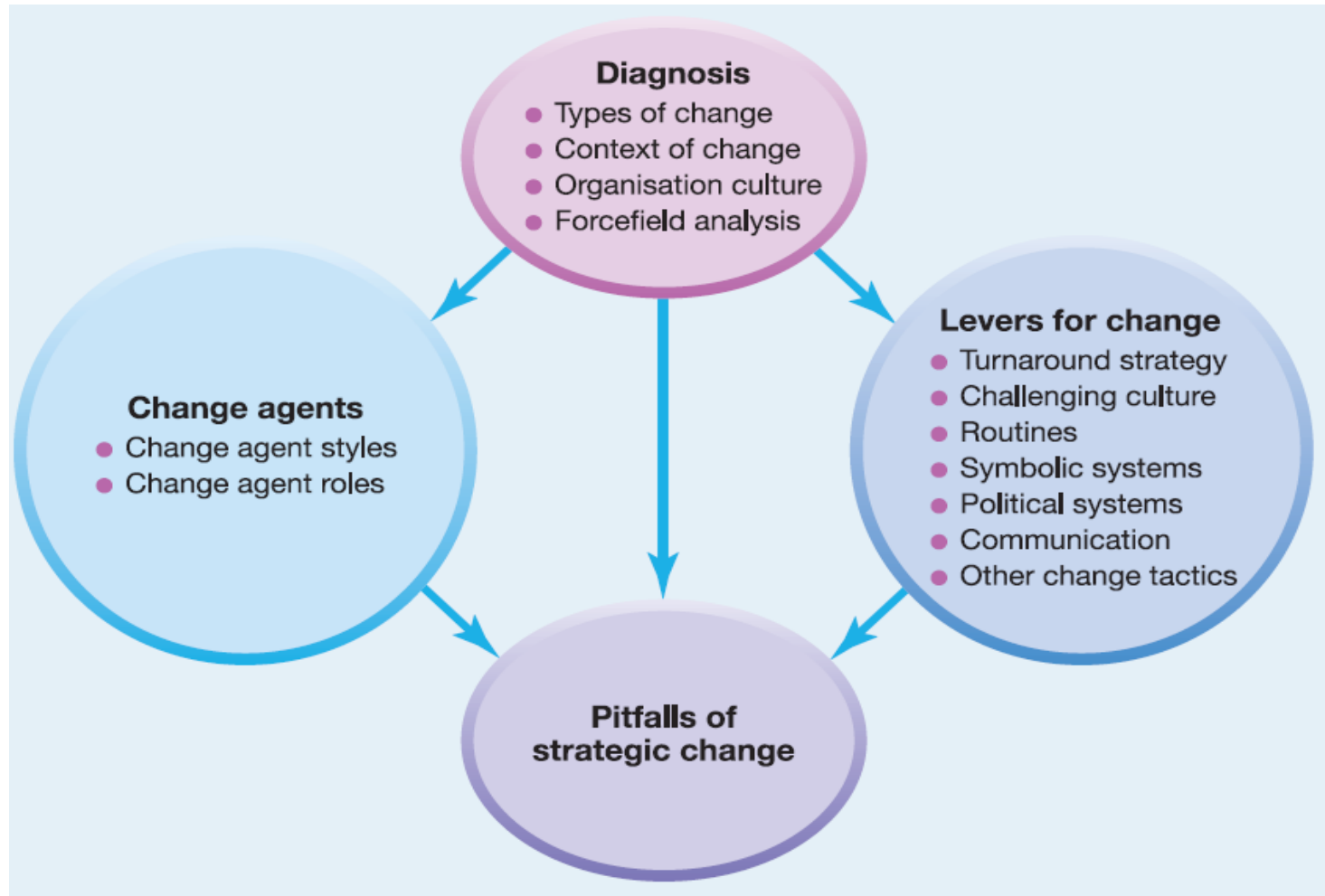


# STRATEGY SAFARI

A GUIDED TOUR THROUGH THE  
WILDS OF STRATEGIC MANAGEMENT

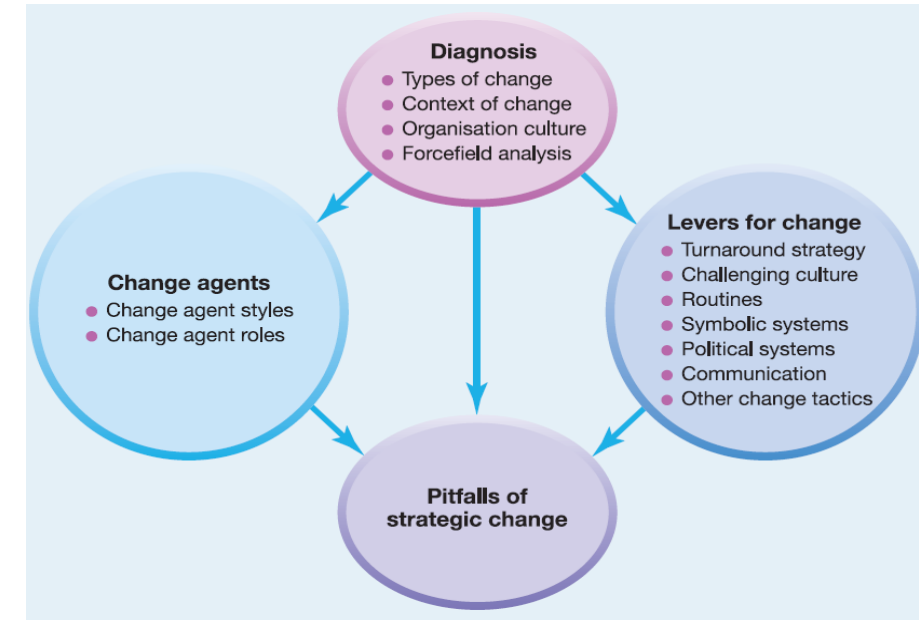
HENRY MINTZBERG  
BRUCE AHLSTRAND  
JOSEPH LAMPEL

# 1. Key elements in managing strategic transformation (see Johnson et al)



# 1. Key elements in managing strategic transformation – my situation as dean

- **DIAGNOSIS:** I had to identify carefully what is needed (type of change), how does the government and my president looks at change, what is the culture within the faculty, and who are the strong people
- **CHANGE AGENTS:** I had to look for people who support the change and would be the change agents
- **Levers for change:** I had to look for the tools and instruments available to me and learn to use them



## 2. Types of change (see Johnson et al)

**Exhibit 10.2** Types of change

		Scope of change	
		Realignment	Transformation
Nature of change	Incremental	Adaptation	Evolution
	Big Bang	Reconstruction	Revolution

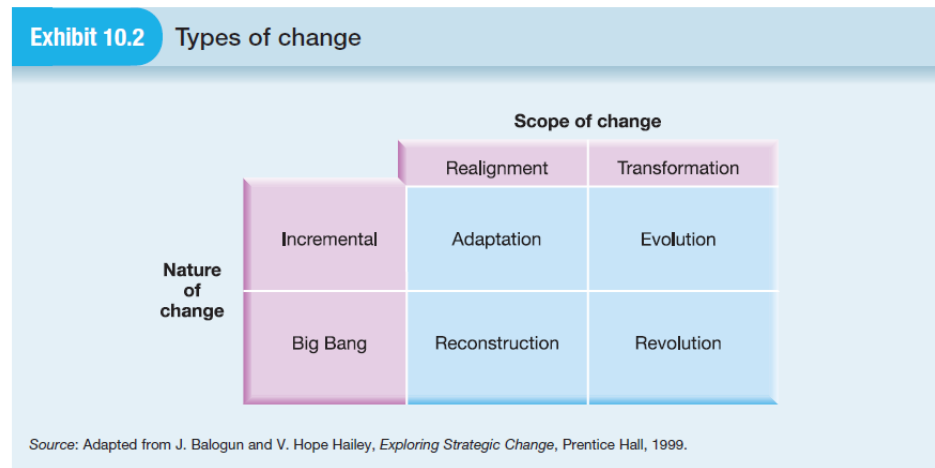
Source: Adapted from J. Balogun and V. Hope Hailey, *Exploring Strategic Change*, Prentice Hall, 1999.

## 2. Type of change – my situation

The **adaptation** is the kind of change which is permanently required, especially nowadays.

In my case, however, a **transformation** of the way we do our work was required. The nature of change was incremental: lots of small steps, over a sequence of 2 years. So we might call it an **evolution**.

It was not a big bang (but almost) what was required.



### 3. Contextual features and their influence on strategic change (see Johnson et al)



# 3. Contextual features and their influence on strategic change – my situation

**Time:** we felt under pressure

**Scope:** a substantial change was required

**Preservation:** there was no need to question the nature of our offer (study programs)

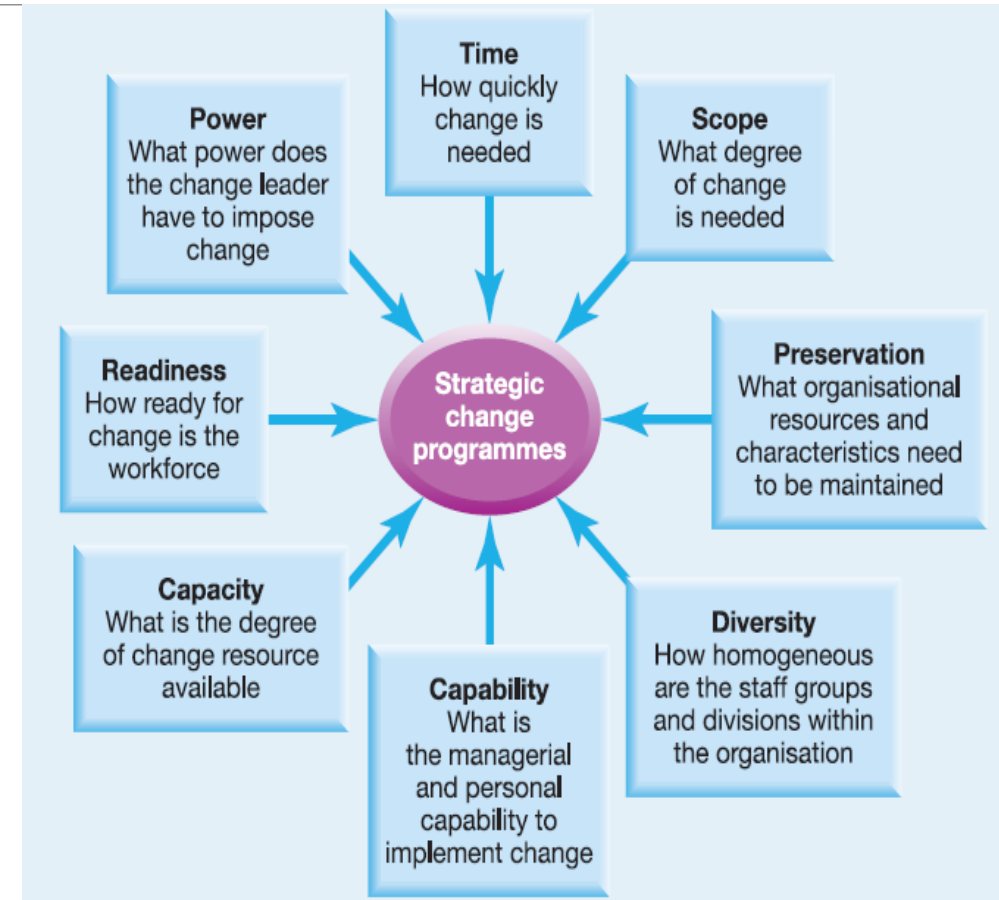
**Diversity:** the interests diverged, but overall there was a high willingness for change

**Capability:** my experience was limited

**Capacity:** quite limited resources

**Readiness:** The colleagues were ready

**Power:** as a dean, my power was limited.



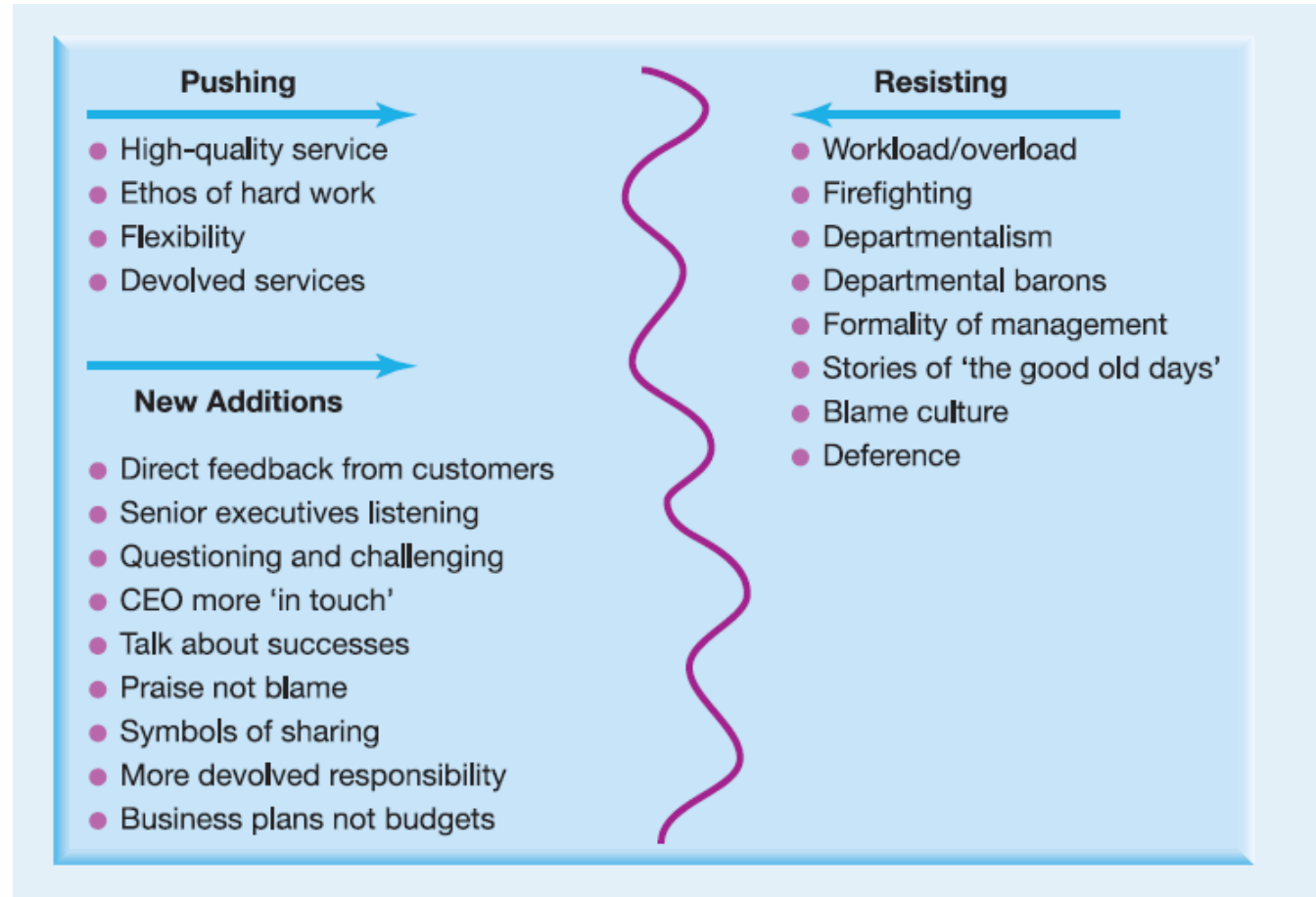
# 3. Contextual features of change in higher education – my perspective

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- **Size of institution** – large versus small
- **Academic discipline** – natural science versus social science
- **Age of main actors** – old or young
- **Tradition of institution** – established or young
- **Level of development** – highly developed or underdeveloped
- **Overall context in society** – dynamic or stagnant
- **Nature of institution** – private versus public
- **Distribution of benefits and costs**

# 4. Forcefield analysis (see Johnson et al)

A forcefield analysis provides an initial view of change problems that need to be addressed.





# 5. Styles of managing strategic change ( see Johnson et al)

Style	Means/context	Benefits	Problems	Circumstances of effectiveness
<b>Education and communication</b>	Group briefings assume internalisation of strategic logic and trust of top management	Overcoming lack of (or mis)information	Time consuming Direction or progress may be unclear	Incremental change or long-time horizontal transformational change
<b>Collaboration/participation</b>	Involvement in setting the strategy agenda and/or resolving strategic issues by taskforces or groups	Increasing ownership of a decision or process May improve quality of decisions	Time consuming Solutions/outcome within existing paradigm	
<b>Intervention</b>	Change agent retains co-ordination/control: delegates elements of change	Process is guided/controlled but involvement takes place	Risk of perceived manipulation	Incremental or non-crisis transformational change
<b>Direction</b>	Use of authority to set direction and means of change	Clarity and speed	Risk of lack of acceptance and ill-conceived strategy	Transformational change
<b>Coercion/edict</b>	Explicit use of power through edict	May be successful in crises or state of confusion	Least successful unless crisis	Crisis, rapid transformational change or change in established autocratic cultures

# 5. Styles of managing strategic change – my situation

**Good communication** is essential for acceptance and support for change – for **OWNERSHIP** of reforms

It was important to understand when education is needed, and when direction was required. Etc.

A university requires much participation.

I changed my style with growing experience, and that was expected.

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# 6. Organisational rituals and culture change (see Johnson et al)

**Exhibit 10.8** Organisational rituals and culture change

Types of ritual	Role	Examples
Rites of passage	Consolidate and promote social roles and interaction	Induction programmes Training programmes
Rites of enhancement	Recognise effort benefiting organisation Similarly motivate others	Awards ceremonies Promotions
Rites of renewal	Reassure that something is being done Focus attention on issues	Appointment of consultants Project teams
Rites of integration	Encourage shared commitment Reassert rightness of norms	Christmas parties
Rites of conflict reduction	Reduce conflict and aggression	Negotiating committees
Rites of degradation	Publicly acknowledge problems Dissolve/weaken social or political roles	Firing top executives Demotion or 'passing over'
Rites of sense making	Sharing of interpretations and sense making	Rumours Surveys to evaluate new pra
Rites of challenge	'Throwing down the gauntlet'	New CEO's different behavior
Rites of counter-challenge	Resistance to new ways of doing things	Grumbling Working to rule

# 6. Organisational rituals and culture change – my situation

As a dean I changed the

- **Rites of passage:** how we welcome new professors
- **Rites of enhancement:** how we honour extraordinary commitment of staff
- **Rites of renewal:** how we signal that we work on pressing issues
- **Rites of integration:** how we try to develop the sense of a we are a community, a team
- **Rites of sense making:** how we explain our actions

Types of ritual	Role
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Rites of counter-challenge	Resistance to new ways of doing things

# 7. Strategy safari – strategy concepts (see Mintzberg et al)

Name	Description: Strategy formation as ...
Design School	A process of conception
Planning School	A formal process
Positioning School	An analytical process
Entrepreneurial School	A visionary process
Cognitive School	A mental process
Learning school	An emergent process
Power School	A process of negotiation
Cultural School	A collective process
Environmental School	A reactive process
Configuration School	A process of transformation

# 7. Strategy safari – my own learning concerning strategy

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Institutional transformation and change constantly challenges not only the institution, but as well the leader him- or herself. We need to reflect our own thinking.

All these schools give us food for thought.

While we need to plan and design, we constantly need to respond to new situations, let the organization grow

Some professors need space for developing their entrepreneurial talent

Managing change is affecting the power of others, so management is not just a technical issue.

## Name of the school

Design School

Planning School

Positioning School

Entrepreneurial School

Cognitive School

Learning school

Power School

Cultural School

Environmental School

Configuration School

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Thank you for attention

