

# **FLEXIBLE AND BLENDED NOTES**

## **1. Introduction to FaB**

In education various approaches have been used and these have evolved within the years. Curriculum developers and designers have tried to come up with new course designs in their attempt to improve quality in teaching and learning. Policy makers have stipulated new guidelines aimed at quality assurance and improvement within the education sector in their respective countries. Teachers have also been changing their pedagogies in their attempt to improve teaching and learning. Flexible and Blended learning is the latest approach in the education domain that has been in practice for a few decades now in the Diaspora. The approach is becoming more and more popular due to its nature of inclusiveness and learner-centeredness

## **2. FaB Terminologies and concepts**

### **Flexible Learning**

According to Shurville et al. (2008) “Flexible Learning is a set of educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization to suit the learner. In particular, flexible learning provides learners with choices about where, when, and how learning occurs”.

### **Online Learning**

It is a type of distance learning that takes place over the internet. Another name for online learning is e-learning. It is the type of education that requires computers, laptops, or smartphones, and a high-speed internet connection. Online learning is also used in schools and colleges.

### **Blended Learning**

It is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a “thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008). Blended learning is sometimes called hybrid or mixed-mode learning. For more details about Blended learning, [click here](#) .

### **Distance Learning**

Educational situation in which the instructor and students are separated by time, location, or both. Education or training courses are delivered to remote locations via synchronous or asynchronous means of instruction, including written correspondence, text, graphics, CD-ROM, online learning, audio and videoconferencing, interactive TV.

### **E-learning**

According to Jisc, who champion the use of digital technologies in UK education and research, eLearning can be defined as “ learning that is facilitated and supported through the use of

information and communications technology''. It is the use of technology to deliver learning e.g desktop and laptop computers, tablet devices such as iPads, software, including assistive software, interactive whiteboards, digital cameras, mobile and wireless tools, including mobile phones etc

### **Learning Management Systems (LMS)**

Software that automates the administration of training. The LMS registers users, tracks courses in a catalog, records data from learners; and provides reports to management. An LMS is typically designed to handle courses by multiple publishers and providers. It usually doesn't include its own authoring capabilities; instead, it focuses on managing courses created by a variety of other sources.

### **Face to Face Learning**

Term used to describe the traditional classroom environment.

### **Massive Open Online Courses (MOOC)**

MOOCs (Massive Open Online Courses) are online courses made available to a very large number (up to hundreds of thousands) of learners. They are accessible to all for free.

### **Synchronous Learning (real time)**

A real-time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other. In this virtual classroom setting, the instructor maintains control of the class, with the ability to "call on" participants. Common methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streamed lectures that must be viewed in real time.

### **Asynchronous Learning (time delayed)**

A mode of learning which does not require real-time interaction; instead, content is available online for students to access when it best suits their schedules, and assignments are completed to deadlines. Asynchronous online classrooms use forums and message boards to keep a running dialogue between participants. They also incorporate self-guided lessons, workshops, and shared files.

### **E-portfolio**

Electronic portfolios, or e-portfolios, are collections of writing, documents and other artefacts maintained individually by students to demonstrate their learning over a course or program

### **Self-paced Learning**

An offering in which the learner determines the pace and timing of content delivery.

### **Virtual classroom**

The online learning space where students and instructors interact.

## ICT integration and 21st Century skills

### 1. Definition of Terms

**ICT**-Includes any communication device such as radio, television, cellular phones, computer and network, hardware and software, satellite systems, and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning

**ICT integration**- ICT integration refers to the process of using any ICT (information resources on the web, multi-media programmes in CD-ROMs, learning objects or other tools)to enhance student learning.

-It is the seamless incorporation of technology to support and enhance students' engagement in meaningful learning and for the attainment of curriculum objectives.

### 2. Importance of ICT in education

- **E-learning or Online Learning:** The presence of ICT in education allows for new ways of learning for students and teachers. E-learning or online learning is becoming increasingly popular and with various unprecedented events taking place in our lives, this does not only open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom but also allows them to ensure students outside the classroom such as at home or even in hospitals can learn.

- **Cooperative learning-** ICTs can help to develop skills to work in collaboration and data processing. In most cases, teachers encourage teamwork as it allows students to better understand each other

- **ICT brings inclusion:** The benefits of ICT in education is of such that students in the classroom can all learn from the curriculum material. Students with special needs are no longer at a disadvantage as they have access to essential material and special ICT tools can be used by students to make use of ICT for their own educational needs. Despite this, it opens up new issues related to the 'digital divide' and providing access to ICT tools and resources for those who are less fortunate.

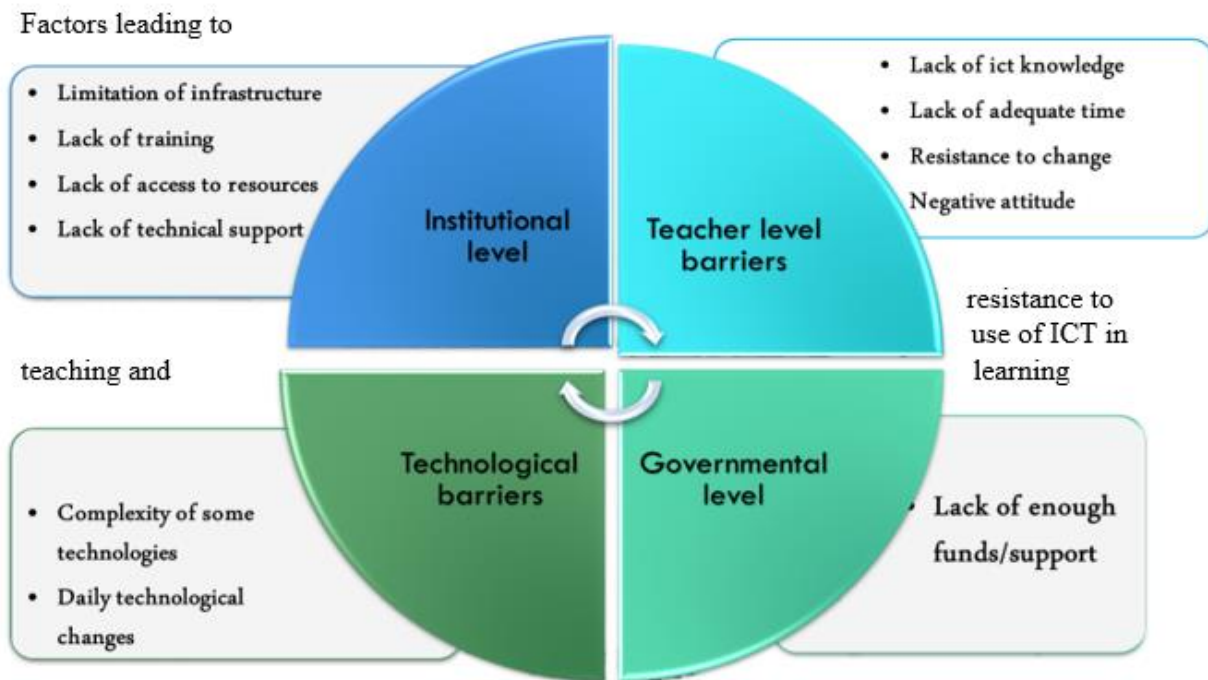
- **ICT promotes higher-order thinking skills:** One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing

solutions to problems. Students need to discuss, test, and conjecture the various strategies that they will use.

- **ICT enhances subject learning:** It is well known these days that the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy.
- **ICT use develops ICT literacy and ICT Capability:** Both are 21st-century skills that are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts.
- **ICT use motivates learning:** Society's demands for new technology has not left out learners and their needs. Learners are fascinated with technology and it encourages and motivates them to learn in the classroom.
- **ICT in education improves engagement and knowledge retention:** When ICT is integrated into lessons, learners become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. As a consequence of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently.
- **ICT use allows for effective Differentiation Instruction with technology:** We all learn differently at different rates and styles and technology provides opportunities for this to occur.
- **ICT integration is a key part of the national curriculum:** The integration of digital technologies or ICT is a significant part of the Curriculum for example, and this is a trend that many global governments are taking up as they begin to see the significance of ICT in education.
- **We live in a “knowledge economy”:** This is an economy where it is vital to have the ability to produce and use information effectively (Weert, 2005). It is a time when ICT is pervasive and permeates throughout all industries in the economy whether it may be health, education, environment, or manufacturing (Moon, Feb/Mar 2007). The significance of ICT in the Australian economy was emphasized in the recent article by Alan Patterson, CEO of the Australian Computer Society, in his statement that the “ICT industry now rivals mining in terms of the contribution to the economy” (Patterson, Jan/Feb 2013, p. 8).

### 3. Factors leading to resistance to use of ICT in teaching and learning

## Causes of Resistance to ICT integration in education



### 4. Resistance to ICT integration in education

Factors leading to resistance to use of ICT in teaching and learning

- **Inadequate teacher training in ICT use** -only a small percentage of teachers have adequate technical ICT skills this results in a serious obstacle to ICT implementation
- **Lack of Access to ICTs and other related infrastructure**-teachers who are not regular users of ICT tools lack confidence in using ICT and do not perceive it to be useful for their personal work and for their teaching.
- **Lack of Administrative support of ICT in schools** -unrestricted access to training would amount to effective use of computers if teachers are expected to use ICT in a meaningful way. In this regard, strong leadership is critical to computer integration and ICT implementation in teaching and learning in general
- **Inadequate Funding for ICT investment in education** -Cost is an important factor that guides the adoption and growth of ICT in a country. Most developing countries are constrained by resource scarcity. Even where the importance of ICT is recognized, the allocation for the development of ICT is often inadequate
- **Inadequate time to prepare to teach with ICTs in classrooms** -adequate time must be allowed for teachers to develop new skills, explore their integration into their existing teaching practices and curriculum, and undertake necessary additional lesson planning if ICTs are to be used effectively
- Negative Attitude of teachers

- Lack of motivation to adopt ICT as a teaching aid tool
- Complexity of some technologies

## 5. 21ST Century Skills for TVET Trainer

### Introduction

The fourth industrial revolution (IR 4.0) is rolling out across the globe that caused extensive reforms in the curriculum, instruction, and assessments. Due to the fast changing digitally-enabled environment, there is a need to prepare the learners to the foreseeing greater demands of life and work in the 21st century. The questions arises that “What are the skills that learners that need to be successful in this rapidly changing world and what competencies do teachers need, in turn, how to be effectively teach those skills to their learners?”

**21<sup>st</sup> -century skill-** 21<sup>st</sup>-century skills refer to the knowledge, life skills, career skills, habits, and traits that are critically important to student success in today’s world, particularly as students move on to college, the workforce, and adult life.

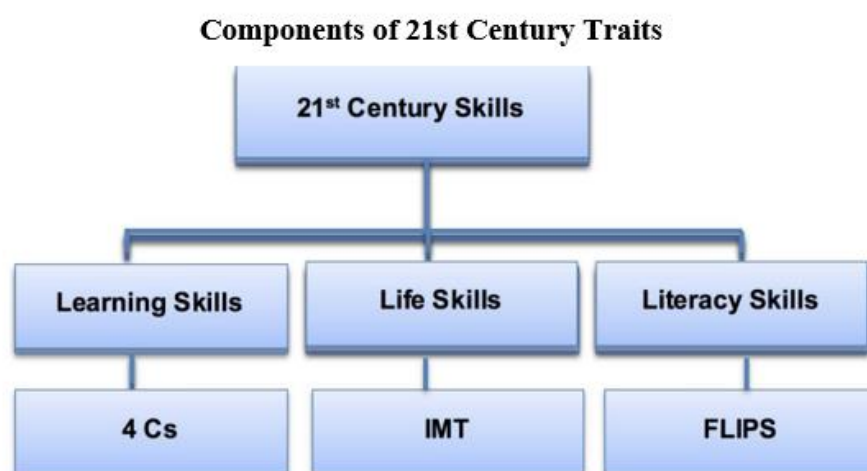


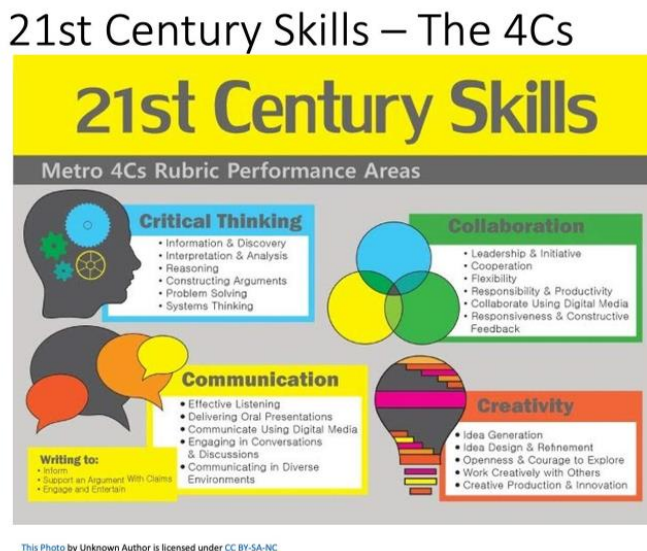
Figure 1: Components of 21<sup>st</sup> Century Skills - 3 Ls: 4Cs, IMT, FLIPS  
(21<sup>st</sup> Century Skills, A Handbook, Central Board of Secondary Education, Delhi, 2020)

- **Learning Skills** - skills required for the acquisition of new knowledge.
- **Life Skills** – skills required for successfully leading everyday life.
- **Literacy Skills** - skills that help in creating and gaining new knowledge through reading, media and digital resource

## 6. 4C's of 21st Century skills

The 4Cs are essential for contemporary learners to succeed academically and in the workforce. They often make the greatest impact in terms of setting your learners apart when applying for and starting their careers.

-Stauffer, B. (2020)



## 7. ICTs and the changing role of the teacher

Ever thought about your role as a teacher in the 21st century? The roles of teachers are evolving due to changes in technology and ease of access to information. Classrooms of today are shifting from a teacher-centered learning environment to a learner-led learning environment. The teacher today is expected to be more of a facilitator of student learning than gatekeeper of information. Teachers of the 21st Century are to create an enabling environment where students can develop the skills that are relevant and applicable. Here are a few roles teachers today are expected to perform:

### • **Creator of an Enabling Environment**

A teacher today is one who creates a safe, and engaging learning environment where learning can occur. A key requirement is to create rapport and meaningful relationships with the students. The teacher will have high expectations for student behavior and academic achievement, but since she/he has created authentic relationships, the students will work hard to meet and exceed those expectations. He/she creates multiple learning experiences to create a positive and productive learning environment for all the students in the classroom

### • **Facilitator not Controller of Learning**

The teacher's role is changing from one where the teacher is in control of everything that goes on in the classroom to one where the teacher shares some of the leadership with the students. Students are expected to take responsibility for that learning through the use of projects, research, group, and pair work. The teacher's role is to guide learners to use available resources such as the internet, help students clarify ideas and provide feedback.

### • **Provokes Curiosity and motivation to learn**

Today's teachers are expected to prompt and encourage students to adopt practical ways of understanding issues. The teacher's role is to provoke students to become independent, creative, and critical thinkers by providing experiences, such as problem-solving activities that develop these skills. The teacher's role is to identify ways to engage and motivate the students to learn.

- **Promotes Collaboration**

One of the key skills required for the 21<sup>st</sup> Century is Collaboration. Increasingly, the teacher's role is to promote collaboration amongst the students. Learning through collaboration is said to be one of the most effective forms of learning. Learning in groups enhances learning and critical thinking skills. The teacher is to provide collaborative activities such as debates, group projects, joint problem-solving opportunities, etc

- **Makes Learning Relevant and Engaging**

Education is about making learning alive, relevant and connecting it to the real world. Learning does not have to be limited to the classroom. The teacher's role is to look for various ways to make learning engaging and relevant – from connecting with schools and students across the world to school excursion, to bringing in subject experts to interactive games. The 21st Century teacher utilizes the effectiveness of all available technology to make learning relevant and engaging.

- **A Leader and Education Advocate**

Increasingly teachers are expected to take on leadership roles in the educational community. The 21<sup>st</sup> Century teacher is expected to influence the culture of the school and school community. She/he must build strong relationships stakeholders and exhibit the competence and confidence to inspire and motivate everyone involved in the educational process. The 21<sup>st</sup> Century teacher is competent, and confident, understands the needs of education in the 21st Century and is an asset to both the school and education community at large.

## **MANAGING CHANGE TOWARDS FAB IN EDUCATION**

### **Definition of terms**

#### **Change Management:**

- A systematic approach to dealing with the transition or transformation of an organization's goals, processes or technologies
- The controlled identification and implementation of required changes within a computer system
- The application of a structured process and set of tools for leading the people side of change to achieve a desired outcome.

### **MODELS OF CHANGE MANAGEMENT**

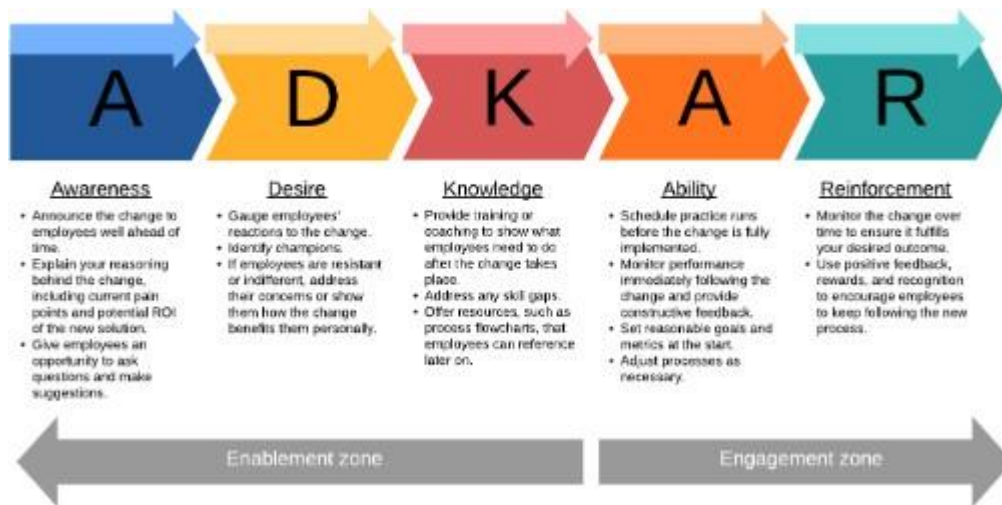


## **1. ADKAR model**

The ADKAR model is popular for its people-focused approach to change management. Created by Jeffrey Hiatt, the ADKAR change model helps facilitate change on an individual level since change is often less about the changes themselves and more about people's reactions to them. ADKAR is an acronym for:

- Awareness: Awareness of the need to change
- Desire: Desire to participate in and support the change
- Knowledge: Knowledge of how to change
- Ability: Ability to implement the change

- Reinforcement: Reinforcement to sustain the change

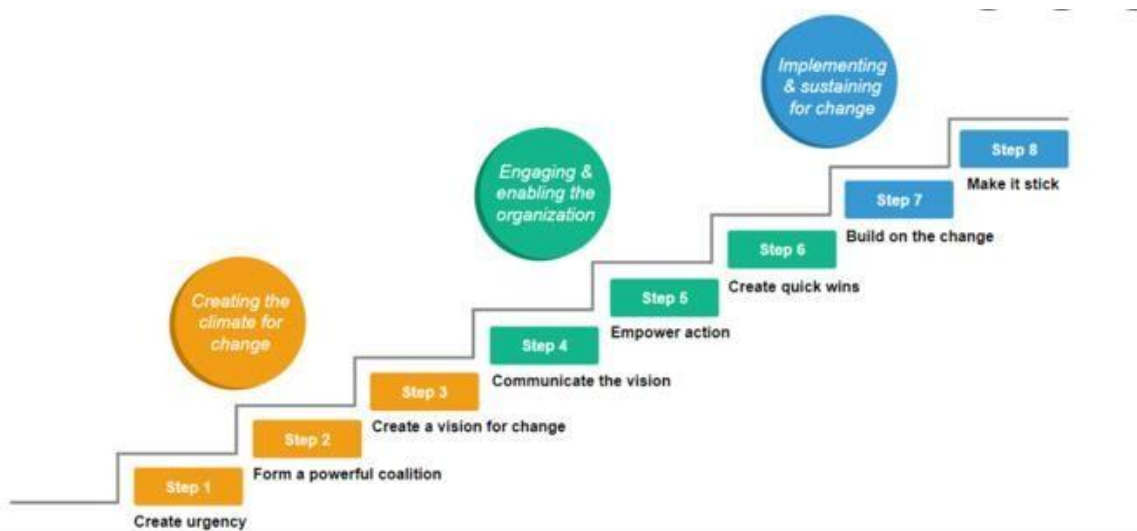


## 2. Kotter's 8-step change model

A process that uses employee's experience to reduce resistance and accept change.. The eight steps are:

1. Create a sense of urgency.
2. Build a strong coalition.
3. Form a strategic vision.
4. Get everyone's buy-in.
5. Enable action by removing barriers.
6. Generate short-term wins.
7. Sustain acceleration.
8. Institute change.

Kotter's change management process skillfully turns possibly resistant individuals into receptive participants through trust, transparency, and teamwork. By identifying the end goal, employing everyone's involvement, and executing the impending changes together, this process remains a long-standing favorite among change management models.



### 3. Kubler-Ross change curve

A strategy that breaks down how people process change using the 5 stages of grief.

Most widely known as the five stages of grief, the Kubler-Ross change curve can also be thought of as a reliable change management strategy due to its breakdown of how people process change in general. Organizations can better prepare for change when they also anticipate the possible reactions by their workforce. The five stages are:

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

If teams and companies lose sight of whom their changes impact the most, then their attempts to make those changes will be for naught. Changing an organization is not like changing a tire; there are emotional factors to consider.

One caveat to consider with this change management strategy is that these stages are not always sequential and that everyone can progress through them differently, so its effectiveness is not always predictive. As such, it can also be used to supplement other change management models for a two-fold approach.

## **1. Denial**

The first stage is shock or denial, and an individual puts forward their defense mechanisms to deflect the actual occurrence of the change. There is a steep decline in employee productivity in this stage, as it's only human to cling to past processes or individual expectations, leading to a disconnect with reality.

## **2. Anger**

When the reality of change sinks in, it's manifested in the form of fear or anger. Any change initiative has the potential to spiral out of control in this stage, resulting in significant change failures.

For example, video marketing software company, focused on aggressive business growth. Post its profitability, leaders went astray from company values, causing employee burnout & attrition. Instead of investing in the existing strategy and framework, the company hired aggressively, spent more on advertising, and consumed its current profits.

## **3. Bargaining**

Once an individual crosses the anger stage of the change curve, they attempt to salvage the situation by exploring the path of least objection. They may try to negotiate and find a compromise.

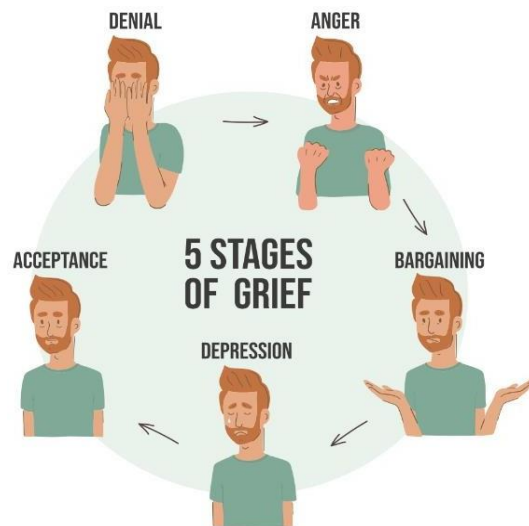
## **4. Depression**

In the depression stage, a person loses hope entirely. There are signs of extreme sadness, regret, and demotivation.

## **5. Acceptance**

In the final stage of the change curve, individuals come to terms with the change. Their inhibitions are lowered, they accept the change, and start to explore new favorable opportunities that are a result of the change. Once employees accept the change, you must cement the change into your organizational culture to avoid reverting to old habits.

## The Kübler-Ross Change Curve



### 4. McKinsey 7s model

A process centred around the alignment seven fundamental elements of any organization  
Hard elements (easiest to identify and control)

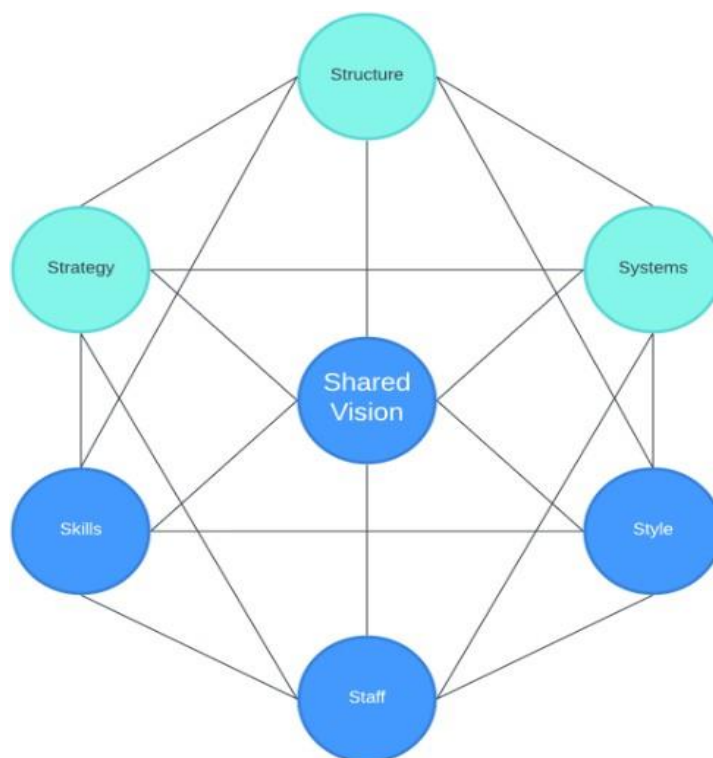
- Strategy
- Structure
- System

Soft elements (more subjective and difficult to change)

- Shared values
- Staff
- Style
- Skills

These elements are interconnected, and if one element is altered, the change will ripple out and affect the other elements. Companies tend to use the 7s model when they implement changes in the organization and need to align different departments and processes.

As an example, if a company grows rapidly from 15 employees to 50 employees, the staff, shared values, and structure of the organization will probably change and are going to affect the other elements. Using the 7s model, it is possible to understand the changes and realign



the elements during growth to keep everything running smoothly.

## 5. PDCA model

A cyclical and iterative change management process focused on continuous improvement. Also known as the Deming wheel or control cycle, the PDCA model was developed by William Deming during the 1950s. Standing for Plan-Do-Check-Act, the PDCA model is a cyclical and iterative process for continuous change and improvement. It helps organizations make improvements by following a simple process: devise a plan, test the plan, implement the plan, evaluate the plan's success, and make the necessary changes. Rinse and repeat.

### The Four Phases of the PDCA Cycle

With the PDCA cycle you can solve problems and implement solutions in a rigorous, methodical way. Let's look at each of the four stages in turn:

#### **1. Plan**

First, identify and understand your problem or opportunity. Perhaps the standard of a finished product isn't high enough, or an aspect of your marketing process should be getting better results.

Explore the information available in full. Generate and screen ideas, and develop a robust implementation plan.

Be sure to state your success criteria and make them as measurable as possible. You'll return to them later in the Check stage.

#### **2. Do**

Once you've identified a potential solution, test it safely with a small-scale pilot project. This will show whether your proposed changes achieve the desired outcome – with minimal disruption to the rest of your operation if they don't. For example, you could organize a trial within a department, in a limited geographical area, or with a particular demographic.

As you run the pilot project, gather data to show whether the change has worked or not. You'll use this in the next stage.

#### **3. Check**

Next, analyze your pilot project's results against the criteria that you defined in Step 1, to assess whether your idea was a success.

If it wasn't, return to Step 1. If it was, advance to Step 4.

You may decide to try out more changes, and repeat the Do and Check phases. But if your original plan definitely isn't working, you'll need to return to Step 1.

#### 4. Act

This is where you implement your solution. But remember that PDCA/PDSA is a loop, not a process with a beginning and end. Your improved process or product becomes the new baseline, but you continue to look for ways to make it even better.



## 6. Bridges Transition Model

A people-centred model focused on managing people's experience transitioning to change.

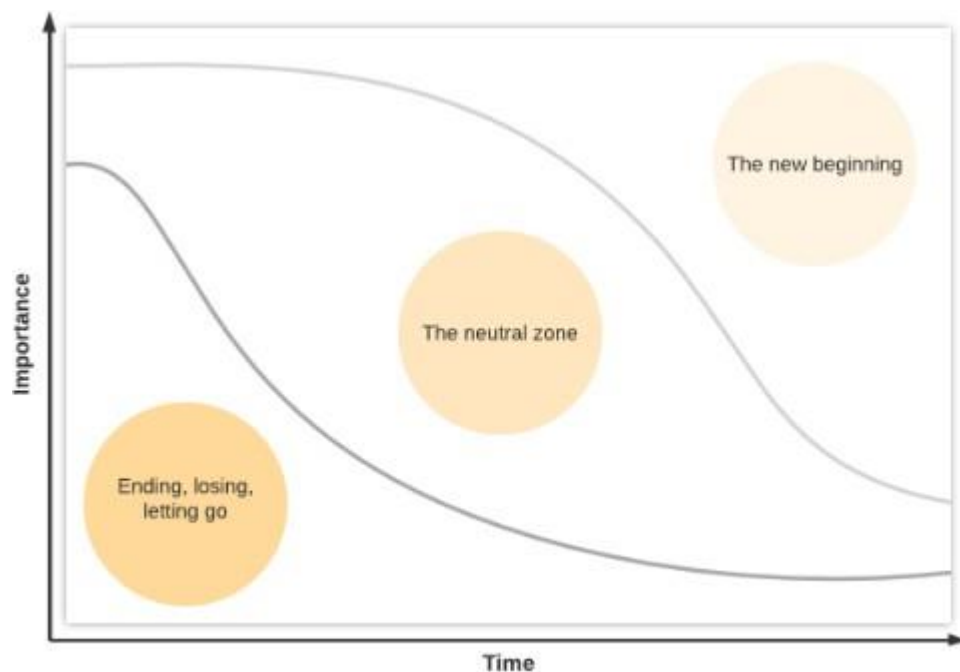


Similar to the Kubler-Ross change curve, the Bridges Transition Model is another people-centred approach to change management.

According to the Bridges Transition Model, the key to change management isn't the results of the change, but the way the employees let go of the old and accept the new. The Bridges Transition Model is best used during large changes to help employees through the process.

There are three stages that occur when people transition to change:

1. **Ending, losing, and letting go:** As contradictory as it seems, the first step in the transition model begins with an end and is typically the most emotional for employees. Failure to acknowledge employees' feelings may cause them to reject the changes so it is important to clearly communicate the purpose and benefits of the change.
2. **Neutral zone:** During this phase, employees adapt to the change and get up to speed with new processes. Communicate quickly and clearly when issues arise to avoid confusion and frustration.
3. **New beginnings:** The last stage of the transition is acceptance. Employees have a sense of direction and understand why the changes needed to happen. Highlight the success of the changes to demonstrate the tangible results of the employees' hard work.



## CHANGE MANAGEMENT PRINCIPLES

Change management principles are the guiding practices business leaders should follow to effectively manage change, transitions, and disruptions within an organization.

**Address the human side of change systematically:** Any transformation of significance will create people issues. New leaders will be asked to step up, jobs will be changed, new skills and capabilities must be developed, and people will be uncertain and will resist. Dealing with these issues on a reactive, case-by-case basis puts speed, morale, and results at risk.

**Change starts at the top and begins on day one:** Change is inherently unsettling for people at all levels of an organization, and when it is on the horizon all eyes will turn to the CEO and the leadership team for strength, support, and direction. The leadership must change first to challenge and motivate the rest of the institution, speaking with one voice and “walking the talk” to model desired behavior.

**Real change happens at the bottom:** As transformation programs progress through strategy/target setting, design, and implementation, they affect different levels of the organization. Change efforts must include plans for identifying leaders and pushing responsibility for design and implementation down through the organization. Strategy and target setting is usually the responsibility of the leadership team and its direct reports.

**Confront reality, demonstrate faith, and craft a vision:**

Individuals are inherently rational and will question to what extent change is needed, whether the company is headed in the right direction, and whether they want to personally commit to making change happen. They will look to the leadership for answers. Articulating a formal case for change and creating a written vision statement are invaluable opportunities to create (or force) leadership team alignment.

**Create ownership, not just buy-in:** Large change programs require a distributed leadership that has broad influence over decisions both visible and invisible to the senior team. Change leaders must over-perform during the transformation and be the zealots that create critical

mass for change in the workforce. This requires more than mere buy-in or passive agreement that the direction of change is acceptable.

**Practice targeted over-communication:** The best-laid plans are only as good as the institution's ability to understand, adopt, and act on them. Too often, change leaders make the mistake of believing that others understand the issues, feel the need to change, and see the new direction as clearly as they do.

**Explicitly address culture and attack the cultural center:** Company culture is an amalgam of shared history, explicit values and beliefs, and common attitudes and behaviors. Change programs often require amending, creating (in new companies or companies built through multiple acquisitions), retaining (in storied consumer goods or manufacturing concerns), or merging (in mergers or acquisitions of large companies) culture to be successful. Culture should be addressed as thoroughly as any other area

**Assess the cultural landscape early:** Successful change programs pick up speed and intensity as they cascade down, making it critically important to understand and account for culture and behaviors at each level of the organization. Companies often make the mistake of assessing culture either too late or not at all.

**Prepare for the unexpected:** No change program has gone completely according to script. People will react in unexpected ways, areas of anticipated resistance will fall away, and the external environment will shift. Effectively managing change requires constantly reassessing the impact of change efforts and the organization's willingness and ability to adopt the next wave of transformation.

**Speak to the individual as well as to the institution:**

Change is a personal journey as well as an institutional one. It truly does happen one person and one team at a time. Individuals (or teams of individuals) need to know how their work will change, what is expected of them during and after the change program, how they will be measured, and what success or failure will mean for them.

## **REASONS FOR CHANGE RESISTANCE.**

Definition:

The unwillingness to adapt to new circumstances or ways of doing things. It can happen with individuals, relationships, or within organizations. There are many reasons for resistance, but at its heart, resistance is rooted in fear of the unknown. People are biologically wired to look for patterns and predictability, and any uncertainty — even if it's anticipated or positive

## **REASONS FOR RESISTANCE TO CHANGE**

In their work on resistance to change theory, John P. Kotter and Leonard A.

Schlesinger concluded that there are four common situations in which people's resistance to change germinates and grows:

1. Self-interest
2. Misunderstanding and lack of trust
3. Different evaluations
4. Low tolerance for change

Using our example of change, we can see how different types of resistance to change develop.

### **1. Self-interest**

When someone believes they may lose something valuable as a result of the change, they are likely to resist the change. People focus on their own self-interests (every stakeholder has their own agenda) and not the best interests of the organization. Eventually this develops into group resistance to change.

In our example, the worker is losing his direct relationship with 'the boss'. He feels that his voice is no longer heard, because of the new reporting line put in place. The worker will come up with reasons why the new way of doing things will not work, and small errors and any downtime will be blamed on the change.

### **2. Misunderstanding and lack of trust**

A lack of understanding about the implications of the change is also a driver of resistance to change. An existing lack of trust between the manager initiating change and the workers expected to implement it exacerbates this misunderstanding.

For example, if the auto worker believes that the new technology he is being asked to use will reduce the time it takes to do the job, he may believe that his job is threatened – or that he will lose overtime and experience a cut in earnings – no matter what the manager says. Trust is crucial when making organizational change.

### **3. Different evaluations**

This situation arises when people assess the impacts of transformation differently to their managers or others who initiate the change.

In our example, it may be that the manager initiating the change has access to information that the workers don't have. The reorganization of reporting lines may be needed because of the need for closer collaboration with the engineering department. However, the workers on the shop floor view the change as another (unnecessary) layer of management and are suspicious that the supervisor's real role is to micromanage the department as it prepares for redundancies.

### **4. Low tolerance for change**

Some people fear change because they worry that they cannot develop the skills and abilities needed. This is particularly true of projects that require rapid change – the bigger and faster the change, the harder it is for people to come to terms with.

In the book 'The Planning of Change', authors Warren G. Bennis, Kenneth D. Benne, and Robert Chin also discuss how personality affects individual ability to cope with change – a theme that also runs through Peter Drucker's theories on management.

## **STRATEGIES FOR OVERCOMING RESISTANCE TO CHANGE**

When considering the strategies and techniques for reducing resistance to change, there are six broad areas in which organizations must operate.

### **1. Communication and education**

Common issues that cause resistance to change include fear of the unknown and a misunderstanding of why change is needed.

People will only accept change if they believe the risk of doing nothing is higher than the risk of changing direction. Similarly, if people don't understand why change is needed, they will question why you are changing something that they believe works well.

Communication and education about the change should begin before it is initiated. This will help your people to rationalize the change, and ensure that individuals and teams receive adequate information to make positive judgements.

## **2. Participation**

A lack of belief that the organization can make effective change leads to resistance to change. Likewise, when people aren't consulted and change is forced upon them, there is likely to be more resistance. This is especially the case if people believe their jobs will be at risk.

It is critical that the stakeholders and those implementing change are involved in its design. A collaborative effort will engage people in the change, and in the identification of potential issues and solutions. People are far less likely to resist change that they have helped to create.

Many studies have shown that participation has wide-ranging positive effects during periods of organizational change. For example, a 2011 study (Change Recipients' Reactions to Organizational Change: a 60-Year Review of Quantitative Studies) found that participation reduces resistance to change and leads to positive effects such as change readiness and acceptance, a sense of competence, a sense of control and better trust. Participation will reduce the stress that snaps your people's desire to change.

Another participative strategy is to employ socialization, putting people before practice and ensuring that shared values crush resistance to change.

## **3. Support**

Organizational transformation is usually accompanied by a change to routines, taking people out of (long-established) comfort zones. This may also lead to exhaustion, especially if the organization is subject to frequent change or business evolution.

Even if people appear to be accepting of change, it may be that they are simply resigned to it. They must be given the support needed to enable new skills to be developed and ensure that change burnout does not become a reality.

Support requires managers to develop their emotional intelligence and connect with their people. Offering adequate support is also time-consuming, requiring trained managers and leaders to employ coaching tactics to be most effective when managing change in an organization.

#### **4. Agreement**

Resistance to change is also precipitated when people feel they will be negatively affected by its consequences. This may be because of a perception that their earnings or career potential will be harmed or that the rewards of the change are not worth the effort required.

To combat this type of resistance to change, an organization may consider offering incentives. Such incentives may include extra pay, improved benefits, or offering structured career plans. This strategy requires negotiation to reach agreement. The drawback is that such agreements can be expensive and do not guarantee engagement with change.

#### **5. Co-opting**

People become connected to the way that things have always been done. There are often strong emotional connections to processes and procedures that employees may have been at least partly responsible for developing. To bond with the old may require a Herculean effort.

One strategy is to co-opt those who may be most resistant to change into central roles in the implementation of change initiatives. This can gain the support of would-be resisters relatively cheaply, though it does come with a caveat – placing people who are deemed to be resistant to change in such positions could give them a position from which to influence greater resistance across a wider audience.

#### **Tactics to overcome resistance to change:**

Here are seven techniques for reducing resistance to change in the workplace and helping to embed engagement in your change process.

## **1. Structure the team to maximize its potential**

After communicating the change initiative, consider the strengths and weaknesses of each team member.

In one-to-one sessions, establish how the team member is best suited to aiding with the change initiative, and consider ways in which it may help the individual improve personal weaknesses while simultaneously taking advantage of their strengths.

Give team members appropriate roles and responsibilities that use skills to their best advantage, while also providing the potential for personal and team development. Such a personal collaboration within the team effort will help engage each team member in the change effort.

## **2. Set challenging, achievable and engaging targets**

Be clear in guidance about goals and targets. Break change projects into smaller milestones, and celebrate achievements. Goals should be progressive and in line with values and beliefs.

Don't limit the creation of milestones and measurement of goal achievement to the overall effort. While these are important team milestones that will help to motivate the team to continue with maximum effort, it is also important that you consider individual progress. Seek ways to anchor personal development to the creation and continuation of team goals along the change journey.

## **3. Resolve conflicts quickly and effectively**

Utilize the seven methods of care-fronting to regulate and control communicative breakdowns. Encourage openness and honesty and engender an environment of mutual trust and respect.

It is imperative to engender a good team spirit, so you should consider ways in which you can do so. During periods of change, tensions may run high and personal anxieties will be heightened. Team meetings and team bonding sessions will help your people to understand and appreciate their colleagues more easily, especially if you ensure transparency of



communication and a systematic approach to problem solving that encourages frank exchange of view to reach a collective and collaborative partnership.

#### **4. Show passion**

Communicate passionately and be an example of belief in the future vision. When other people see leaders' behaviors emulating those required by change, they more quickly come into line with the new behaviors and become change advocates themselves.

'Where leaders tread, others follow' is an apt edict for executives to live by. Only by being the change can you expect others to onboard the new values and behaviors expected.

#### **5. Be persuasive**

Engage employees in change by being an energized leader. Focus on opportunities, and persuade rather than assert authority. Share experiences as you persuade change through stories that focus on positive change.

Train your storytelling brain to discover ways to explain culture, brand and the future vision with similes that help employees relate to organizational motives and goals.

#### **6. Empower innovation and creativity**

Give opportunities for feedback and remain flexible as you alter course toward your change goals. Encourage people to be creative, to discover solutions to unfolding problems, and to become part of the change process.

Remove the fear of taking risks by framing failure as an experience from which to learn, and a necessary step on the path to success. Help people to be accountable for their own actions, while also encouraging collaboration across silos. This will aid pollination of innovative ideas in an environment in which people develop greater knowledge and expand their professional capacity to think more creatively.

#### **7. Remain positive and supportive**

People find change unsettling, even though change is a constant in personal lives as well as professional environments. They will need the support of a positive leader who inspires free

thought, honest communication and creativity, as personal and team development is encouraged.

Employees expect leaders to manage change. Inspirational leaders create a culture where change becomes the remit of all.

**COMPILED BY:**

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