

CONCLUSIONS

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The results of our research allow us to postulate a Theory of Learning Planned Organizational Change.

We have formulated our theory following Popper's critical focus (1991) with the purpose of discovering the weak points of rational action. It is the role of logical argumentation not to demonstrate our theory but rather to discover its implications in order to allow for an effective critique of it. It is a theory based on the trial and error of conjectures and refutations.

The following is therefore Popper's proposed sequence for formulating a theory:

Initial Situation

The initial situation corresponds to the research problem's statement, which is to be explained by our theory. This consists of the solution on how to manage the planned change of an educational institution toward active education (J. Piaget 1975) and evaluate the degree of implementation of change and the improvement of competence levels (efficiency-efficacy). This is tantamount to a practical application of the theoretical principles of humanist, cognitive education.

For that reason we identify the initial situation and the desired profile of the educational institution's educational agents with the corresponding theories.

We also intend to explain how this change toward a new education can be undertaken.

This was done not only within an educational context but also in the field of Organizational Development, with its emphasis on planned organizational change.

Our contribution to O.D. consists of the following:

1. To have created a theoretical construct based on hitherto-fragmented elements that gain in relevance and effectiveness when their interconnections are better understood.
2. To have incorporated a system of evaluating degrees of change implementation and achievement-centered organizations into this theoretical construct.
3. To have incorporated the concept of learning on planned change management into O.D.

It is worthwhile noting that points 2 and 3 offer a response to as yet unresolved

O.D. problematics.

The strategy's design comprised the creation of a series of programs to enable the change profile's achievement in the form of the Work-Learning System.

The result of the strategy's application was a Work-Learning System for the learning of planned change in an educational institution, beginning with an Implementation Program and a Technical-Administrative Preparation Program. These programs promoted the student's Comprehensive Development and his/her evaluation; furthermore, they promoted the preparation of personnel for the purpose of generating significant learning and adopting active methods (J. Piaget 1975; C. Rogers 1972).

Simultaneously, the initial questions posed by this study addressed the evaluation of the strategy's action and change's results. The implementation program's Innovation Profile was constructed for that purpose, allowing for the contrasting of the results of change and permanent strategy adjustment and the corresponding evaluation of its action.

The Innovation Profile allowed us to represent the evaluation process for the change's results, meaning a recognition of obstacles and the process of evaluating actions necessary to overcome them, thereby becoming a tool for the organization's use as a map of its own process.

This map is a contribution to O.D. as a means of evaluating change as a process and not as an event.

This is what the theory of learning planned change should explain.

Theoretical Judgment

The validation of the strategy's working model bears our theoretical judgment in order to establish the scientific character of our theory. This model addresses both how organizations learn to change and how they build aligned operational networks of Technology-Processes-People to submit to this "Conjecture to Refutation".

Integrating the conclusions and analyzing their impact as a whole has allowed us to elaborate a proposed theory of learning planned organizational change. In our case certainty is not the goal; what interests us is articulating the theory and testing it in the hope of discovering in what ways we are mistaken.

This need arises from the consideration of applying our Work-Learning System, as a model and strategy, in order to manage planned organizational change.

It means proposing this model for the comprehensive development of the student, the development of personnel toward significant learning and the adoption of active methods.

The operational model of the Work-Learning System is our theoretical proposal for organizational learning that makes our desired change possible and that meant in our theoretical dimension a change in: the significance of Education, of educational and learning theory.

In other words, this work demonstrated the evaluation of its action and the achievement of the change as planned, achieving the objectives and satisfying the general work hypothesis.

This is our contribution to educational theory.

Encountered similarities

The strategy's application allows us to present encountered similarities and their interpretations, allowing us to arrive at the following theoretical formulation. The Work-Learning System is capable of undertaking change in organizations so as to "learn to change" and to build "work networks". This does not deal with the organization's particular actions, but rather with a pattern of relations corresponding to the Work-Learning System.

The encountered similarities were: the system generates synergy when building the organization's Action-Evaluation-Analysis-Feedback mechanism so as to "learn to change"; and when the Action Plan Interaction is undertaken along with the results and their evaluation in order to create the Work Network.

This synergy's dynamic is generated through hyper learning on the part of the personnel through Thinking Models (intellectual tools), Action Models (basic skills) and Attitude Models (personal qualities).

Theory Formulation

On the other hand, the interpretation of these similarities, allows us to arrive at the following theoretical formulation: The Work Learning System© is capable of promoting in the organization the following changes "Learning to Change" and construct the "Work Network©", not with the particular actions of the Organization but with the pattern of relationships corresponding to the Work-Learning System©.

Operationalism

Operationalist analysis reveals to us the theory of the evaluation of the results of change using the Work-Learning System, representing organizational performance levels with the personnel's new behavior, with the new educated person profile in relation to the organization's results, and the necessary conditions (key competencies) which in turn represent the personnel's capacity and commitment to improve the organization's results (productivity).

The practical acquisitions of these results allow the organization to employ new forms of behavior in keeping with the new organizational culture and to improve the operative cycle's efficiency and efficacy competencies in order to maintain the ever more far-reaching learning of change (culture and competence) until the organization has inserted itself in new societal production paradigm.

This happens according to a testing process consisting of:

1. Evaluating change with implementation levels so as to create: an innovation profile with the achievement of desired change into an active school; the total implementation program with relevant

competencies and obstacles for each implementation level and each educational agent; and the change implementation program with the desired profile, critical tasks and results.

2. Evaluating the results of the operative cycle's efficiency and efficacy (departmental interrelationships) level improvements with objective identification, the evaluation of the plan in relation to the objectives' importance, their discrepancies, the objectives' attention priorities, adjustment potential, restoration strategy and permanent action plan (Technical-Administrative Program)

The impact of the Work-Learning System can be characterized by the new ways personnel perform their tasks, their new mentality (new behavior model), and the development of a capability for organizational learning (culture) stemming from learning new behavior models and undertaking critical tasks (key organizational competencies).
(Implementation Program)

Also new is a working style involving new management action and encompassing the capability and commitment developed by the personnel stemming from the key organizational competencies they acquire and which are conditional to the improvement of the organization's results (Technical-Administrative Program). This represents strengthened, stabilized change different from an individual learning of the behavior models.

Furthermore, our proposal for change also includes a way of maintaining it once the organization learns to Change and has built the Technology-Processes-People Aligned Work Network, guaranteeing sustained development.

Theoretical Contribution

Our theoretical contribution consists of proposing the synergy necessary for the development of the Work-Learning System in keeping with the model of relations we have proposed as a theoretical construct, provoking the expected synergy and dynamics within the organization as a whole. For that reason this system is Holistic and Systemic.

If the relationships established in the Work-Learning System are not adjusted to the mechanism and interaction models, the same synergy is not generated. This model refers to the action-evaluation-analysis-feedback mechanism and the interaction of the Plan, the results and their evaluation.

The Operative Group and the Work Team ensure faithfulness to the model, respectively maintaining the mechanism and interaction. This continues over time as the organization learns to change and becomes capable of undergoing any change.

If personnel maintained the action-attitude and thought models, the same verbal and perception codes for individual-organization interrelationships would become possible and resonance in communication would be established as a synergy dynamic.

These verbal and perception codes are understood as the unified message received by the all of the organization's personnel relating to the values and principles they represent and share.

Resonance in communication is understood as the coherence in communication when exchanging information to the point of synchronizing into a single unit without losing individual characteristics.

The generic definitions of these concepts belong to the field of Quantum Physics (Lynne Mc Taggart, *The Field*, pp.43).

The establishment of other priorities will result in the collapse of the system, while the synergy necessary for its maintenance runs the risk of being lost or destroyed.

The system will cease to function when the same profile does not exist, nor when daily tasks are not undertaken along with critical tasks (key competencies). It will also cease to work if the seven conditions (key competencies) that serve, as objectives for the improvement of the operative cycle's competence level are no longer present.

It is important to distinguish the Work-Learning System's conflicts when operating in the change implementation process from those that arise when the system collapses. This last instance occurs when something accounted for by the Work-Learning System is no longer enacted and the necessary relationships therefore disappear.

This means that neither the same “intention” nor standpoint is adopted when the mechanism and interaction models are altered. This refers to the non-adoption of task-performing behavior models as well as the absence of the first four basic conditions (or key organizational competencies), resulting in the alteration of the synergy dynamic. This dynamic represents a “conscious recognition” on the mechanism’s part, resulting in the qualitative (cultural) change the organization seeks as characterized by the development of an adaptational aptitude within social dynamics, moving the life axes of people and organizations in the new century.

“Conscious recognition” of this fact results in a new perception of reality, as if moving through other dimensions, as far as the organization’s vision needs to be in congruence with this reality.

“Conscious recognition” of change also means forming part of the Work-Learning System. It means not becoming distant from the standpoint or intention of change so as not to lose the necessary leadership function that would result in an exit from the system.

“Conscious recognition” would transform the organization into a “learning unit” and “work team” to make it flexible, quick, adaptable and innovative and above all capable of adapting to new modes of production, characteristics that define the Integral Organization for us.

“Conscious recognition” means the capability to reflect on the hoped-for change and the desire of the organization to Learn to Change and improve its competence.

This “conscious recognition” takes place each of the organization’s members: physical labor, technical and specialized staff, management, etc, all of who are responsible for the integral quality of the process.

Refutable Theory

Our model is refuted when the strategy is applied and the synergy necessary for the creation of the expected intention, standpoint and resonance is not produced.

The model is also refuted if the synergy dynamic for “conscious recognition” of the qualitative change sought after by the organization is not produced.

It is also refuted if the “type of energy” needed for a paradigm shift is not created.

The strategy’s systemic nature allowed for the construction of a technology and organization of the educational institution’s data flow with an electronic system based on knowledge.

This is a computer program that allows for the evaluation of all educational agents based on the evaluations of students.

New research projects

These results create the possibility for new research projects on the **application of the model** for culture change and competence within change in **non-educational organizations**.

This work can also motivate a search for:

1. **Other models** for resolving the problem of educational change sought after since 1956 and recognized as a need for humankind by UNESCO, the OAS and more than 190 countries at Jontiem (1990) and Dakar (2000)
2. **Other problems** worthy of study on the praxis of new educational and organizational learning paradigms
3. **New theoretical perspectives** on dealing with the problems of educational change and organizational learning
4. **Higher levels of complexity** that transcend the systemic and holistic character of the integrated systemic model we propose

These conclusions take on a greater relevance when the new realities of the near

Future is taken into account, realities which will demand that “Learning to Learn” and “Learning to Change” be integral components of the development of human beings into whole beings.

This is why this study's importance increases, as the need to tackle the problem of education rises each day because of the necessity to develop the processes and general competencies that have nothing to do with traditional education.

The conclusions of this study also provide responses to the problems of late twentieth-century educational processes, the failure of traditional education and the need for a new education in combination with our contribution to the Theory of Learning Planned Organizational Change.