

THE ORGANIZATIONAL CHANGE PROCESS OF MANAGEMENT FUNCTIONS

by:

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Among the four management functions that involve planning, organizing, managing, and controlling, the last one is the full implementation of the management process, and the most crucial function is the control function. Managing organizational change effectively is a common challenge faced by managers who carry out any of the P-O-L-C activities. The planning process often reveals the need for a new or improved strategy, which is then reflected in changes to the tactical and operational plans. Creating a new organizational design (organizing function) or altering the existing design involves changes that may affect the entire organization from one employee to the whole organization, depending on the scope of the changes.

Organizational change encompasses both the process of an organization implementing changes to its internal structure, strategies, operational procedures, technology, or organizational culture, as well as the outcomes of these changes on the organization. Organizational change might happen all at once or only occasionally. There are two types of Organizational Changes: (a) Reactive Changes; and (b) Proactive Changes or Planned Changes. Reactive changes occur when the forces force the organization to implement change without delay. Put another way, this change is referred to as reactive change when the forces' demands are compiled passively. On the other hand, proactive changes happen when certain circumstances alert the organization to the need for consideration before determining that a certain change is required. Next, the modification is implemented deliberately.

Along with the types of Organizational Changes, there are strategies for managing these changes. These are as follows:

Manage the Perception. Many people see change as something that happens, something that's "done to them" without their consent and outside their control. Sometimes this is true, but for most undertakings within a school environment teachers and administrators have some autonomy as to how (or even if) change is affected. The more opportunity and encouragement people are given to have some input, the more control they will feel, and the more "buy-in" will occur with the staff. Research shows clearly that a greater sense of ownership is more likely to lead to successful change implementation within an organization.

Make change a part of school culture. Just as some people are more comfortable with change than others are, some organizations are more comfortable with change. It's important to start with tiny, noticeable improvements that have a beneficial impact in schools where change is frowned upon. As these little "wins" accumulate, staff members become more open to trying out new things. If something that has been done doesn't work or has unintended consequences don't hide it, failure is also a learning experience.

Appreciate the Skeptics. One's initial response when someone questions a suggested adjustment may be to get irritated or even angry. But remember, it's always beneficial to have doubters around because they pose difficult questions. We should reconsider a proposal if someone asks a reasonable query for which we cannot come up with a suitable response. While it's admirable to have optimism for novel endeavors, it's the doubters that help us remain realistic.

Know the History of Change within the Organization. Always look to the past before moving forward with new ideas. What was the last major initiative? When has it been undertaken? What kind of impact did it have? Organizations that change too often

tend to become jaded by new ideas, and organizations that have had negative experiences with change will be much more reluctant to try new things.

Always be Aware of Preconceived Notions. There are many stakeholders in education, students of course, but also managers, teachers, and parents. All the members of the last three groups have been to school, and most of them have some preconceived notions about what school should be about.

Changes in school organizations are complex and difficult to achieve. Without discussing the process of change, the problems and power created by change cannot be understood in schools. The dynamics and implications of change should be understood effectively for the successful implementation of educational change. However, most schools are dealing with issues involving educational innovation rather than studying the change process itself.

As an aspiring school head, it is necessary to examine the organizational aspects of the school. If there is a chance to bring about change, the change in the culture of the school must be the first to consider. If the culture of the school is approaching a negative output, then it would be completely changed but, on the other hand, if the culture of the school is satisfactory for further implementation at perhaps minimal negatives, it might be suggestive to change the culture itself to improve the organizational achievement of the objectives.

Changing a culture is a large-scale undertaking, and eventually, all the organizational tools for changing minds will need to be put into play. On the other hand, the probability of success is significantly impacted by the sequence in which they are deployed. The best success strategies start with leadership tools, such as a future vision or narrative; then, use management tools, such as role definitions, measurement, and control systems, to solidify the change; finally, use pure power tools, like coercion and punishments, as a last resort, when all other options have been exhausted.

Even while it takes effort and time, cultural transformation is not only achievable but also essential, particularly in companies where stakeholders use the word "culture" as a talisman to thwart leadership efforts, inhibit creativity, and uphold the status quo. In the last decade, the education standards movement has taught us that political change without cultural change is an exercise in futility and frustration.

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