CHANGE MANAGEMENT

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ABSTRACT
This study is a review type study and includes different views by referring to the reactions of those who reject the concept of change. It emphasises that Dewey defines change as a "social fact" and Heraclitus states that the only unchanging thing in the world is change. Emphasising that organisations have to adapt their internal balances to changing conditions in order to survive, he states that the interaction between cultures, societies and countries is increasing. In the study, after examining the change in organisations, it is revealed that change is a process and that organisations should make planned and original efforts that contribute to this process. In addition, the importance of organisations to seek continuous renewal is pointed out. In the rest of the study, the stages of planned change in organisations are defined and the reasons for change are discussed. In this context, it states that economic, technological, social and legal conditions may force organisations to change. Finally, the study discusses the barriers to organisational change, listing such barriers as the inconvenience of the existing order, weak leadership, cultural pressures and the economic system, and emphasises the importance of training, the involvement of organisational members and the use of coercive tactics to overcome these barriers. Overall, this study emphasises that change is an inevitable reality and examines how organisations adapt to, plan for and manage change and addresses the factors that trigger organisational change. It also provides valuable insights on topics such as strategies for managing change, leadership approaches and methods for dealing with obstacles.
Keywords: Management, Changing Management, Education

INTRODUCTION
The saying that the only thing that does not change is change reflects an important fact of today. Change is a law. People change, climates change, the way of life of societies change. It is also a fact that the basic starting point of all changes is "development". The transition from hieroglyphic writing to e-mail communication system, from edicts to internet announcements are examples of these developments. Five hundred years before Christ, Heraclitus argued that nothing in the universe remained the same and that everything was constantly changing. Change was met with reaction in some circles. Those who rejected the idea of change also expressed their reactions (Alıç, 1990).

It is not possible to dry today's laundry with yesterday's sun. Organisations, like people, have to maintain their internal balance and adaptation to changing conditions in order to survive. Rapid change and crisis are the most important characteristics of the age we live in. The survival of societies and organisations that constitute societies depends on their ability to keep up with this change. Therefore, change is a phenomenon that needs to be analysed and directed in accordance with social needs. The borders between cultures, societies and countries are disappearing and there is a more intense and faster interaction than before (Erdoğan, 2002).

Change and Organisational Change
The concept of change is expressed by Dewey (1916) as follows: "just as movement is a physical fact, change is a social fact". As Heraclius stated, the only thing that does not change in the world is that everything changes (Dönmezer, 1978). Accordingly, the concept of change is used to describe the transformation of a system from one state to another state. Change is considered among the key concepts of the coming years as a formation occurring in the work environment, social environment, biological and psychological structure of the individual (Toman, 1997).

Change in organisations can take place at the individual level as well as in a part or the whole of the organisation (Eren, 1998). Owens (1987) defines organisational change as "a planned, unorthodox, preconceived, original effort that contributes to the organisation in achieving existing goals more effectively or in achieving new goals". Sabuncuoğlu and Tüz (1998) define organisational change as the adaptation of organisations to their environment in terms of structure, while Balcı (1995) emphasises that organisational change essentially means changes in structure, processes and behaviours. Another purpose of change in organisations is to provide innovation in organisations. Contemporary organisations have to be sensitive to the developments in the world, to be in a position to interpret them and to be in constant search of renewing themselves and to continue this search. Everything is in change, and if there is one thing that does not change, it is the fact that change exists (Gürsel, 1997).

Dinçer (1992) emphasises that organisational change is comprehensive enough to include all events and phenomena such as creativity, innovation, growth and development. Some assumptions about change can be summarised as follows (Özdemir, 1996): Değişmenin öncelikleri ve misyonu önceden tespit edilmelidir.

1.   The perspectives of the participants in the change process should be understood.
2. Change is a process.
3. In addition to achieving some expected and planned results at different stages of change, it should not be overlooked that some unexpected and unpredicted results may also occur.
4. Change should not be left to only one group.

Phases of Change
Kurt Lewin suggests that planned change consists of three stages (Griffin & Moorhead, 1986):

 1. Unfreezing: It is the process in which people realise the need for change. This need is likened to a locked door and the opening of the door may depend on the results of a questionnaire to be applied to the employees or the annual process reports. When the door is opened, it becomes important how the change will be realised.

 2. Change: It is a transition from an old situation to a new situation, and it is the changes that occur in existing relationships or activities, such as the establishment of new equipment, restructuring of the organization, and implementation of a new performance evaluation system.

3. Refreezing: It ensures that individuals and organizations embrace the change and make it permanent. The integration of new behavioral patterns with the employee's personality constitutes the refreezing process.

Reasons for Change
There are many forces that force an organization to change. It is possible to divide these into two groups: extra-organizational and intra-organizational forces. Extra-organizational forces include:

Economic Conditions: The supply-demand situation of the products that the organization offers as output to the environment with which it interacts, market factors and the economic structure of the country drag the organization to change (Sabuncuoğlu and Tüz, 1995). The country's economic structure and income sources, growth rate of organizations, new business areas, growth forecasts, foreign trade and investment, workforce quantity and growth, number of employees, distribution of employees by age, gender and positions, unemployment rates, individual and family income average, poverty. rate and public aid are meant (Erdoğan, 2012). Situations such as inflation or stagnation in country economies make it necessary for organizations to change (Lunenburg, 2010). In addition, international markets created by globalization encompassing the whole world mean more competition for organizations, and growths and fluctuations in the economies of developing and developed countries also affect the country's economy and therefore organizations (Griffin and Moorhead, 1986).

Technological Conditions: Since developments in technology affect social life, they also require organizational change (Sabuncuoğlu and Tüz, 1995). Technological innovations greatly affect the production process, product quantity and quality of organizations (Griffin and Moorhead, 1986). For this reason, it is argued that developments in technology lead to changes in the activities of the organization and the positions within the organization (Lunenburg, 2010). Considering the speed of technological developments, especially in recent years, the frequency and necessity of organizational change can be better understood (Mittal, 2012).

Social Conditions: It can be said that the demographic structure of a society is one of the important external factors of organizational change. Population growth rate in society, average life expectancy, population distribution and migration by region, rural and urban population ratio, their education level, structure of families (such as size, divorced parents status) and the roles of men and women in society are determinants on the inputs and products of organizations. It has great importance (Erdoğan, 2012). For example, different consumption habits between generations in a society necessitate changes in the products, services, use of technology, marketing activities, and therefore the production process and goals of organizations (Griffin and Moorhead, 1986).

Legal Terms: Organizations must comply with both oral laws, such as traditions accepted in society, and laws, regulations and directives issued by the state (Lunenburg, 2010; Sabuncuoğlu and Tüz, 1995). This situation can be decisive in the activity limits of the organization. With the 4+4+4 education law, which concerns the Turkish education system, compulsory education has been increased to 12 years, and the previously 8-year compulsory and uninterrupted primary education has been divided into two as primary and secondary school, and the school management structure, teacher norm staff, and course curricula have been implemented in both primary and secondary school levels. There have been serious changes in terms of weekly lesson hours and school starting age.

Barriers of Organizational Change
Since efforts to change will affect and change working conditions, working methods and the current status quo, employees may pose an obstacle to change in this regard. Whether the school is seen as a leader or a follower in social change, change is constant.

While there may be individuals and groups in and around the school that prefer stable conditions and oppose the movement, there may also be interest and interest groups that advocate movement in different directions and intensity. Some of the obstacles facing organizations in the change process are:
• The current order does not cause enough discomfort,
• Vision is not mature or attractive enough,
• Those who are obliged to take action for change do not show the required performance,
• Presence of a controlling counter resistance,
• Lack of a strong leadership element,
• Making more than one change at a time without focusing on each one sufficiently (Ceyhan 1999:534),
• Cultural pressures,
• Another important obstacle to change is the economic system.

If economic conditions do not allow for good in-service training, the old system continues (Özdemir, 1998). Artan (1997) emphasizes that there are three common ways to eliminate obstacles:
Training: Group meetings are held to clearly explain to individuals what is expected from the change and the purposes of the change. In this way, organizational members can participate in change efforts.
Ensuring the participation of organizational members in change efforts: Those who participate in the activities perceive and accept the situation they are in more easily.

Using coercive tactics and taking shock measures: Although it is seen that force-based methods are used from time to time in practice, this situation causes ethical debates.

Managing Change
Effective development and innovation in an organization depends on how people prepare for change and how they ultimately react to change. WestBurnham (1991), managing change in organizations; It emphasizes that this is possible by increasing the ability of individuals to learn and communicate within the organizational environment as a whole.

Although an organization capable of change refers to a process that starts with the individual, effective leadership is a prerequisite in such a process. The two main characteristics of this leader are; It means finding the strength and sense of inner security to constantly cope with change. In such a situation, the leader is obliged to determine a clear and compelling vision for the future to be achieved.

It should be open to continuous development and change and support the development of teachers. In this change, the participation of all personnel should be ensured, small steps should be taken and short-term projects should be initiated. Handling these projects on an individual, team and school basis is critical for continuous development and change. The 5 basic contents of the role of managers in the face of changing organizations are envisaged as follows:

Managing change: Change is defined as "people turning to a new situation". This process begins with moving away from the past situation and is faced with an effort to become compatible with the emerging situation. Miles (1998:3) states that in order to achieve a successful change, the leader must create the energy to initiate and sustain the process, develop a vision for the future, reorganize the organization according to the goal of realizing the vision, and carry out a detailed transformation to move the organization from its current situation to the future, quickly but safely. emphasizes that the process should be established.

According to Odabaşı (2000:194); Change management requires awareness of the following features: Change is a continuous process and managers must be constantly connected to these changes. Individuals who have to live with change should take part in the change process. Determining a new vision requires developing a service.

Creating the ability to rapidly renew: In this stage, the speed and complexity of change increases. In parallel with the situation in which significant changes drag people, the level of mental use and physical endurance of employees weakens. By restructuring the organization, trying different alternatives, and being defeated by programmatic initiatives, most employees feel that they are inadequately equipped. In this context, one of the roles of the manager will be to reward innovative efforts.

Making the system changeable: Successful organizations have been seen that operate their balance as closed as possible, but a model that has established immutability forces managers to limit their strategies of imitation and repetition. Thus, in a complex and competitive world, this cannot be said to be functional. Organizations in this situation live and die according to their renewal capabilities.

It can be said that there are two important ways to make the system changeable. It is to stop the organization in case of tension. Tension is a necessary element for creativity, but the critical point here for managers is to set the tension level at a level that will disrupt the dynamism of the organization, regardless of people's ability to handle stress. It means deliberately thinking that our thoughts and judgments are not correct, challenging our ways of thinking, searching for and finding flaws in our logical models, and constantly trying to come up with alternatives.

Managing order and disorder, present and future: The paradox set consisting of order and disorder, simplicity and complexity, predictability and unpredictability, determination and unprofitability evokes a high level of flexibility in most managers. While in the old order, managers were satisfied with the outcome of only one of these series, today they try to achieve more results.

Establishing a learning organization and ensuring its continuity: Learning is the process of acquiring talent, knowledge and skills. The most important feature of learning organizations is their sensitivity to respond to change. The need for change will be determined from both a product perspective and an organizational perspective.

According to Wilms (1998:13), during periods of change, organizations become organizations that both learn and teach. Learning is one of the most important elements of the information age and one of central importance for the self-improvement of the new system.

Considering the daily problems and the opportunities and possibilities faced by employees, there is a constant potential for learning and it can be thought that there will be no difficulties in this regard. Learning and action move in semi-orbit so that employees can learn in a timely manner. If learning is a product of accidental activity rather than at the center of the organizational process, it will be necessary to provide a lot of support so that it can be integrated into the organization.

Factors Causing Change

External environmental factors that cause the organization to change can be listed as follows (Düren, 2002, p.226):
1. Globalization
 2. With the acceleration of information, time and physical distance barriers disappear.
 3. Development of the concept of quality,
 4. Change in the understanding of efficiency and effectiveness,
5. Market Economy gaining global dominance,
6. The proliferation and diversification of economic and political factors that need to be taken into account,
7. Information explosion,
8. Increase in imbalances and uncertainties in all kinds of cyclical factors,
 9. Increase and diversification in all kinds of resources,
10. Cultural and social awareness,
 11. Ecological awareness,
12. Technological developments,
 13. Consumer and customer-oriented transition,
14. Mass dissemination of communication through media.

The reasons for change may be to keep up with the situation in the external environment, or it may arise from an internal need within the organization. Changes in management thought and changes in business life force organizations to change.

Changes in business management and business life, increasing emphasis on the human element in management, changing manager profile, globalization and increasing competition can be listed as the reasons for change. At the root of the pressures that require change are environmental (external) and organizational (internal) reasons. Environmental reasons and organizational reasons are listed briefly below (Şimşek, Akgemci and Çelik, 2008):
- Changes in culture and cultural values
- Changes in market needs, conditions, structure or other market parameters

- Changes in technology
- Changes in the field of science
- Changes in the way of utilizing resources
-Changes in the goals of organization founders
- Other social, cultural and demographic changes
- Changes in the values and goals of organizational members
- Poor or inadequate organizational performance
- Change programs have been initiated in other similar organizations
- Technological progress developed within the organization

In this context, it can be argued that change within a process can contribute to the positive change of the organization by taking into account environmental developments and provide the organization with a competitive advantage by developing new strategies. Again, as mentioned in the explanations above, one of the most important purposes of change is to increase efficiency, in other words; It is to increase the degree to which the organization achieves its goals by doing the job more effectively. According to this view, the organization is more effective the more it can achieve its predetermined goals (Töremen, 2002).

Types of Organizational Change
a) Planned change and Unplanned (Sudden) change: Planned-Unplanned change is a practice related to calculating the change to be made in advance. It is a type of change that aims to ensure that the change made or to be made operates more effectively on the processes, and since it is a method in which the change is kept under control, the rate of negative consequences is low.

In this method, the change expert keeps the change under control and efforts are made to ensure that the employees cooperate and obtain appropriate and valid solutions to the problems (Basım, Şeşen and Çetin, 2009). Planned change is a change model in which each level of the change process is decided, planned and implemented in advance, while unplanned change refers to the change of the organization without adhering to a plan, which is not considered in advance.

b) Macro and Micro Change: Macro and micro change are related to the quantity that will be subject to change in the organization. Macro change refers to making the organization as a whole subject to change (Koçel, 2007, p.691). This change, known as organizational development, aims to increase the performance of the organization as a whole. Şencan (2007) defines organizational development as a broad topic that includes all organizational improvement strategies.

It is a complex training strategy used to change the beliefs, values and cultural structure of the organization. In organizational development practices, information from behavioral sciences is used to increase the effectiveness and health of the organization**.** Organizations' control, effectiveness, keeping up with change, etc. Organizational development is defined as the review and re-creation of strategies, structural features and procedures in order to eliminate problems that arise over time.

Micro change refers to a change regarding any issue at lower and upper levels within the organization. While in some organizations the change takes place over time, sometimes the change is sudden. Both approaches have benefits and drawbacks.

According to the explanation made by Koçel (2007), being proactive in a change means changing the work, activities and procedures of the organization according to the anticipated environmental conditions; Therefore, it refers to the organization's readiness when the predicted conditions occur. On the other hand, reactive change does not mean making changes in the organization according to pre-anticipated conditions, but making changes to adapt to the conditions actually encountered. So, in a sense, it reacts to the conditions.

c) Active and Passive Change: Active and passive change can be expressed as the impact of the organization on its external environment. The change that the organization makes within itself to adapt to stimuli from the external environment is passive; Active change is when an organization influences and changes the external environment by innovating.

Whether the change is made in small advances or radically has caused a different distinction to be made. He stated that the first approach (kaizen) and the second change approach are known as process development (reengineering) (Koçel, 2007).

d) Step by Step Change - Radical Change: Slow change is the process by which organizations develop and change themselves by slowly and continuously reacting to the changes occurring in their external environment. Radical change refers to short-term and radical changes in organizations (Toker, 2007).

Conclusion

Finally, the review addressing the obstacles to organizational change lists obstacles such as the discomfort of the current order, weak leadership, cultural pressures and the economic system, and emphasizes the importance of training, participation of organizational members and applying effective tactics to overcome these obstacles.

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