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GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

***Out with the old and in with the new:***

**A grounded theory study of change facilitation among  
academic department chairs in higher education**

**Agnes Valencia-Raymundo, PhD, RN**

**Allan B. de Guzman, PhD**

# Leadership Behaviors

- Sustain organizational change efforts
- A key to successful change initiatives
- Dependent on sensemaking

Herold et al., 2008

Plante, 2012

Thomson & Hall, 2016



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## Academic department chairs



### Vital role as facilitators of change

McArthur, 2002

### Accessible individuals to promote change

Melville et al., 2011

### Nexus to meaningful changes

Chu, 2012

### Change gets enacted

Maitlis & Sonenshein, 2019

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Little is known how chairs facilitate change initiatives in higher education

Pinto, 2014

Most literature on change typically is atheoretical and focuses on content of change, but not the process

Kezar & Eckel, 2002

There is paucity of meaningful data to advance an understanding of sensemaking as a change leadership behavior.

Inman, 2011

# Problem Statement



Explore how the process of change facilitation is exercised by a select group of Filipino department chairs as it takes place in higher education



# Central Questions

- 1** How do academic chairs in Philippine higher education as self-reported by a select group of Filipino chairs facilitate change?
- 2** What model describes the change facilitation processes of a select group of Filipino academic chairs in Philippine higher education?

# Contributions

## PRACTICE

Provides insights into the practical impact of the sensemaking behavior to the change facilitating strategies that academic leaders could carry out in HEIs

## RESEARCH

Leadership scholars are provided the advances to further explore the change practices and behaviors of academic leaders in the sensemaking perspective.

## POLICY

Institutional policies:  
knowledge and skills training

## THEORY

Model:  
Buoyancy Model of Change Facilitation

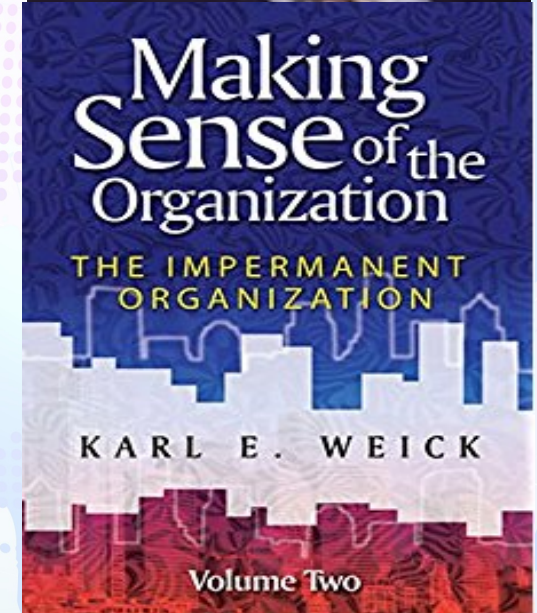
# Sensemaking

Karl Weick, 1995

*'sensemaking focuses on and by  
extracted cues'* Weick et al., 2005, p. 412

Behavioral response employed when  
confronting the ambiguous organizational  
events such as change episodes

Weick, 1995; Maitlis & Sonenshein, 2010







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**RESEARCH  
QUALITATIVE**



**Grounded  
theory**



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# Study sites

Public and private higher education institutions in the Philippines



# Sampling design

## Non-probability - Purposive

- ### Sample
- Filipino academic chairs in Philippine higher education
  - Previous members of the faculty
  - Assumed the chairship position for at least one year

# Profile of study participants (n=25)

Profile	Number of participants	Percent (%)
Sex		
Male	11	44
Female	14	56
Academic program		
Architecture	3	12
Business	6	24
Education	6	24
Engineering	5	20
Nursing	3	12
Public health	2	8
Number of years as chair		
2	11	44
3	8	32
4	6	24
Type of PHEI		
Private (3)	10	40
Public (4)	15	60



# Instrumentation



- Self-report method

*Face-to-face, in-depth, semi-structured interviews*

# Mode of Analysis

Glaserian GT	Substantive coding		Theoretical coding
	Open coding	Selective coding	
Straussian GT	Open coding	Axial coding	Selective coding
Constructivist GT	Initial coding	Focused coding (Theoretical coding)	

Data analysis steps  
 grounded theory  
*Open coding*  
*Axial coding*  
*Selective coding*



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## Validation techniques

- Correspondence
- Members checking



**Horizontalization**

**Bracketing**

**Resonance**

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# ETHICS

**Beneficence**  
**Respect**  
**Justice**



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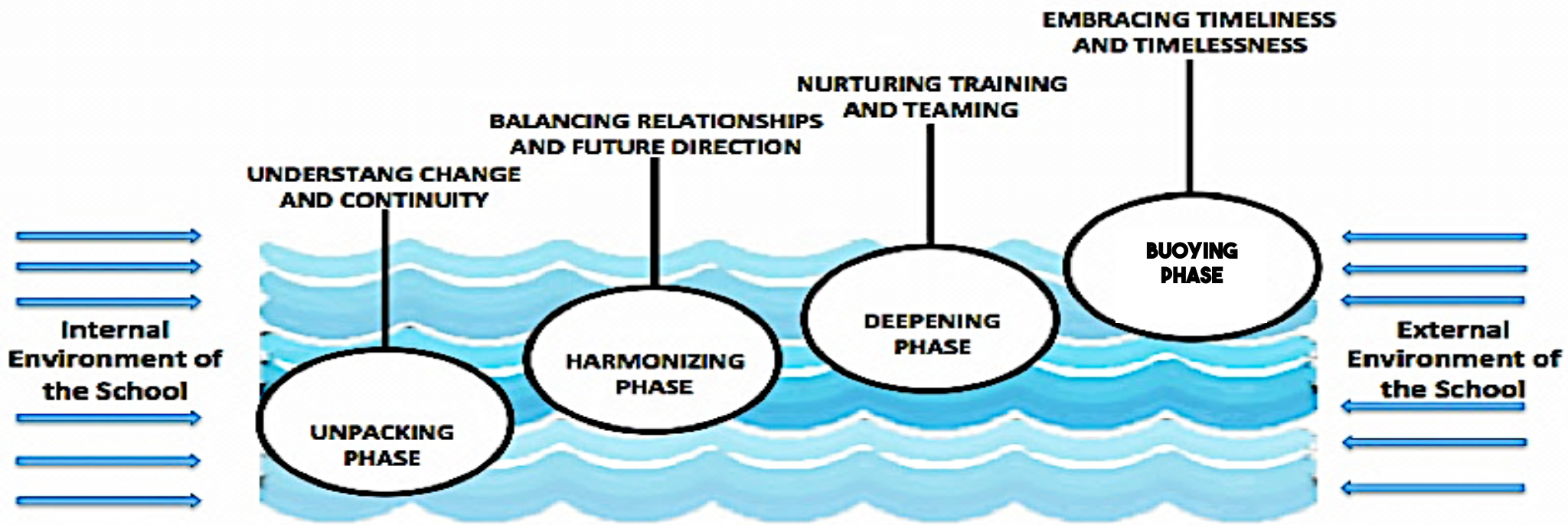
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# SALIENT FINDINGS

## The Buoyancy Model of Change Facilitation



# Unpacking phase

Understanding change  
Understanding continuity

Challenging the status quo  
Captivating new thinking

Preserving continuity  
Embracing change



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*“Value integration in all courses is enhanced since schools remain as moral enterprise that shape the character of the student.s” (SP2)*

*“Reform is imperative because the old BSN curriculum is unable to produce competent nurses.” (SP1)*

*“I needed to be accessible to new learning to be an effective chair. (SP17)*

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Sensemaking accomplishes change, since change strategies are triggers for sensemaking.

Maitlis et al., 2014; Rouleau & Balogun, 2011

Change implies the abandonment of selected facets of the past while behavioral continuity can be intensely entrenched.

Rupidara & McGraw, 2011

Leaders who preferred to challenge and let go of the organization's status quo facilitated and implemented change successfully.

Bridges, 2009; Krummaker & Vogel, 2012

# Harmonizing phase

Balance between relationships and future directions

Foster relationships and coherence

Facilitate collaboration and intersection of diversities



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*“I needed allies to assist me in ensuring a smooth shift to OBE.” (SP23)*

*“Creating a research culture in the college must be aligned with the capabilities of the faculty.” (SP11)*

*“Faculty I trusted became my partners in initiating a controversial reform.” (SP19)*



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Individual organizational member cannot engender institutional change.

Clegg, 2010

Numerous change initiatives involve collaboration as a structure to guide and facilitate the process.

Chrispeels et al., 2008

Sensemaking and acceptance of change are influenced by the interconnections of organization members.

Rouleau & Balogun, 2013



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# Deepening phase

Relationships and future directions

Opportunities to enhance change initiative

Teaming and training

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*“I conducted seminar workshop because most faculty lack research capability, which deters the goal of creating a research culture in the college.” (SP22)*

*“The team climate allows faculty to contribute individual talents while engaging in collaborative tasks.” (SP25)*



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Training is inherent part of the change facilitation process.

Clegg, 2010

Capabilities or competencies often need to be defined and taught to support change.

Goodman & Loh, 2011

Teaming is often considered vital in dealing with events characterized by unexpected changes, because the capability and resources required for positive outcomes normally extend beyond the competence of a single individual.

Brehmer, 2007; Tremblay et al., 2010

# Buoying phase

Change initiative an enduring component of the departmental dynamics

Change process is buoyant

Timeliness and timelessness



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*“How our graduates fair in the employment market informs me the urgency of the shift to the new curriculum.” (SP9)*

*“The advancement of technology dictates us to adopt technology-based pedagogies.” (SP25)*

*“The success of our change endeavor depends on making timely decisions. Pertinent faculty inputs are integrated into our decision making process.” (SP25)*

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Environmental pressures have enforced the need to understand the coherence between and among structures, systems, people and processes.

Graetz & Smith, 2005

Flexibility is a central element in organizational change.

Bernardes & Hanna, 2009

Creativity is the instrument by which chairs become not only capable responders to, but also facilitators of change

Livingston, 2010

# Conclusions

- The Buoyancy Model of Change Facilitation was generated by intersecting the lens of sensemaking and the change facilitation process.
- Chairs advocate a form of contextualized leadership in the sensemaking perspective to accomplish greater influence as facilitators of change.



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# Recommendations

Translate into leadership practice and organizational reality the theoretical model herein engendered and on the potential of chairs to accomplish greater influence as agents of change in higher education sector.

Administrators and senior management of HEIs should extend their support by way of empowering the chairs because of the valuable strategic contributions that they can give to the change initiatives.

# Recommendations

Chairs can assess their change behaviors so they can provide effective leadership in the higher education improvement process.

Educational leadership scholars should further explore the change practices and behaviors of academic leaders in the sensemaking perspective.





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# THANK YOU !

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