Resistance to Change and Ways of Reducing Resistance in Educational Organizations

Alina Șerban
Anca-Elena Aviana
Delia-Mioara Popescu
"Valahia" University of Târgoviște, Doctoral School of Management, Romania
alina_m_serban@yahoo.com
aviana.elena@yahoo.com
depopescu@yahoo.com

Abstract

In the European Union's states the functioning speed of managerial systems is continuously rising, being necessary the improvement or the replacement of the organization's management systems in order to adapt them to the requests specific to the new economy. In the new economy, the human and informational resource has a risen importance. On the organization and exploitation method for these resources depends more and more the accomplishment of the organization's performances.

Key words: resistance to change, educational organizations, change management, school principal
J.E.L. classification: A0

1. Introduction

As the durability and achievement of strong organizations is indicated to achieve a I prepare news, earlier and deeper, depending on the increasing speed of reaction of competitors' management systems. This leads to the need for design, in a completely different approach, based on new principles, concepts, rules and appropriate procedures of organization management systems.

They must be able to operate at increased speeds and adapted to the context, as required by the principles of situational management. The basis for designing management systems adapted to the new performance requirements constitutes the elaboration and implementation of radically different strategies from those now in function. The viability and competitiveness of the schools is determined by the quality of the strategies conditioning performance. Strategy is the essential component of both management theoretically and practically. Implications of the strategy on the functioning and results of the institution education covers the whole network of activities and resources involved.

The main steps of a successful strategy for a school are similar to those of an industrial company, they can be the following: - establishing the major objectives of the unit; - estimation of all necessary resources, funds and financial sources; - listing the influences of the internal and external environment; - appreciation of the time horizon necessary for the achievement of each objective; - consideration of the necessary facilities and facilities; - adapting the organizational structure to the new realities of the school;

2. Literature review

Ron Lippitt defines organizational change as "any planned alteration or unplanned status affecting the structure, technology and / or human resources of within the system " (White & Lippit, 1960).
Every organizational change is determined by a force or a cause.

In the article *The impact of leadership and change management strategy on organizational culture and individual acceptance of change during a merger,* Kavanagh and Ashkanasy argue that "organizational change are determined by factors from the internal and external environment, respectively". According to the authors of the article "Contribution of content, context, and process to understanding openness to organizational change two experimental simulation studies".

The external sources that produce the change are:

"- Economic;
- Technological;
- Socio-cultural;
- Politics;
- International".

Authors Devos, Buelens and Bouckenooghe, in an article from 2007, present the internal sources of organizational change: "internal sources represent forces that arise from within the organization. Like external sources, we can use the same way of defining the internal sources of change based on the internal environment of organization:

- Human resource;
- Organizational structure;
- Processes (technological process, decision making process, communication process, process of management)".

The process of change carried out within the organizations is carried out, changes are made to the level of:

- Individual;
- Group / team;
- Organization;
- Society.

Ackerman in 1997 "distinguishes between developmental, transitional and change transformational".

Gareth Jones and Jennifer George in 2008 introduce the concepts of evolutionary change and revolutionary change.

Depending on how changes are anticipated, they can be:

-Emerging (unexpected) changes - occur due to unforeseen events that I urge you to make a change

- Planned changes - deliberate changes, the result of reasoning and action conscious

By continuity, we distinguish:

- Episodic change, as Weick and Quinn in 1999 note, "it is occasional, discontinuous or intentional". Sometimes the term radical change or 2nd order change implies replacing a strategy or program.

- Continuous change - is "continuous, evolutionary and cumulative". It is often found the term one-order change or incremental change.

Hambrick and Cannella, in their work from 1989, "Strategy implementation as substance and selling after the major areas of change in the internal environment of an organization" present that the following changes can be classified as follows:

- Strategic
- Structural (Operational)
- Process oriented
- Human resource oriented
- Technological changes.

3. Results

In the school organization, as in any organization there can be more problem when it is presented in the change of change. Thus, it is possible to display a change, defense, without discussion and resistance to it.

In order to create an efficient management system, it is necessary to go through a cycle made up of a series of straws after which the route is resumed, but on a different level of development. We will further present a brief analysis of each step required to be course to achieve the efficient management system.

The choice of measures and standards for assessing performance requires analysis detailed and systematic description of the post, as well as a very clear description of its position the starting point in determining performance measures. This analysis will allow detailing the duties, responsibilities and tasks that individualize the position respectively. Methods for measuring performance must be devised for each task principle and evaluation systems based on results, behaviors and

The choice of one or more methods depends on the specifics and level of the function, but also for the purpose pursued.

Communicating the expected results is essential for the successful realization of the plan proposed. Managers need to make sure that their message has been received correctly and, very important, that it was accepted. This involves employee participation in discussions, listening to points of view / expectations, negotiating divergent issues and, finally, reaching an agreement that will be respected by mutual agreement.

Establishing the performance plan within which the performance manager will be detached from the one obtained directly in proportion to the support given to the subordinates and for the realization proposed objectives. The results of the performance plan will largely depend on how employees will be able to develop strategies and plans for achieving it established performance standards.

Monitoring, assisting and controlling performance, which means leading it step by step, by observation, comparison with the initial expectations and those that intervene in the sense appreciating behavior in order to improve it, solving problems, guidance / preparation, counseling, etc. In order to be able to control, the manager will have to own it the necessary knowledge regarding the respective field.

The performance assessment is made by comparison with the standards established in the first stage. To avoid the formal nature of the employees' appreciation, but also to remove them internal errors produced by subjective factors, the training of those who do is needed evaluation to be competent in observing performance, to be able to analyze data, to them compare, judge, review, know how to listen and communicate, etc.

Performance feedback must be based on facts – behavior employees and not on the issuance of judgments, conclusions or deductions regarding the person.

In order not to give rise to unnecessary disputes and a huge consumption of unconstructive energy, feedback must be specific, emphasizing the positive side.

The use of evaluation results in the decision-making process can be capitalized on multiples management coordinates: - yield management; - selection and promotion of staff; - designing / improving the staff training / improvement program; - forecasts regarding the necessary personnel and the desired qualifications; - enriching / diversifying the tasks of the positions, etc. Performance development is the last step in a coherent and efficient plan performance management. The responsibility for improving results lies with both the manager, the employee and the organization as a whole. To achieve this goal, all its members must behave as a team that has the same objectives share the values of the same organizational culture.

4. Conclusions

Resistance to change is a fairly important issue because, on the one hand, delays the introduction of reforms indispensable to the smooth running of the modern school, and on the other hand, it can generate a general decrease in employee morale and even performance learning activities and learning quality. In this situation, the first action that should be taken is to identify, analyze and selecting the real reasons for resistance to change; further is the study of i understanding all power games and their stakes in the given situation. I notice that what really matters in any resistance to change is the perception on which trains each individual on the possible effects of the expected change and, even if a proposal does not pose any real threat to one's

interests certain people, it is possible that they perceive the existence of a threat and, in consequently, to oppose change With these considerations, we can establish the ways and means that allow the attempt to overcome to introduce under control the resistance to change, these being education and communication, participation and involvement, support and control resistance to change.

5. References

- Carnall, C. A., 1986. Toward a theory for the evaluation of organizational change. *Human Relations, 39* (8), pp. 745-766;
- Devos, G., Buelens, M., Bouckenooghe, D., 2007. Contribution of content, context, and process to understanding openness to organizational change: Two experimental simulation studies. *The Journal of Social Psychology,* 147 (6), pp. 607-629;
- Dunning, L., 2006. The Management of Educational Change: a case study. *The Vocational Aspect of Education,* Vol. 45, Unaited Kindo;
- Hambrick, D. C., Cannella, A. A. Jr., 1989. Strategy implementation as substance and selling. *Academy of Management Executive,* 3 (4), pp. 278- 285;
- Huang, W.R., Su, C.H., 2016. The mediating role of job satisfaction in the relationship between job training satisfaction and turnover intentions. *Journals Industrial and Commercial Training*, Vol. 48 (1);
- Kotter, J., Schlesinger, L., 1979. Choosing strategies for change. *Harvard Business Review*, 57, pp. 106-114,
- Malik, M.E., Nawab, S., Naeem, B., Danish, R.Q., 2010. Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakista. *International Journal of Business and Management* Vol. 5, No. 6;
- Yılmaz, D., Kılıçoğlu, G., 2013. Resistance to change and ways of reducing resistance in educational organizations. *European Journal of Research on Education*, 1(1), pp. 14-21 .