CHANGE CREATION AND CHANGE MANAGEMENT: TWIN KEYS FOR THE SUCCESSFUL INTEGRATION OF TECHNOLOGY AND EDUCATION

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Most change models for the integration of technology and education are reactive: *change management*. While this is vital due to relentless change, it only deals with one side of the "change story." Missing is *change creation*: a proactive approach to understanding and modifying educational and institutional cultures for the meaningful and successful integration of technology and education (Lick & Kaufman, 2000). Change creation, while including change management, moves beyond it while dignifying its importance. This paper links change creation and change management – key change partners – to strategic planning and thinking and provides steps and tools for educational and institutional change involving technology that seriously considers their cultures. Included are discussions of: critical change elements; change creation; the universal change principle for successful change; the essential nature of "learning"; practical applications; and an outline of a creation change process.

CHANGE FAILURE

Most significant change efforts relating to technology and education fail or are only partially successful because, typically, educational leaders:

Had not fundamentally reframed their own thinking relative to major change, such as introducing technology into their system before defining if and what kinds of technology could add value for stakeholders.
Had implemented a strategic planning approach for the integration of technology and education that was incomplete and inadequate.
Had failed to prepare their organization for the important transformations that major educational technology change requires.
Had not provided and implemented a detailed, structured, disciplined transition plan relative to integrating technology and education.

CHANGE

The nature of our times and the explosion of technology are driving change, as the American Association of University Professors nicely relates for education (www.aaup.org/spcintro.htm):

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The world of higher education is in the midst of accelerating and sometimes turbulent change. ... modes of communication are profoundly affecting the work of faculty members: they are reshaping the processes of teaching and learning, redefining the role and authority of faculty members in organizing and overseeing the curriculum, and altering the bases for evaluating students -- and faculty -- performance.

However, educational institutions and their people typically resist, ignore, or sidestep the realities and impact of change, all losing and self-defeating responses. Instead, they must partner with change and use it to create the future that serves society and their institutions best. This means that an institution and its people must become effective leaders and practitioners of *change creation*.

CHANGE CREATION

Change creation is the process whereby an institution and its people:

1. Seek and welcome planned change as a vital element for future success.
2. Define the future they, with their partners, want to design and deliver.
3. Develop and implement a comprehensive change transition plan to create the designed future and continuously improve it while moving closer to the desired future. (Lick & Kaufman, 2000)

This means educational leaders and their institutions must be proactive, taking genuine responsibility for leading change; effectively defining and planning for the desired change; comprehensively preparing the organization for the planned change; and developing and implementing a change approach that capably transitions its people, processes, and culture from the existing paradigm to the desired one.

LEARNING

Learning, in the most general sense, is essential to change creation, as learning organization expert Peter Senge (1990, pp. 13-14) explains:

Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life.

UNIVERSAL CHANGE PRINCIPLE

Unfamiliar major change generates fear and anxiety in people often requiring them to radically shift their thinking, feelings, beliefs, and behaviors. This and *learning* are the basis for the seemingly simple but powerful overarching principle for change creation, the *Universal Change Principle* (Lick, 1999).

Universal Change Principle: *Learning must precede change.*

Leaders must consciously ask the question, "What learning must take place and with whom before this change effort will be successful?" For a new educational technology project, we must ask questions as: why the new approach is critical to improving student learning; what the implications are for students, faculty, and the department; when and how this new approach will be implemented; and what will be the support and rewards for effectively implementing the new approach.

A CHANGE CREATION PROCESS

The general steps in the change creation process, including technology and education efforts, are outlined below (see details in Lick & Kaufman, 2000).

Step One:	*Leadership Team Preparation for Planning and Change.*
Step Two:	*Institutional Preparation for Planning and Change.*
Step Three:	*Mega-Level Strategic Planning.* (See Kaufman 1998; 2000)
Step Four:	*Statement of the Change Project.*
Step Five:	*Scope of the Change Project.*
Step Six:	*Communication of the Change Project.*
Step Seven:	*Diagnosis of Status and Capacity of the Change Project.*
Step Eight:	*Detailed Implementation and Transition Plan.*
Step Nine:	*Execution, Monitoring, and Refinement of the Transition Plan.*
Step Ten:	*Communication of Progress to Stakeholders.*
Step Eleven:	*Evaluation of Lessons Learned and Final Results.*

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