

Module 9: Leading Change and Managing Resistance

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Introduction

Hello and welcome to Module 9: Leading Change and Managing Resistance

In this module you will be exploring the concepts of managing change and applying problem-solving tools to support the change process.

Please Note: There are a number of weblinks throughout this module which are current at the time of publication, if any are broken or fail to open, please advise your Program Coordinator or post a message to the Academic Leaders' Café in Blackboard in the forum titled, 'Help us to help you!' Thank you.

Learning Outcomes

On successful completion participants will:

- Apply a range of problem-solving models to support the change management process.

Module Topics

This module looks at **Leading Change and Managing Resistance**. There are a number of models illustrating the change management process and we will explore both the personal and organisational factors of change. What if there's resistance to change? The second part of this module demonstrates a number of problem-solving tools that can be used to assist with the change process.

The concepts covered are:

- Manage change.
- Problem-solving tools to support the change process.

Let's look at each one in detail.

Managing Change

Change and Change Management

In this section several change management models and concepts will be covered to assist the Course Coordinator with the change process. The change management models explored will include Lewin's Three Step Model, Action Research, Appreciative Inquiry and Adaptive Leadership Change.

It is important to note that change relates to people as it is usually the human resource component of a program that is 'resistant' to change. Systems, policies and procedures, rules and regulations can be changed quite easily. It is the human factor; however, that often becomes the stumbling block to smooth curriculum review and adaptation. Because of the human factor, it is important to understand that change starts initially at the personal level and involves both intellectual and emotional processes.

People and Organisations may be very resistant to change. This can be represented by five personal and six organisational factors (Robbins et al. 1994):

Personal Factors

- **Habit** - there is some truth in the expression, 'Old Habits Die Hard'.

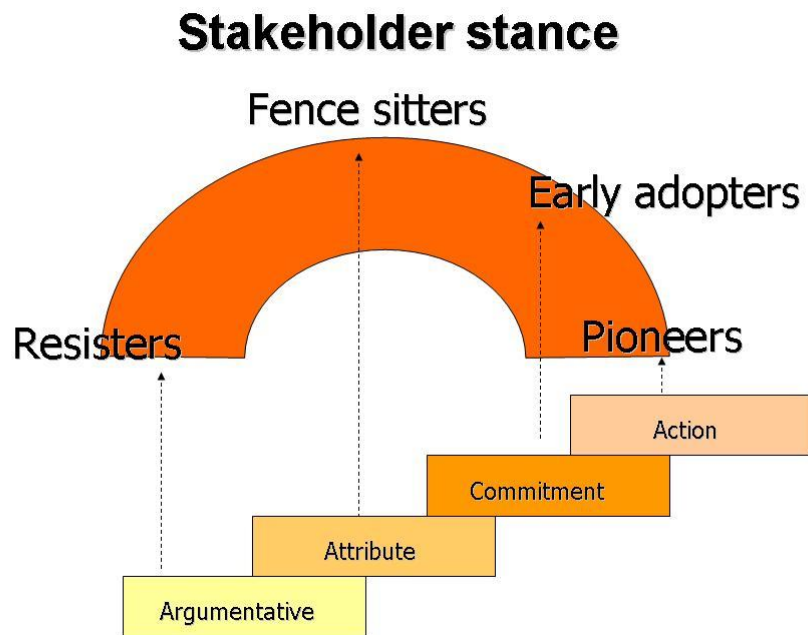
- **Security** - some individuals have a much higher need for security. If there are other stressors in a person's life, added change may threaten security needs further, thus creating resistance. This is often referred to as 'tolerance of ambiguity'. You can calculate your tolerance for ambiguity, or security, by completing this scale.
Visit the **College of Business at Idaho State University** (<http://www.cob.isu.edu/>) and do a search for **Tolerance of Ambiguity**. (Top right hand corner.) (Be sure to select the document titled **Tolerance of Ambiguity Scale** and NOT **Tolerance of Ambiguity scale scoring**.)
- **Economic Factors** - there may be concerns that change will lower income, access to resources and hence result in increasing resistance.
- **Fear of the Unknown** - like security, some individuals have a very low tolerance for ambiguity, hence, change that is bringing uncertainty can increase resistance.
- **Selective Information Processing** - everyone has their own world view or map of their environment. When change threatens that map and how that individual has constructed their reality, information processing may become selective such that they only 'hear or see' what is of use to them in preserving their map.
- **Revenge** - In some cases it may be personal revenge because people feel aggrieved and therefore put energy in to blocking the change. Alternatively, the resistance may take the form of a personal crusade because the change violates their values and they do not believe the change is in the best interests of the program, School or University.

Organisational Factors

- **Structural Inertia** - large organisations like a University have systems in place that produce stability, but in doing so create inertia because even small changes become monumental tasks. For example, changing a software program in a small office is a minor change initiative compared to undertaking that kind of a change in an organisation as large as a University.
- **Limited Focus of Change** - changes in one area may be very hard to adopt by the larger organisation. For example, a very good change in one part of the University may not necessary filter through to the rest of the organisation because again, a larger more significant change to the University's operations is needed.
- **Group Inertia** - individual changes may be resisted by a larger group, such as a Union, which prevent certain initiatives being adopted by a few in favour of the group.
- **Threat to Expertise** - as organisational processes change, individuals may feel threatened because they feel a diminishment of their expertise. An example would be academic concerns that their teaching role will be diminished because of increasing online learning or changes to units and course structure.
- **Threat to Established Power Relationships** - changes in operating structures affect power relationships and networks, hence, areas may resist change if they feel they will lose power or influence.
- **Threat to Established Resource Allocations** - similarly changes in resources, particularly decreases in funding or enrolments, may also influence change as people work harder to hold on to their resources.

People will respond differently towards change based upon the above factors and based upon their position amongst their peers. By understanding some of these concerns and fears, Course Coordinators can manage the change process more effectively through communication strategies.

The following diagram is useful for understanding how to move participants forward in a change process by capturing the energy of the change agents who will move the bulk of people in their direction. Change Agents or pioneers are typically the people responsible for implementing the change. They work closely with Change Advocates or early adopters who are the people who support the change but who are not necessarily leading the change initiative. With this group of people moving the change forward, undecided individuals or fence sitters, will see the change momentum growing and will usually move along with the change. The resisters will see that they are going to be left out and will either leave the organisation, or comply.



How can you move people towards change? There are a variety of strategies, which increase in their use of power as one moves through the list. (Remember the module where building power and influence was explored. These principles apply to the change process.) Change management strategies are:

- education and communication
- participation
- facilitation and support
- negotiation
- manipulation
- cooptation and coercion (Robbins et al. 2004).

As a Course Coordinator you may need to decide which strategies to use to help your team understand the need for change and to illustrate how the past and current situation are not serving the program for the future.

Consistent with Goleman's (2000) Leadership Model, having a clear vision is also important. What is your vision for the course? Where do you see the course at the end of the change process? How well do you communicate this vision to your colleagues and to what extent have you involved them in the creation of this vision so they accept it and understand it. This is the Director role in the Competing Values Framework. With this consensus it will be much easier to move the team towards the necessary course changes.

The importance of having clear goals and a direction during the change process can be mapped into a mathematical model by drawing together some of these concepts that have been discussed up to this point.

$$\frac{D+V}{R} = F$$

Where:

D = degree of dissatisfaction

V = vision of how much better things could possibly be by constructing a preferred future

R = amount of resistance

F = first steps required to close the gap between D and V

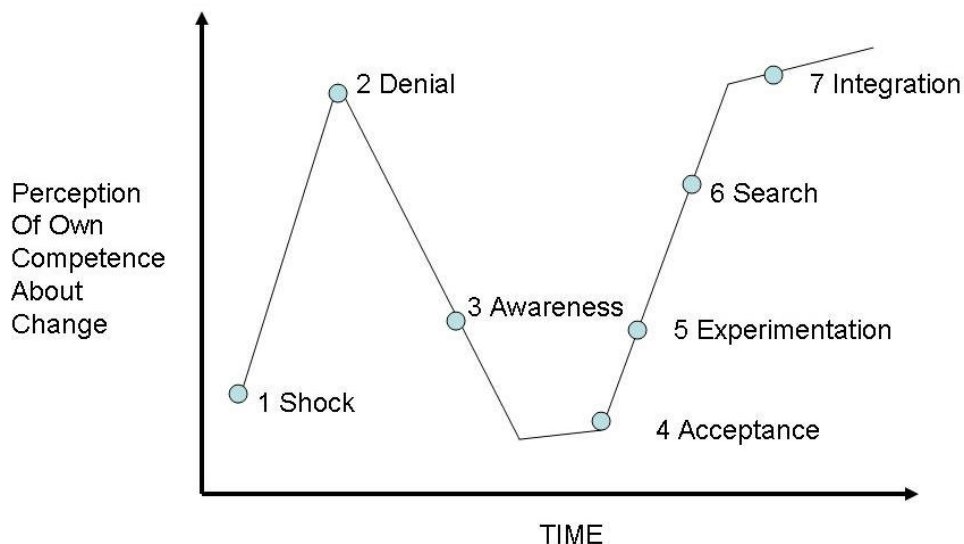
Strategies for closing the gap between D and V are:

1. Creating a sense of urgency.
2. Create a supportive and guiding coalition (mobilise the change advocates/early adopters).
3. Develop a Vision or Target with accompanying strategies, goals and action plans.
4. Communicate the plan, keep people informed.
5. Empower people to take action by removing obstacles or resisting forces (see below).
6. Encourage short term or incremental wins. The change may be quite transformational/significant but the process of getting there is incremental.
7. Consolidate the wins and celebrate, encouraging more change until you reach your target.
8. Once the changes are complete, anchor them in the culture. Create stories; embed them in policies and procedures. Change does create a 'crazy time' between the old culture and the desired culture when people are not sure of how things are. Support is important at this time.

It is also important to remember that change takes time and goes through a variety of stages. By being aware of these stages you can actively set up processes within the change management plan.

This is illustrated in the diagram below.

Change and the Transition Curve



1. **Shock** stems from the surprise about the change and the concern about a possible mismatch between expectations and reality.
2. **Denial** often follows. Is the change really necessary? Is this really a change?
3. **Awareness** follows that change is in fact necessary. Admission that things are not working.
4. **Acceptance** of the need to let go of the past, the old way of doing things. Is a low time.
5. **Experimentation** and testing of new approaches to the problem. Designing something different.
6. **Search** for meaning and reviewing the change. What is working and what is not working. Testing out new ways of doing things.
7. **Integration** of the new skills, ideas and behaviours.

Carlopio et al. (2005) describe a 4 stage cyclical model of the personal change process based on the work of Kurt Lewin. Lewin's famous Change Model, understanding the three stages of change is summarised concisely in the following website and illustrates his concepts of unfreezing, movement and refreezing.

Manis (<http://www.mansis.com/>). Click on **Articles** and then scroll down to number **46) A Simple Change Model**.

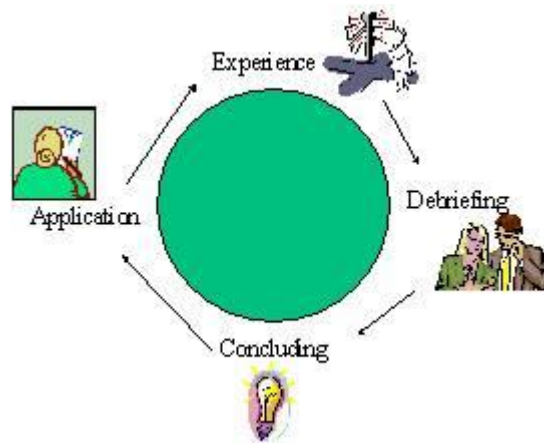
Carlopio et al's (2005) stages also enable us to understand where in the change process we sit, how we are progressing and what intervention strategies are needed at the time.

Stage 1 - Unlearning

Before change can occur an individual has to believe that the change is necessary because what was working in the past is no longer working now (or will be unsustainable in the future). They also need the motivation to pursue the change effort which may require a lot of physical, mental and emotional energy. Course Coordinators can support the change process through provision of information, having clear goals and an open communication strategy.

Stage 2 - Changing

Embedded within this second stage is another cycle of action. This is Kolb's (1984) Experiential Learning Model which is characterised by another 4 components:



With personal change, individuals must practice and experience the new way of working. For example, in moving to online delivery people may have experience developing and delivering a unit for the first time using 'Blackboard'. After the first couple of weeks they debrief on some of the observations they have made about the utility of the online learning experience, on student engagement and learning. From this debriefing or reflection, they make some conclusions and theories about online learning, which may be grounded further by discussing their ideas with peers also engaged in online learning. These conclusions then inform future adaptations and applications of online learning and may lead to more active experimentation. The cycle then begins again.

Stage 3 - Relearning

'Practice makes perfect' is an excellent cliché to describe this stage. At this point, individuals are engaged in the change process and actively working towards implementing the new systems or processes. Journaling is an excellent tool to promote debriefing and to more deeply understand the intellectual and emotional factors facilitating and blocking change. It is also useful to set up a series of daily or weekly change initiatives which forcibly require you to take on board another aspect of the change experience. These small steps will surprisingly take you to your destination. For example, in building up your technical competency in online learning you might decide to create 'voiceover PowerPoints' as the next change strategy for the next delivery of your course. Over time these daily and weekly challenges add up to significant relearning and movement along the change continuum.

Stage 4 - Institutionalisation

At this stage the change process is essentially complete and is now part of the course's ongoing practice. The cycle may begin again as changes and systems evolve over time. Hence, the ongoing curriculum review cycle may again necessitate another change program.

Action Learning and Research

Interestingly, this model of change is not dissimilar to Action Learning and Research, which is a useful model to consider in the academic environment as it sits nicely along the scientific method. Action Learning and Research is a change process based on the systematic collection of data and then the selection of a change action based on what the analysed data indicate (Robbins et al 1994).

The actual process involves five steps:

1. diagnosis
2. analysis
3. feedback
4. action
5. evaluation.

The five steps are cyclical in nature. Each cycle further informs and moves the change initiative towards the final outcome. This model of learning and exploration can be situated within Lewin's Change Model as a strategy for moving individuals and programs forward.

The following website provides some good background on Action Learning and Research. You will see parallels to the experiential learning and change models described in the literature. You can also apply these strategies to renewing a curriculum. Rather than looking at what you have and where the problems are.....create something entirely new that everyone will appreciate. How then do you go about implementing the strategies to create the new idea?

12Manage – The Executive Fast Track (<http://www.12manage.com>). Click on **Change & Organisation** or **Communication & Skills** and then select **Action Learning**.

Appreciative Inquiry

In many situations, the emergence of a problem is what sparks a need for change. The change initiative then becomes focussed on trying to resolve the problem(s). Appreciative Inquiry is a paradigm shift from problem resolution because it focuses instead on the positive (Whitney and Schau, 1998). Advocates of appreciative inquiry promote its success because they argue that it is a future oriented process that focuses on creating solutions instead of focussing on past failings.

Appreciative inquiry focuses on what the course is already doing well and works towards implementing actions, which play to its strengths, in creating a vision for the future. This approach avoids blame and investigation for past failures and keeps the change process positive. For a comprehensive set of definitions describing Appreciative Inquiry visit the following website.

Appreciative Inquiry Commons (<http://appreciativeinquiry.case.edu/>). Go to the website and do a search for **Definitions**.

Robbins et al (2004) describe four steps which characterise the appreciative inquiry process:

1. **Discovery:** What does the organisation do well?
2. **Dreaming:** Using the information from the discovery phase, this information is used to platform possible futures for the program or organisation. Creative imaging is important in this stage.
3. **Design:** What will the future now look like? What will be its qualities?
4. **Destiny:** This is the 'how to' part of the process. Goals are established with accompanying strategies and action plans to forward the change initiative.

The appreciative inquiry process has been used, for example, in the academic environment. The following website describes how an Australian University used Appreciative Inquiry to build a new faculty. The case study describes the implementation of the 4 steps in detail.

Mellish & Associates (<http://www.mellish.com.au/>). Click on **Resources** and then scroll down to the article, **A Case Study at an Australian University**.

Change within the University Context

One of the key roles the Course Coordinator plays is to monitor, develop and manage the delivery of the curriculum. Coakley and Randall (2006) note that current models of Academic Leadership focus on managing the balance of relationships between academic staff. This is only one part of the equation. Putting too much emphasis on managing peer relationships and desires may mean that the

course does not evolve in line with external demands or evidence based theory (Raelin, 1995). Coakley and Randall (2006) note that this is not adequate given the higher education sector's increasing need for transparency and accountability. To this effect, they espouse the application of Heifetz's (1994, 2002) model of Adaptive Leadership to promote and guide change in the complex environment of the university.

Adaptive Leadership Model

Heifetz's Adaptive Leadership Model requires all parties, with an interest in a change process, to become part of the leadership experience. This would certainly be the case in a course review process. By having all parties become involved, everyone is responsible for considering external and internal requirements for change and for becoming part of the organisational change process.

Most Course Coordinators have the ability to manage the administrative issues associated with program delivery, for example, enrolment procedures and the board of examiner processes. However, adaptive problems and issues are much less easy to resolve as they can have a significant impact on a variety of individuals and processes. As a result these more complex adaptive problems need input by those going to be affected by the changes and management interventions.

Coakley and Randall (2006) describe Heifetz's Adaptive Leadership Model:

- **Identify the challenge:** Is it one that requires a technical or adaptive solution? For example, if it is a technical issue such as an enrolment form problem, this can usually be managed by the Course Coordinator and the Enrolment Office. If it is an adaptive issue such as moving to a new course credit structure and requiring alterations in content and assessment across the program, then clearly more parties are going to have to become involved in the process
- **Unbundle Issues:** key issues must be identified and communicated to the stakeholders. In the case of the new credit structure, participants need to understand why the change is needed, what is involved with respect to course delivery and how it will impact on their teaching and assessment.
- **Framing the issues and focusing attention:** Course Coordinators must clearly articulate the key issues and develop a process to address them that remains focused on the needs of the course.
- **Secure ownership:** Deep and long term change will only occur if stakeholders take ownership of the issue and develop solutions. Course Coordinators therefore need to develop strategies, with the help of the Head of School (HOS) that get people involved and interested in the change management initiative.
- **Maintain stakeholder's conflict and manage stress:** Change is usually resisted and leadership requires that conflict and inaction are addressed and managed while plotting and maintaining a course forward. The support of the HOS is critical for the Course Coordinator. Ensure there is good communication and information flow to keep people aware of issues and progress.
- **Create a safe haven:** Space must be created to allow people with disparate perspectives to be heard while minimising the impact on peoples working lives. Acknowledge people for their ideas. Celebrate progress. Try and adopt a high risk low blame culture. Apply some of the problem-solving tools to create this safe space to explore new ideas. Accept risk.

Problem-solving tools to support the change process

Problem-Solving Tools

In this section a variety of decision tools are described which may assist the Course Coordinator in the change management process. They can be used within the various change management models to promote inquiry and investigation.

SWOT (Strength, Weakness, Opportunity, Threat) Analysis

A SWOT analysis is a strategy that can help you to identify key issues which can help to move a change management initiative forward. This strategy allows you to build on Strengths, minimise or manage Weaknesses, take advantage of Opportunities and work towards counteracting Threats. This website offers a very quick overview of the SWOT analysis concept.

QuickMBA (<http://www.quickmba.com/>). Select **SWOT Analysis**, under **Strategy**.

In a group situation involving change, such as a course team, participants are given a draft SWOT for completion before the meeting. A brief description is provided about the issue, with an example under each category. Individuals complete their own SWOT analysis and bring their results to the group for discussion.

Let's have a look at the Bologna Process as an example.

The Bologna Process (<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>)

The Bologna Process looks at creating a uniform course/credit system across the European Union. If our own units are to comply with the Bologna process, we may need to restructure all of our units and courses to comply with this international standard. In conducting a SWOT analysis the following information may be identified.

Strengths:

We have a clear unit weighting structure which we can use to compare with the Bologna standard.

Weaknesses:

Our systems for changing structures are wieldy and slow.

Opportunities:

By aligning ourselves with Bologna Standards it may open up increasing international exchanges and mobility options for our students.

Threats:

If we move to Bologna standards it may complicate credit transfer within Australia if other Universities don't move towards these standards.

When the group meets, all the participants categorise their thoughts under each category into a master list. The lists are then prioritised and aligned to the course strategy. In larger review systems smaller groups compile a list and then merge these lists with other groups until the entire group reaches consensus for each category. At the end of the process the group is clear about their course strengths, their course weaknesses, opportunities and threats...and the actions needed to move forward.

The intent is to improve decision making and to manage change, without assigning blame. It may also be important to have ground rules, such as noting every idea is worthwhile, all ideas have merit, some may not be adopted, and all members must participate.

By the end of this analysis it is much easier to identify priorities for each list and to assign accountabilities. Useful questions for each list include:

1. How can we capitalise on our strengths to maximise further opportunities.
2. How can we use our strengths to overcome threats and weaknesses, in order that we can further maximise opportunities.
3. What actions can be taken to minimise weaknesses and thereby overcome any threats.

The SWOT analysis enables a Course Coordinator to work through complex change issues, develop some coherence, and gain commitment of the group to work through these challenges.

Force Field Analysis

Kurt Lewin (cited in Quinn et al. 2003) first proposed a model called Force Field Analysis which stems from physical laws. Objects, at rest, stay at rest unless a force acts upon them, which is greater than the force which allows it to be stable. For example, a small child may not push an adult aside because they cannot generate enough force. However, a body builder may easily generate enough force to push aside an average person.

By applying these concepts to change within an academic course, forces can be identified which will support and move individuals along in the change process. In other words, if a Course Coordinator can identify forces which are stronger than resistance forces, change will likely be supported. Similarly, if resistance forces are greater than the forces supporting change, it is unlikely that change will occur.

Let's look at the Bologna Process as an example once again.

Pressures for Change	Pressures Against Change
Driving Forces	Resisting Forces
<ol style="list-style-type: none"> 1. Globalisation 2. Efficiency 3. Cost Effectiveness 4. Technological advances 	<ol style="list-style-type: none"> 1. Routine and Structure 2. Changes to IT infrastructure 3. More paperwork and admin. 4. Threat to autonomy

It is important to consider not only the length of the list but also the weight of each item. For example, the forces driving globalisation are far greater than the increased paperwork and administration that would occur as a result of the change. In examining the lists as well the group also needs to identify which items they can control or manage.

In order to support the change process, the drivers for change must exceed the resisting forces. As a result, additional driving forces may be needed along with removal of some of the resistance forces. Research as noted by Quinn et al (2003) notes that minimising or removing the resisting forces are most effective in driving change forwards.

Six Thinking Hats

Edward de Bono developed his thinking model called the Six Thinking Hats in the 80s. It is a very celebrated model that is very useful for structuring individual or group thinking and for promoting creativity during the change process. There are 6 hats which represent a specific way of thinking. Everyone puts on the same coloured hat during the thinking process and aligns their thinking accordingly. By structuring the thinking process in this manner, a Course Coordinator can reduce 'ego's and power' in the process because everyone is required to 'think' in the same manner.

The group works through the discussion in the sequence listed below. At each phase, everyone wears the same coloured hat, and can literally or metaphorically put on the hat. Once the discussion is completed under the colour of the hat, the group then moves on. The process facilitates creativity and thinking and can move a group forward during a change process.

Summary: Six Thinking Hats	
Hat	Thinking
White	facts, figures and objective information
Red	emotions and feelings
Black	logical critical thoughts
Yellow	positive constructive thoughts
Green	creativity and new ideas
Blue	overview and control of the other hats

If a Course Coordinator was to apply the Six Thinking Hats to our Bologna Process example, we would see the following examples of thinking under each hat within the group.

White	The Bologna Process was established in 2005. 45 European countries participated in the process. There is an undergraduate cycle of 3 years followed by a post graduate cycle.
Red	My gut feeling is that this would be a good thing to align ourselves with Europe. The world is so mobile, everyone is moving around. The more we can be international the better global citizens I think we become.
Black	If we don't comply with this process we will lose our marketability internationally. We will lose money and enrolments to those that adopt the process.
Yellow	This is an opportunity not only to align ourselves with the global education market but an opportunity to review our courses and how we allocate work and assessment across the curriculum.
Green	Why don't we design a new course under the Bologna Process guidelines? Let's ignore what we do now and create something new.
Blue	Overall the general feeling is we need to move forward on investigating this process and how we can move our course forward to comply. There are some new opportunities that may emerge from this process.

Course Coordinators can use the Six Thinking Hats methodology to move a group through an exploration process during the change cycle while managing some of the interpersonal dynamics which emerge, particularly when someone is offering a 'yellow hat' idea and someone criticises it because they are wearing a 'black hat'.

Nominal Technique

In trying to build consensus, the Course Coordinator can apply the Nominal Technique to obtain agreement on a change process. Staff are invited to participate in the experience which is managed by a chairperson. Once everyone is briefed on the issue or change initiative that needs to be

explored, individuals write down their ideas. Once everyone has completed their written responses, one by one, everyone provides their ideas which are written on flip charts or sticky notes (which can then be moved around).

Only one person speaks at a time as they share their idea and no one is allowed to say anything until all ideas are up on the flipcharts or sticky notes. This prevents egos or people in positions of power to influence the generation of ideas. It may take several rounds until all ideas are exhausted. Typically only one idea is shared at a time.

Once the ideas are all made public, duplications are removed and each item is then assigned a number. The group then decides which are the most important and rank orders the ideas (this is why sticky notes are great as they are movable). Once the ideas have been ranked ordered, the group can focus on the top priorities, for example, top 5 or top 10.

The Nominal Technique can be used by a Course Coordinator to solicit ideas about the change process in a more structured manner than just having individuals participate in a group. The technique allows for quieter and perhaps more reflective participants to share their ideas as these may be lost by more vocal, extroverted types.

Mind Mapping

Mind mapping can be used by a Course Coordinator to gain a deeper perspective on the complexities of a change management issue. The mind map draws information together and illustrates connections which can be used to develop strategies and plans to manage the change process.

Mind maps help a person break out of the linear problem-solving approach to one that is two dimensional, visual and integrative. 'A picture is worth a thousand words', similarly, a mind map provides a good visual image to maintain one's focus on an issue or problem.

The main concept is generally drawn in the middle. Simple words are used. Ideas and peripheral issues are connected by lines to the main concept. Other interconnections may be made to illustrate how concepts are linked. Thin, coloured, thick lines can be used. Ideas can be put into circles or boxes. Colours can be used as well. All of these design features help to add meaning and a deeper understanding to the issue being addressed. Mind maps can be done independently by a Course Coordinator to gain an understanding of a complex change issue, or be developed by a group to deepen their understanding of how change will impact, course delivery, for example.

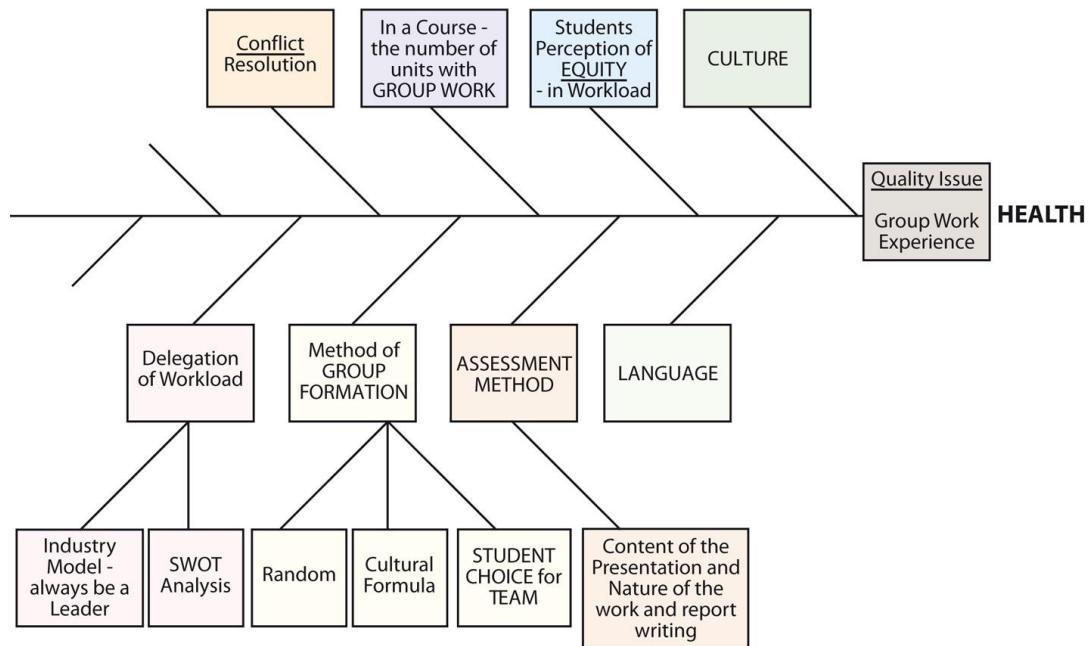
There are lots of resources on the WWW to assist you in understanding Mind Maps.

This site is useful for learning how students can use mind maps in their study.

James Cook University (<http://www.jcu.edu.au/>). Do a search for **Mind Maps**. For a broader overview of mind mapping, visit **Wikipedia** (http://en.wikipedia.org/wiki/Mind_map)

Ishikawa Diagram

Visit Wikipedia to find out about the **Ishikawa Diagram** (http://en.wikipedia.org/wiki/Ishikawa_diagram). The Ishikawa Diagram is also known as the Fishbone Diagram and is a pictorial method for illustrating perspectives on an issue and for deepening understanding. It was developed by Kauro Ishikawa (1969). It is a useful method for investigating, for example, a problem within a course. For example, a health sciences program is finding that many of its International students are experiencing difficulty in their fieldwork assignments, despite good academic performance. The Ishikawa Diagram is a useful way for mapping potential sources or causes of the problem, and then investigating each one in more depth, with the aim of coming up with some resolution.



The problem is specified at the right end of the diagram or backbone. The possible causes of the problem are drawn as bones off of the main backbone. The Course Coordinator can use the team to brainstorm possible sources/causes to build the bone structure of the diagram. As much specificity as possible is used to detail the problem. For example, the 'Delegation of Workload' bone can be expanded further with additional bones drawn off this particular bone segment.

The Course Coordinator would facilitate this process with his/her course team who would present the problem. The team would then explore root causes of the problem and possible actions.

The Ishikawa diagram has its roots in the quality movement and as such can be a useful problem-solving tool for Course Coordinators to improve course quality. From the information obtained from this analysis, a change process may then follow as the group works towards implementing action to eliminate the root problem.

Required Reading

Crossan, Mary M., Henry W. Lane, and Roderick E. White. "[An Organizational Learning Framework: From intuition to institution.](#)" *Academy of Management Review* 24, no. 3 (1999): 522-537.

This article provides a theoretical framework for organisational learning (and change) that is closely aligned to the experiential learning model espoused by Kolb (1984). It provides a great framework for understanding how learning takes place in an organisation and why each of the steps is necessary for successful change.

Implementing an Outcomes approach to Postgraduate Learning – An Organisational Learning Framework

This paper is a case study of an organisational change program at the Graduate School of Business. The School moved to virtual online delivery of its MBA program. This transformational change is examined against experiential learning and the organisational learning framework of Crossan et al (1999). It provides an application of change theory to practice in an academic environment.

Additional Resources

Websites

Problem-solving Tools

SWOT Analysis

Visit **Idaho State University** (<http://www.isu.edu/>) and do a search for **SWOT**.

This site provides an overview of the SWOT analysis process within an academic setting. It also provides further links to other sites if you want more information on this process.

Force Field Analysis

Have a look at the **ACCEL Team** website (<http://www.accel-team.com/>) and search for **Force Field**.

This site provides an overview of the Force Field Analysis process, along with a diagram to illustrate the working of the forces. An example application is provided.

Six Thinking Hats

Visit the Mind Tools website (<http://www.mindtools.com/>) and do a search for **Six**.

Also have a look at the **My Zoo Optus** website (<http://optuszoo.ninemsn.com.au/>) and do a search for **Six Thinking Hats**. Select the summary by Sylvie Labelle.

These two sites provide an overview of the Six Thinking Hats model along with a useful worksheet that you can download and use. Links to Edward de Bono's book on this topic are also provided.

Nominal Group Technique

Go to the Journal of Extension website (<http://www.joe.org/>) and search for **Nominal Group**.

The site provides a quick snapshot of the nominal technique. Course Coordinators will find this useful in setting up this technique with their team, particularly when discussion around an initiative may be challenging and pose conflicting views. In spite of its issues around authenticity and credibility of definitions, **Wikipedia**, (http://en.wikipedia.org/wiki/Nominal_Group_Technique) also provides a description.

Mind Mapping

Visit **James Cook University** (<http://www.jcu.edu.au/>). Do a search for **Mind Maps**.

This is a great site as it provides a great resource for students wanting to learn more about mind maps and how they can be used to support study and learning.

Also visit the **Mind Tools** website (<http://www.mindtools.com/>) and do a search for **Mind Maps**.

This other site provides a different description with an excellent illustration of a mind map. There is access to free programs to help you improve your skills in using mind maps. Links are also provided to mind mapping software.

Ishikawa Diagrams

Visit **Wikipedia** to find out about the **Ishikawa Diagram**

(http://en.wikipedia.org/wiki/Ishikawa_diagram). Click on the **Article on Ishikawa diagrams** link under **External links**. This site provides a description of the Ishikawa Diagram and how it can be used to work through a problem and the concomitant change process that needs to accompany it. It is another useful tool that Course Coordinators may use to try and identify problems within a course and the action that is needed.

(These links are current at the time of publication, if they fail please advise your Program Coordinator or post a message on the discussion board in the 'Help us to help you!' forum.)

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