



Title: Resistances, results and learning from organizational change. The case of the higher education institution in central Mexico

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Introduction



Organizational Change

- Modification, movement, transformation...
- Change is inherent in life itself.



Change in the University of Guanajuato

- From a Napoleonic model to a matrix-department-multicampus model
- Multiple difficulties, above all, experienced.



Objective

- Analyse the implications of experiencing such a change
- Study of this transformation and relations with culture.

Methodology

Qualitative research

- Holistic perspective
- Emphasis to people
- Global understanding
- Flexibility

Various methodological strategies

Documentary research
Analysis and synthesis
Self-observation

Diagnostic tool

Marvin Weisbord's Six Box Model





1. Purposes
2. Structure

Development

Link of changes in organizations with organizational culture.

At the University of Guanajuato, several symbols emerge from the stories around the Hospicio de la Santísima Trinidad (1732) and its benefactor, Doña Josefa

Teresa de Busto y Moya:

-  Shield of the UG
-  “Legendary Hive”
-  University Anthem
-  “We are bees”

UNIVERSIDAD DE
GUANAJUATO



*“Gloria y honor al viejo relicario
Que prende en argentífero solar
De sus aulas al nido legendario...”*

Development

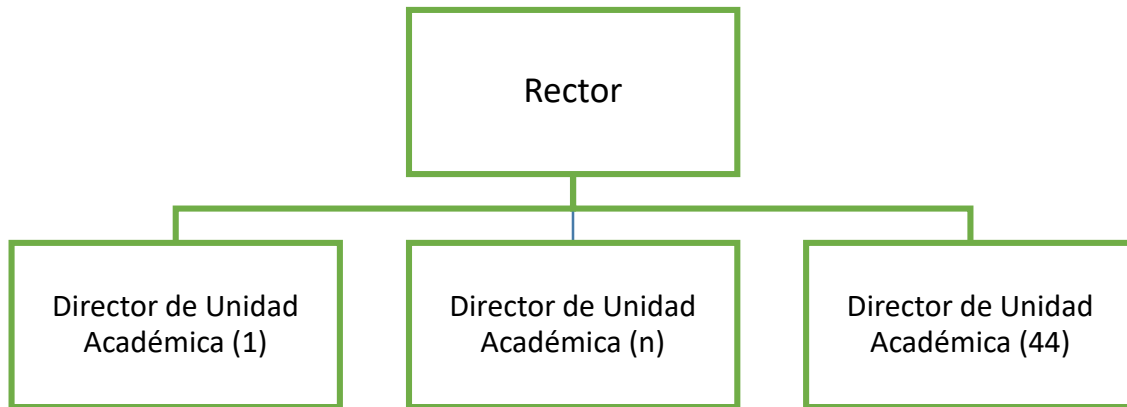


Organizational Change at UG:

- It began to take shape in 2000 and took shape in 2007: the new Organic Law of the University of Guanajuato.
- Although the change was planned, with the intention of "improving the organization and the development of people", the change has had high costs, and the university community has had moments of: uncertainty, frustration, anger, complaint, and also acceptance and hope.
- Trends in external evaluation drove change: quality, coverage, transition from interdisciplinary to transdisciplinary. Need for internal rearrangement.
- The transformation in UG focused on the organizational structure and, to a lesser extent, on people, their functions and interactions.
- Could not foresee reaction of the actors / resistance / bureaucratization of administrative procedures.

Results

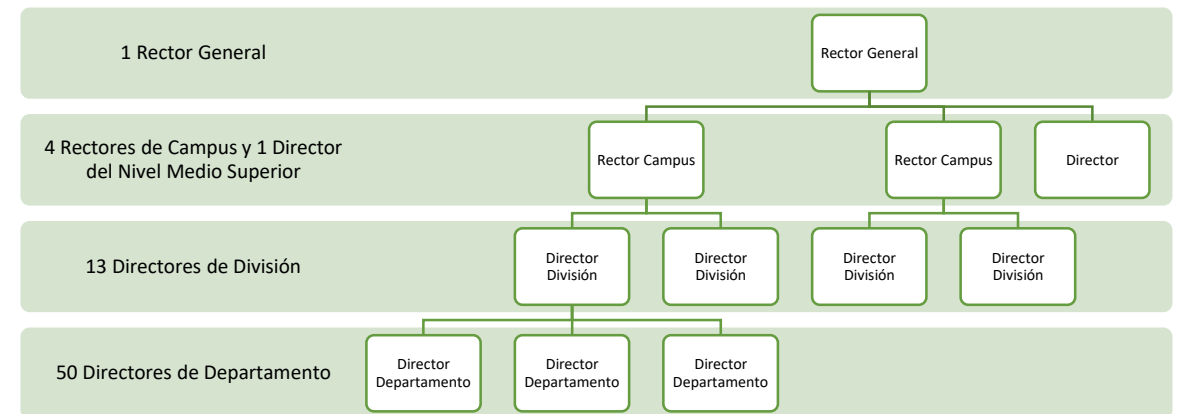
Napoleonic model



Fuente: Elaboración propia con base en la estructura napoleónica.

Vertical

Matrix-departmental-multicampus model



Fuente: Elaboración propia con base en las autoridades unipersonales dentro de la estructura matricial-departamental-multicampus.

En teoría: más horizontal

En la práctica: vertical / más niveles / menor margen de acción de los Departamentos.

Results



- ✚ The structure change was expected to be not only new, but better.
- ✚ This was not the case in: the lines of authority in the different locations / bureaucratic-administrative procedures / resistance to changing the way of doing things (old authority figures).
- ✚ Opposition to change - threat to security, social interaction, status or self-esteem needs.
- ✚ There was not enough time to assimilate the change.
- ✚ In resistance to change, the emotional aspect is clear: Stages of Denial (anxiety), Defense (apathy and anger), Acceptance (impotence, search for solutions) and Adaptation or assimilation (satisfaction).

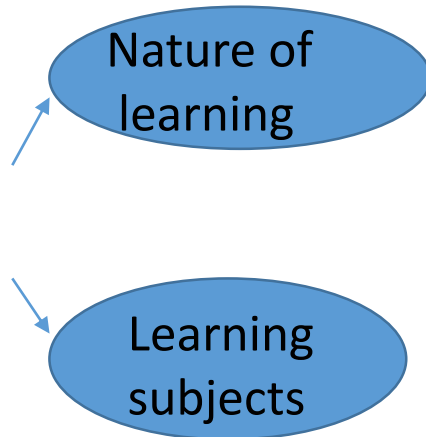
Results

Between change and tradition

Gaps

- Gaps in the application of changes: increase in "windows" and bureaucracy (more time-consuming procedures / long transfers)
- Limitations in the powers and scope of the Department Directors / they do not have resources.

Learnings



Type of learning characteristic of the organization: consolidation of the structure.

Individual: Consolidation of teaching and educational programs / Constant and pertinent updating

Group: Research in academic bodies and groups / Collaboration networks
Internationalization

Organizational: interdisciplinary-transdisciplinary / Priority to comprehensive training / Curricular flexibility / Campus: mobility / infrastructure master plan

Conclusions

Road to the realization of the matrix-departmental-multicampus model at UG

Invitation to advance: Department Directors, Divisions, Campus Rectories, leadership of the General Rectory

2015 - hope: learning from authorities, improvement by teachers, flexibility of students

Respect for the dignity of people, beyond standards and indicators.
The costly learning acquired must now bear fruit.

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