



Education Management: a Different Perspective of Change

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ABSTRACT

This paper focuses on education management and the change strategies needed to enrich education in times to come. It is intended for those who are responsible for selecting, supervising, developing, and evaluating people in leadership positions their performance and plan for further professional growth. The paper gives insight of the purposes, patterns; emerging trend, change management and its effectiveness. It examines future trends and the importance adapting to these changes. We need to view, understand, and strengthen leadership in relation to the shifting and challenging conditions. Leaders exist to help their organizations succeed, but they must operate within the realities of the organization and its surrounding environment. Understanding these realities is the first essential step in understanding and applying what it means to be an education leader.

Keywords : Education Management, Educational Leadership, Change Management, Strategic Alignment, Five Pillars of Change, Future Focused Vision.

Emerging Trend

The education area is becoming now the place where many technologies meet, converge and are tested by real practice and coexistence. Education becomes a conductor and promoter of new technologies and area where new approaches and new social imperatives are forming now. The external pressures for change in universities are increasing not decreasing. Funding from the public purse is down, competition is up, students are becoming more forthright about getting value for the money paid, instances of litigation against universities are emerging, government scrutiny is increasing and external quality audits are more common. Higher education is expected to play a central role in social and economic transformation and is seen as being a key export. To remain viable universities must be able to respond promptly and wisely to the change forces. They have to become particularly skilled at not only identifying key quality improvements and strategic developments but also at making sure that these changes are put into practice successfully and sustained. To compete and stay in business, organizations have to become future oriented, constantly monitor emerging trends and operate on a set of principles which has not yet been defined.

Realities

Education is a sphere which responds quite differently to the same pressures for major change due to the following reasons:-

1. People enjoy doing work that is significant and makes a difference in the lives of others, Organizations that lack such a purpose will only be motivating for those who want to do their own thing. There is a difference between motivating a few high performers and focusing the energy and resources of everyone in the organization.
2. People find meaning in doing work that is part of something lasting and bigger than themselves.
3. Motivation comes from challenge and high expectations. If work is routine and something that anyone can do, what deeper meaning is there? And if high-quality products or services are not expected, who can take pride in what they're doing and put forth a best effort? For educators, this is a key issue: Challenge is everywhere, but public education doesn't consistently create, demand, and hold everyone account-able for meeting high expectations.

4. Meaning is heightened when one knows he or she is in control, responsible, and will be held accountable. Good people and quality performers wouldn't have it any other way. Teachers feel strong sense of responsibility when they know they have the nation's future in their hands.
5. For most people, winning at something as an individual is fun. But winning as a member of a team is multi-dimensional fun. Being part of a recognizable team is emotionally enervating and meaningful, and leaders deliberately work to create teams.

Therefore in order to bring Productive change in an educational setup research suggests that the ultimate goal for educational leaders should be to establish and sustain the five pillars of change throughout their organizations.

Solution

The five pillars of change are:

Purpose "It has meaning for me." Purpose is the deep reason the organization exists, which employees must share in order to find value and meaning in their work and constituents must endorse in order to identify with organizational aims. Purpose lies at the very heart of both organizational change and organizational success. Establishing purpose is a leader's most basic and important task. When purpose is clear, heartfelt, and personally fulfilling, it is the driving force of successful change. With it, employees and constituents can easily recognize, identify with and embrace what the organization is there to accomplish.

Vision "It's clear and exciting." Vision is the leader's blueprint and road map for change. A clear and compelling vision statement brings the purpose to life, provides a concrete description of what the organization will be like when operating at its ideal best, and gives everyone in the district and community a clear direction to pursue and standard against which to measure their performance and results.

Ownership "I want to be part of it." Ownership is the strong identification with, investment in, and commitment to the organization's purpose and vision statement. The motivational fuel of successful change, ownership is the result of employee and constituent investment in and commitment to what their

organization is doing. This heavy involvement of employee's and constituents in both designing and carrying out an organization's purpose and vision makes the organization theirs, not just the leaders.

Capacity "I can do it." Capacity is the knowledge, skills, resources and tools needed to successfully make the changes implied in the organization's stated purpose and vision statement. Capacity is the "know how" and "how to" pillar. It embodies the entire array of knowledge, information, understanding, skills, processes, technologies, and resources that enables employees to carry out the desired change competently. Purpose, vision, and ownership primarily affect employee motivation to engage in productive change capacity is about the ability to do so.

Support "Our leader is helping us do it." Support comprises the policies, decisions, attention, resources and procedures that enable employees and constituents to make and sustain the changes implied in the purpose and vision.

Once the intervention is over we need to align the four things: structures, policies, processes and people. New visions invariably demand new ways of getting things done, which in turn, demand new organizational structures. It frequently requires establishing new policies and priorities and abandoning some long-established ways of doing business. The way a leader effectively operated in the past is probably aligned with the old vision but not a new, future-focused one. Everyone in the organization needs to implement the new vision. If only those who find the new vision comfortable or exciting implement it, then creating and sustaining productive change will be impossible. That is why implementing the organization's vision must become the key role and goal of every supervisor in the system. And new vision should be the nerve for supporting and monitoring the implementation of the supervision process by Educational Leaders.

A critical, but often forgotten, step in this strategic alignment process is to create a culture and system of accountability throughout the organization. Once an organization has identified what it wants to produce, the leaders have to track the progress of the organization. At this time, leaders represent the best of what we know about leadership and about organizational change. Although most of the thinking on these topics today comes from business and industry, we've done our best to show that it can easily be applied to educational leaders. And it is a must that educators make those applications.

Conclusion:

The paper does not suggest anything that is not tightly aligned with the best of what our profession knows about students and learning, teachers and teaching, and its effectiveness. We are leading the world's most important profession, and in doing so, we must take advantage of the best we know about effective leadership and productive change. Our Mission could not be more important or meaningful. Times and challenges demand that education and educators reinvent themselves by adopting innovative ways of thinking and acting that take advantage of the best we know about our profession and our professional role as educational leaders. It is our hope, therefore, that all educators will become leaders in real sense. I agree that people and organizations do not change unless there is a compelling reason to change, unless they have a clear picture of that change, and unless they are committed to making the change. But even then, people and organizations cannot change unless they have the capacity to do so. Therefore, leaders must have the orientations and abilities to stimulate employees to grow and develop as people and to establish ever higher expectations and standards. Remember, education is the manifestation of perfection already within us. We only need to give right impetus to make it a reality.

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