Change Implementation
In Romanian Higher Education System

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Abstract: - Romania has entered in information age, and Romanian Universities have found that paradigm shifts was occurring in all of our societal systems, from communications and transportation to the family and the workplace. Romanian society is changing in sweeping ways that make our current high educational system obsolete. The need for a new paradigm of education is based on massive changes in both the conditions and educational needs of an information society. Learning is highly compartmentalized into subject matters areas. Romanian students are treated as if they are all the same and are all expected to do the same things at the same time. They are also forced to be passive learners and passive members of their universities community. These features of our Romanian current system must all change (and are indeed beginning to change), for they are counterproductive - harmful to Romanian citizens and our society in the information age.

Key-Words: - change process, high education, cooperative learning.

1 Introduction
For 60 years, technological advances have driven economic progresses which themselves have generated progresses in education. Romanian higher education will find the road to success for that very logical full conjugation of financial, material, human and information resources. Loss of landmarks and identity creates societal fractures and deep destabilizing effects in the Romanian educational system even during the students and faculty members are differential element. Paradoxically and strange, for the first time in the Romanian education system, faculty members and students have become a strong strategic value for the future of our nation as a part of European Union. Managing the higher education change does not mean that you put the students and faculty members in a new configuration pattern, it means: recreating the educational environment, students’ fear treatment before action, the birth of trust and the hope for everyone who has to become author and actor in the continuous educational process.

Our Romanian current education system is not designed for learning; it is designed for selection. To emphasize learning, the new Romanian education system must no longer hold time constant and allow achievement to vary. It must hold achievement constant at a competency level and allow time to vary. But to have an attainment-based rather than time-based education system, Romanian High Education management must in turn have “student based progress” rather than “group-based progress”. And that in turn requires changing the role of the teacher to that of a coach or facilitator/manager, rather than that of disseminator of knowledge to groups of students who passes by at the ring of a bell.

2 The Change Process And The Correlation Matrix
Within the change process I have identified 5 stages and 20 sub stages. I have considered that “post change” is a part of change process, having two sub stages: “extending the current change” and “refreezing of obtained situation”.

The stages and sub stages are the follows:
1. Change definition and diagnosis with next sub stages:
   a. Problem identification;
   b. Data gathering and analysis;
   c. Setting goals;
   d. The evaluation of change solutions;
   e. Situation analysis;
   f. Choosing the most favorable solution.

2. Change motivation with next sub stages:
   a. Change presentation in the environment of application (universities education environment);
   b. Participatory change debate;
   c. Realization of requirements and proposals paper for educational change;

3. Change design with next sub stages:
a. Analysis of compatibility between new and individual and group interests;
b. Design of change required;
c. Drawing of implementation program;
d. Change Project Analysis by the University Leadership.

4. Change implementation with next sub stages:
   a. Gradual transition to the new state (defreezing);
   b. The change itself;
   c. Change evaluation;
   d. Feedback;
   e. Change readjusting.

5. Post change with next sub stages:
   a. Extending the current change;
   b. Refreezing of obtained situation.

There are five errors to avoid and which, if they are not taken into account, the processes of change in the Romanian higher educational system will surely fail:
1. Desire to move too fast;
2. Management's neglecting as a key factor of change;
3. Poor communication with staff;
4. Saying and doing nothing;
5. To have great speeches and do not make the people authors and actors of the change.

For Romanian higher education system, I have also identified 9 factors of change influence as follows: political support, national education strategy, organizational culture, external environment, science and technology revolution, financial resources, human resources, material resources, information & knowledge resource. According with change stages and factors of change I have realized a correlation matrix (Table 1).

As you can see in this matrix, all “change influence factors” are deeply involved in the “post change” stage. Also the “organizational culture”, “science and technology revolution” and “human resources” are deeply involved in any change stages.

<table>
<thead>
<tr>
<th>CHANGE STAGES</th>
<th>CHANGE INFLUENCE FACTORS</th>
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<tr>
<td></td>
<td>POLITICAL SUPPORT</td>
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<tr>
<td>1 DEFINITION</td>
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<tr>
<td>2 CHANGE MOTIVATION</td>
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<td>3 CHANGE DESIGN</td>
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<td>4 CHANGE IMPLEMENTATION</td>
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<td>5 POST CHANGE</td>
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<td>TOTAL</td>
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3 Implementing the Change Issue

I will talk more about implementing the change. Implementing change is composed of five stages, namely:

a) Gradual transition to the new state (defreezing) - ideas and practices suffer from some weakness, and people start to be ready for change. This stage involves:
   - Communication of change plans;
   - Involving people affected by the change;
   - Aims to help;
   - Provision of a change adaptation period for involved people.

b) The change itself - in which people are already convinced that they must abandon old practices and adopt new ones. This stage involves:
   - Implementation of change;
   - Providing support and training;
   - Monitoring change

c) Change evaluation - is assessment of the change implementation outcomes, during which partial evaluations are prepared, to strengthen the belief of regular employees that how it works is good, but the implementation process is complex and lengthy.

The final assessment is made following the period of scheduled time for completion and implementation of change and will show measurable and quantifiable effects.

Depending on the final results and the university’s goals system, the implementation change process will continue.

d) Feedback
e) Change readjusting

4 Working For High Education Change-

Force Field Analysis

In any change process there are forces for change and forces against change. Force field analysis involved in educational organizations change is
represented in figure 1. Educational organizations forces against change can be represented by following sources:

1. **Fear of power and influence change.**
   With already distributed power and influence within an organization, some individuals will advocate for making changes in order to reallocate power in their favor, while others will show resistance to change because it would mean their loss of power. Conflict of interest arises at managers’ level which are in different departments and hierarchical levels;

2. **The organizational culture** may lead to greater resistance to change. If an organization which requires prevailing basic habits and these habits are contrary to the designed change, then change is likely to be blocked;

3. **The limited organizational resources** at a time could be a major source of resistance to change, if it is scheduled to consume intensively materials, financial, human and information resources;

4. **Related High Costs of New Technologies**
   Modes where there is resistance to change are very different, representing it in so many warning signs in the behavior and attitude of change managers.

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**Perceived forces resisting change or seeking to maintain the status quo**

- Relative High Costs Of New Technologies
- Old Mentalities
- Organizational Culture (Threat to Values, Ideals and Religion)
- Limited Resources
- Fear of University Leaders’ For Loss of Status & Power
- Fear of Faculty Members For Personal Failure
- Faculty Members Lack of Trust
- Belief that Change is unnecessary and not feasible
- Resentment of Interference with Students - “Ivy Tower” complex

**Perceived forces seeking change**

- Fear of University Leaders’ For Loss of Status & Power
- Fear of Faculty Members For Personal Failure
- New Roles for Faculty Members
- Knowledge Level Growth
- Globalization Trends and Borderless Education Pressure
- Market Pressure (Better & New Qualifications)
- Availability of New Technologies & Teaching Methods
- Other Universities Competitive Pressure (Quality)

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Educational organizations forces seeking change can be represented by following sources:

1. **Competition on higher education market;**
   The booming stock market of the 1990’s and the spectacular success of some of the for-profit Romanian universities led to a variety of for-profit ventures in Romanian higher education. For-profit subsidiaries of traditional institutions, consortia led by for-profit entrepreneurs, offering to sell online courses, modules, or digitized „scholarly materials” to universities, community colleges, corporations and even individuals.

2. **Availability of new technologies and teaching methods;**
   The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. The new information technology does not reduce the need for faculty members but changes their role in relation to the learning process and that the continuous dialogue that converts information into knowledge and understanding becomes fundamental.

   Romanian higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international co-operation.
3. Market pressure for better and new qualifications;
As social development increasingly depended on Romanian economic growth, economic growth likewise depended on knowledge workers, and Romanian employers began to demand a new knowledge profile of universities graduates, who, regardless of their area of specialization, had the complement of knowledge, skills and competencies to assure that organizations stayed on top of their games. The employability of Romanian higher education graduates no longer relied on traditional knowledge but on a package of new specific complements of skills and knowledge.

4. Globalization trends and borderless education pressure;
Globalization and markets together are changing the competition for higher education status. The competition is becoming more “economized” because mediated by private capacity to pay, and intensified because there is diminished attention to public good objectives such as equality of opportunity: in any case transnational markets are configured as a trading environment where such objectives are irrelevant.

5. Knowledge level growth;
Universities have fundamentally to rethink their roles. They need to be reshaped to address the needs of a knowledge-based society. The changing conception of knowledge has been characterized as a shift towards a more activity-based, distributed, customized, adaptive and interactive paradigm.

6. New roles for faculty members.
Now, any faculty member needs to be a facilitators and an educational manager, being an active part of resource-based (financial, material, human, information and knowledge resources) educational system, using new powerful tools offered by advanced technology, rather than teacher-based. And it requires much more collaboration and teamwork among students, including cooperative learning and cross-age tutoring, rather than our Romanian traditional view that collaboration among students equates sometimes with cheating.

5 Conclusions
Change management of Romanian higher education system means transformation of our modes of teaching and learning and as consequence change of working, living, production, sales and purchasing. Change management of higher education means investing knowledge in faculty members in order to develop students’ capabilities, to change their habits and attitudes, to bet on their talents, innovation, anticipation, responsiveness and cooperation.
If students execute instead to take initiatives, if they accept instead to propose, if they reproduce instead to innovate, if they are only an exploitation resource instead of developing talent, his result of the Romanian higher educational process will be a terrible failure. Opportunities for change are renewing without interruption, therefore change management is only a beginning of permanent change.

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