

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**An Assessment of the Implementation of Business
Process Reengineering (BPR) in Education Sector:
The Case of Oromia Education Bureau**

By: Nemei Hirpa

**Department of Educational Planning and
Management**

June 2009

Acknowledgements

My heartfelt gratitude goes to my thesis advisor Jeilu Oumer (PhD) for his professional and technical assistant in advising and correcting my paper, encouraging and providing me with necessary comments on this research. I felt it would be difficult for me to successfully accomplish this study without his real professional advice. His tolerance and precious time devoted to assist me is memorable. I wish also to express my appreciation to the executive, process owners, team leaders and all workers at Oromia Education Bureau for their assistance in helping me to gather the required data. My thanks also go to Ethiopis College for its unreserved support throughout my graduate study.

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List of Acronyms

BPR = Business process Reengineering

OEB = Oromia Education Bureau

CEO = Chief Executive Officer

MoCB = Ministry of Capacity Building

CRS = Civil Service Reform

MOE = Ministry of Education

ONRS = Oromia National Regional State

Abstract

The purpose of the study was to assess the practice of business process reengineering (BPR) implementation in Oromia Education Bureau. The assessment attempts to examine the extent of business process reengineering planning and preparation, the implementation practices and BPR management, the achievements and challenges of the program. To accomplish this purpose, the study employed a descriptive survey method which is supplemented by qualitative research method to enrich the data. With this respect, top executive, team leaders, implementers and job performers/workers were the major source of data in the study. The data gathering instruments include questionnaires, interview guide, focus group discussions, work process observations and document analysis. All the close-ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage and interpreted in light of available literature where as the data obtained from other open-ended questions, interview guide, work process observation and document analysis were qualitatively described to supplement the quantitative data. The study revealed that although the program has achieved some improvements, the status of the business process reengineering implementation practice was unsatisfactory. With this respect implementers lacked trainings related to business process reengineering and its implementation, consistent guidelines, and involvement of different bodies in the planning of the program were common problems. The program was not managed properly even though the study showed that the program is monitored and evaluated adequately. The Program has also brought significant improvements in the areas of speed of decision making, clear vision, hierarchical level reduction, and customer satisfaction. Furthermore; the study revealed that the program suffered from problems such as lack of adequate communication, lack of experience, lack of information technology facilities, lack of resources, lack of comfortable office, lack of training, and reinforcements which are challenges to the business process reengineering program. Finally recommendations were made based on the results of the study. The points of recommendations include: assembling a change management team as soon as possible, increasing the communication practice by publishing internal newspaper, establishing formal access to information, and conducting meetings with employees, to revising implementation action plans, preparing satisfying and comfortable office layout, providing employees with update information technology equipment and trainings, and adjusting the salary of those workers who work under several responsibilities with old scale salary. Thus problems related to communication, lack of training experience, technology update, uncomfortable office arrangement and lack of reinforcement (payments) need immediate improvement for effective functioning and success of the business process reengineering program.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Change is the fact of life given that nothing stands permanent and lasting. Some scholars define change, viewing from different angles. Huber (1995) perceives change as just leaving the comfort zone. Change is a pervasive influence. We are all subject to continual change in one form or another. Change was an inescapable part of social and organizational life (Mullins, 2002). This author sees change from spatial and time frame. That was change was every which has an effect on organization. In addition, it was permanent and non-stop.

Another scholar, (Hage, 1980) cited in Hall (2002) views organizational change from the structure aspect. Organizational change can be defined as the alteration and transformation of the form so as to serve better in the environment.

As to some scholars change is the process of alteration or transformation of individuals, groups and organization undergo in response to internal and external factors (French, 2006). This definition looks at change was a process that passes through different stages so as to respond to the factors influencing. From the point of view of French change is seen as first-order (transactional) and second-order (transformational). In addition to this major changes penetrate deep in to the values, beliefs, and cultures of an organization (Lomash and Mishra, 2003).

Educational organization like other organizations undergoes different kinds of changes at different times. According to Huber (1995) organizational changes are departures from the status quo or from smooth trends. He pointed out that organizational changes are almost without exception, the products of an organizing force. The reason for change may differ from time to time.

The reason why change occurs, as Baldrige (1983) stated was as follows.

Organizations are changing all the time for many reasons which forces the organization to respond trial and error, shifting environment that cause new demands, change in ideology that raise new opportunities, shifts in the economic that cause feast or famine, changes in demographic patterns that cause bulges or declines in markets or clientele.

To fulfill these diversified needs and the need for excellence, organizations are still finding their way to improve their organizational performance like customer satisfaction, quick service, and improved product and so on.

The current approach that was believed to bring about drastic change in order to meet the aforementioned needs was business process reengineering (BPR) (Oblensky, 1996), (Morris, 1993); (Hammer, 1996). Regarding this, as they stated, reengineering was a recent innovative, and not at all common, but it seems to be the only approach at work. This recent approach was invented by Hammer, and others in 1990s. Besides, Hammer and Champy in "Reengineering the Corporation" assert that they called the new approach reengineering (1993). BPR, as a new concept of business model, was associated to set of techniques that lead managers and executives to reinvent their organizations for competition in the new world. Reengineering aims at fundamental or frame breaking change (Mullins, 2002).

BPR, though spreading rapidly, has many pitfalls as Morris (1993) points out many of the limitations. Sometimes managers may use BPR in a way that does not fit to the specific organization and organizational design. Morris (1993) discusses that the term "reengineering" may be a misleading concept. It implies that the business processes were engineered in the first place. However, they are not engineered in the sense of a design being created by professionals and the process being built to the design's specifications. For example, an executive interested in reengineering has little theories of knowledge to depend on. There was no institution of higher education offering reengineering programs. Even consultants with reengineering experience are hard to find. Furthermore, no methodology for reengineering business processes has gained common acceptance. Therefore; the most troublesome aspect of reengineering in its present stage of

development is that, to be effective, it involves a large scope and requires many skills to implement (Morris, 1993).

In our country, in response to globalization, high competition and achievement of sustainable development, the government has been running the Civil Service Reform and Strategic Planning for about a decade. Recently the government introduced BPR as a strategy to improve public sector services. In this case BPR has appeared and attempted to be implemented in many of public organizations for the last few years. To this effect, some organizations reinvented themselves in order to be successful in tomorrow's world.

Among these organizations was the Oromia Region Education Bureau. The Region is one of the largest in Ethiopia in terms of its population and area. It has 17 zones, 9 administrative towns, 295 woredas. In relation to this the region has equal number of education offices which are under direct supervision of the Oromia Region Education Bureau (OREB). This bureau which monitor, evaluates, control, empowers and supports government and non government educational organizations accounted to it, attempted the adoption of BPR in December 2007(OEB, 2008). Therefore this study focuses on the assessment of BPR implementation in the sector in the year 2008 G.C.

1.2 Statement of the Problem

Ethiopia is striving for building a good governance and democracy and also for, social, economic and political development to improve the living standards of the citizens. In response to this, the government has now planned to bring fundamental changes in the civil service organizations through BPR, which was meant for performance improvement by fundamentally changing the efficiency and effectiveness of key business processes.

In spite of the excitement over BPR, the rate of failure for reengineered projects, as to some researches, was over 50%. Oblensky (1994) said that 80 per cent of the proposed reengineering projects fail. Bennis and Mische (1997) estimated that approximately 70-

80 per cent of all reengineering end in failure that the effort did not produce the intended result or the experience was extremely negative.

There are considerable researches done on BPR implementation in some public organization of Ethiopia. Gebregziabihier (2005) studied BPR and perceived performance improvements in seven public organizations and found out that BPR does not guarantee to have improved performance. Getachew (2007), who has conducted a research on some public organization, has found that most of the objectives and rationale of change are not fully understood by most workers and the organization has achieved few improvements. Daniel, (2005) considered four organizations and concluded that in these organizations' BPR was not properly implemented and no performance improvements perceived among workers. Daniel said that this does not however mean that they have not followed BPR implementation with respect to the standard accepted BPR methodologies and concepts but lack of methods of monitoring progress. Abate(2006) assessed the BPR effort of Ethiopian Civil Service College and found out that the major barriers to success of BPR efforts are lack of skill in implementation, lack of communication of benefit, and managerial resistance to change. However; Fekade (2006) who conducted a research on "BPR in Hospitals", found that BPR brings public satisfaction in the hospital that will also create the development progress that the country was undergoing.

The above researchers have studied and found significant outcomes (achievements, challenges, problems and prospects) of BPR implementation in non education sectors of different organizations. In addition to this, regardless of considerable body of BPR literature there appears to have been little research conducted on implementation of BPR in educational sectors. Reengineering was a process not only followed by success, but there are also failure records. Timely understanding of the failure and success can lead to corrective action. To this end the study aims to examine whether or not the newly introduced BPR program is being implemented as intended and the problems encountered in the context of Oromia. The study also tries to assess the status of BPR implementation as well as finding the achievements and challenges of the program in education sectors.

BPR was implemented in Oromia Education Bureau (OEB) at the beginning of 2008. The change has been made with the intention of enhancing improved services and work processes. However, there has been little improvement in coordinating and implementing the processes according to the plan. The pre research observation showed that the work setting (office layout) was not changed for more than a year and according to the yearly bulletin of the bureau (July, 2008) reported that in the bureaus' communication of change was ineffective, and the processes are not thoroughly designed to the root level. Therefore; whether the change in this organization has brought about the desired outcome or not requires exploration.

In this research work along with many other issues the following basic questions will get answer.

1. What was the effort of preparation and readiness for implementation of the program?
2. What were the practices of implementing the reengineering processes?
3. What is the status and achievements of BPR implementation?
4. What are the challenges of BPR implementation in the sector?

1.3 Objectives of the Study

1.3.1 General Objectives

The main objective of this research was to assess the overall changes brought by BPR in Oromia Regional State Education Bureau.

1.3.2 Specific Objectives

The study aims to examine:

1. The readiness and preparations for the BPR implementation.
2. The present status of BPR implementation in Oromia Education Bureau.
3. The achievements and practices of BPR implementation in the Bureau.
4. The major problems and challenges of BPR implementation in the organization.

1.4 Significance of the Study

The significances of study can be:

1. The regional education bureau can be benefited from the results of this study to revise the status of their BPR program and take a corrective for better performance.
2. The findings of this study may help organization to take measure in solving problem related to business process reengineering implementation.
3. To other regions' education sector and governmental and nongovernmental organizations it can be used as a benchmark input.
4. It may serve as a base for interested individuals or organizations for further study in the field/area.

1.5 Delimitation of the Study

The study was delimited to Oromia Region Education Bureau head office that has executed full scale implementation of the program. The general BPR implementation practices were assessed in the study. Thus, the findings of this assessment were only generalized to OEB. All the three elements of dynamic BPR, i.e., the personnel, process, and technology, are considered in the study. Moreover, the study focuses on one year experience of the bureau in implementing BPR in the year 2008.

1.6 Limitations of the study

To conduct the study on the branches of the case organization was not timely, economical as well as time taking. To mention some of the limitations were: Lack of latest and relevant books and references, difficulty to get process owners to focus group discussion for sufficient information because of frequent field trips and meetings.

1.7 Organization of the Study

This paper is organized in to five chapters, the first chapter deals with the introductory part which include background of the study, statement of the problem, objectives of the study, significance of the study, delimitation, limitation, and organization of the study. In chapter two reviews of relevant related literature were treated with that can guide the researcher in the study. The methodology of the research was presented in the third chapter. After the description of methodology, data analysis and interpretation was presented in chapter four. Finally, the summary, conclusions and recommendations of the study were treated in chapter five.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature. In the review of related literature, analyzing and systemizing of relevant information as well as research findings of others is basically carried out. However, the major purposes of review of related literature are to gain adequate knowledge and insight in to various aspect of BPR program. It also helps the researcher in defining the research problem and developing appropriate instruments and methods of data collection. Moreover, the review tries to assess the basic needs of organizational change, BPR as an alternative tool of educational management change, successes and experiences of other countries on BPR and the current status of BPR program in Oromia region education sector.

2.1 The Meaning and Essence of Business Process Reengineering

2.1.1 The Meaning and Features of BPR

Reengineering is a new concept of business model and associated to set of techniques that managers and executives have to use to reinvent their organizations for competition in a new world.

Many scholars define business process reengineering (BRP) from different perspectives. Scholars like Bennis (1995) said that reengineering is reinventing the enterprise by challenging its exiting doctrines, practices, and activities and then innovatively redeploying its capital and human resources into cross-functional processes (Bennis, 1995). Sharing the same idea Ministry of Capacity Building, (2006) affirmed that reengineering is creation, reinvention of new way of doing business, recreation of the different new form of organization. Linden (1994) on the other hand views business process reengineering as “the set of power principles that is radically changing some public and private bureaucracies. It requires us to challenge the fundamental assumptions

shift from activity to results, advancement criteria change-from performance to ability, values change from protective to productive, managers change from supervisors to coaches, organizational structures change from hierarchical to flat, executives change from store keepers to leaders.

To this connection, Ministry of Capacity Building (2006) listed nine points some recurring themes or characteristics that we frequently encounter in reengineering business process. These were: several jobs are combined into one, worker make decisions ,the steps in the process are performed in a natural order (“Delinearizing”), non-value adding activities and hand offs in the process are eliminated, processes have multiple versions (end of standardization) ,work is performed where it makes the most sense. , checks and controls are reduced, Reconciliation is minimizing, and a case manger provide a single points of contact.

On the other hand Thomas (cited in Mullins, 2002) suggests the distinguishing features of business process reengineering as follows:

Reengineering aims at fundamental or frame-breaking change. A reengineering exercise would challenge the existing framework, question, attitudes and behaviors, and might suggest the introduction of new technology.

This indicates that reengineering needs a paradigm shift. A paradigm shift is defined as a complete mental model how a complex system functions. Paradigm shift involves rethinking the nature of the business, the organization; a complete preconception of how the system works (see www.taketheleap.com):

The Purpose of BPR

As many scholars have said organizations initiate radical change for various reasons. But many scholars warned that there are many questions to answer before embarking on its implementation. Those might be: What are the needs for change? Why reengineer? What are the goals and objectives of reengineering? These questions should be addressed first effect we see other features BPR? In this regard Benis and Mitshe (1995) stated that it has

been becoming clear that no organization is immune from change, i.e. the advance for civilization, and the will of the market place. Therefore to survive and grow in the next century, all organization must reinvent themselves.

Moreover, they stated that reengineering has five objectives to fulfill. Among these are indicated under here: The first reason is that the organization may focus on increasing productivity. Reengineering seeks to increase productivity by creating innovative and seamless process that has a never-ending which occurs in a natural order, with a natural velocity.

The second is optimizing values to shareholders. Reengineering strives to optimize value to shareholders through doing things differently. Innovations in such functions as product design, manufacturing and customer service are examples. The third objective is aimed at achieving quantum results. Reengineering sets out to achieve at least a fifty percent, then the achievement, although it may fifty percent then it may be an impressive one, is not a reengineering. The fourth objective if reengineering can be aimed at consolidating function. Reengineering seeks to create an organization that is learner, flatter, and faster. The ability to rapidly assimilate innovations, market, need, technological developments, customer trends, and competitor initiatives is a trade make of the reinvented organization. The last but not the least objective can be eliminating unnecessary levels and work. Reengineering constructively challenges and analyzed the organizations hierarchy and activities in terms of their value, purpose, and content, organizational levels and activities that represent little value to shareholders or contribute little to competitiveness restructured or eliminated (Benis and Mishe, 1995; Bhat, 2007).

Principles of BPR

In public organizations where bureaucracy is built for decades reengineering could not be assumed to be changing everything overnight. We should be patient enough to see its fruit gradually. As Linden (1994) stated:

Re-engineering is the term of choice for the set of powerful principles that is radically changing some public and private bureaucracies. It requires us to challenge the fundamental assumptions on which bureaucracies are built and radically redesign these organizations around desired outcomes rather than functions or departments. In process, it forces us to develop new ways of thinking and of seeing the world because the world has

changed and so must our assumptions. Do not pave cow paths, first reengineer then automate.

This principle has a general concept of automation after reengineering. This means that automation is essentially a last, not a first, step. If we simply automate it will be doing the wrong thing faster.

2.1.2 Historical Development of BPR

In the history of management many theories, principles, observations, and researches has been raised and replaced by or improved by better ideas from introduction of Taylor's principles of scientific management of 1911 to BPR of Hammer and Champy in 1993. In fact according to (Bhat, 2007) many managers talked about breakthrough improvements long before Hammer and Champy popularized the term reengineering. But since then BPR is a popular topic in many organizations today (Morris, 1993).

Review of change management efforts made around the world

Adam Smith (1776) has established the management principles in the area of division of labor and specialization as a response for the development of complex organizations. In 1911 Fredrick Winslow Taylor's the principles of scientific management launched the scientific management movement with its emphasis on time and motion studies and breaking jobs into small, repetitive tasks in an attempt to find "the one best way to do each job. He designed piece rate pay systems to increase motivation and to prevent slacking off. There after Taylor's methods quickly swept the world as the way to organize work (French and Bell 2004:63). In 1922 the Great German sociologist Max Weber introduced the concept of "bureaucracy" as the best, most efficient way to organize people. A strong hierarchy of authority, as extensive division of labor, impersonal rules, and rigid procedures would create a well-oiled human machine called the organization (Gerth and Mills, 1946). In 1940's the scientific study of groupings using experimental research method s was launched by Kurt Lewin and his students and many researchers were conducted which brought the concept of human relations from 1940's to 1960's. The human relations movement advocated participative management, greater attention to workers social needs, training in interpersonal skills for supervisors

and a general" humanizing" of the work place (Shien and Vennis, 1965). In 1954 motivation and personality by Abraham Maslow presented a new view of human motivation (French and Bell, 2004). In the late 1980's and beginning of 1990's new ways of doing work like Total Quality Management (TQM) is implemented in different organizations especially in Japan. In addition to this business process reengineering become popular way of organizing work starting from early 1990's to date (Peppard and Rowland, 2002).

Reengineering shift from organizing job around task (function) to process based and hence job titles and organizational arrangements (departments, divisions, work units and so on) cease to matter, instead process based managing business overtook.

The Difference Between Functionally Structured Organization and a Process-Focused Organization

In the development of management system organizational designs were changing from functional based organization to system based organization. Bhat (2007:168) has reviewed the difference between the two as follow:

In a functionally structured organization, the activities are grouped together and managed as separate entities. The machines, equipments and human resources which are used to carry out similar activities are grouped together and a manager is placed in charge of these activities. For example, in a manufacturing firm, different functional activities such as marketing, purchasing, storing, finance, planning, production, quality control, maintenance, personnel etc., are grouped under separate departments each headed by an individual manager. In a functionally structured organization, management boundaries are set clearly and there is no overlapping of function between any two departments.

On the other hand, according to some scholars process focused organizations deviate from traditional vertical functional structure in that they use cross-functional teams (temporary or permanent), task forces or project teams (Hammer, 1993); (Linden, 1994); (Morris, 1993). Cross-functional teams consist of employees from various functional departments who are responsible to meet as a team and resolve mutual problems. Team members have to report to their functional departments, this means that

they also report to the team leader of the cross-functional team to which they belong.

Since Business Reengineering approach involves a complete rethinking and transformation of key business processes, there could be a need for a strong horizontal coordination and greater flexibility in responding to changes in the environment. Since work is organized around process rather than function, reengineering often involves a shift to a horizontal structure based on teams. In addition to this there could be further changes need in BPR that can add value the processes. Bhat (2007) suggested that organizing around key business processes also may lead to redesigning information systems to cut across departmental lines. This is said to enable managers to share information throughout the organization to make their companies more competitive and more responsive to customers.

Besides, most of the increasing shift toward more horizontal versus vertical structures reflects the trend toward greater employee empowerment, broad information sharing and decentralized decision making. He also indicated that such organizations are referred to as learning organizations. In such organizations, every one engaged in identifying and solving problems, enabling the organizations are characterized by horizontal-team based structure, open information, decentralized decision making, empowered employees and a strong adaptive culture (Bhat, 2007).

2.1.4 Organizational Change

Definitions of Organizational Change

Several scholars define change, viewing it from different angles. Huber and his colleagues perceive change as just leaving the comfort zone. They said that organizational changes are departures from the status quo or from smooth trends. On the other hand, Hage (1980), views organizational change from the structure aspect. Organizational change can be defined as the alteration and transformation of the form so as to service better in the environment (Hage, 1980). Mullins also viewed change as a pervasive influence. He stated that we are all subject to continual change of one form or

another and change is an inescapable part social and organizational life (Mullins, 2002). This author sees organizational change from spatial and time frame. That is change is everywhere which has an effect on organizations. In addition, he pointed out that change is permanent and non-stop.

As to some scholars change is the process of alteration or transformation of individuals, groups and organization undergo in response to internal and internal factors (French, 2006). This definition looks at change is a process that passes through different stage so as to respond to the factors influencing it. From the point of view of French et.al change is seen as first-order (transactional) and second-order (transformational). He confirmed that:

In first-order change, some features of the organization change but the fundamental nature of the organization remains the same. First order change goes by many different labels transactional, evolutionary, adaptive incremental or continuous change. In second- order change, the nature of the organization is fundamentally and substantially altered the organization is transformed. The second order change goes by many different labels transformational, revolutionary, radical, or discontinuous change (French et al 1999:76).

Whether it is first order or second order change the organizational change can be initiated by managers, from the departments or by the external pressures. In this case (Huber, 1995); (Hall, 2002), (Mullins, 2002); (Carrington, 1989) classified sources of change into two major forces: internal and external. Internal forces are new technology, work values, new knowledge, product obsolescence where external forces are competition, consumer demands, resource availability, social and political change and international change. According to (Huber and Glitch, 1993) there are two sources of change in organizations. These are: the organization's environment and organization's top managers. Thus, it is that these two forces individually and interactively, cause organizational change (Huber and Glitch, 1993). These authors also indicated that growth in scientific knowledge i.e. increase in availability of knowledge and advanced technology in 1980's and 1990's are a root causes of change in knowledge. In those years global competition, scarce resources changed the environment which leads to organizational change.

Even though environmental change leads of organizational change, Huber and Glick (1993) have emphasized about the impact of top managers or executives. They have indicated four roles through which top managers influence change. Top managers can be independent source of change, constraints on change, interpreters of change, and manipulators of their organization's environment.

When change occurs in organizations most people including managers tend to resist change for some reasons or no reasons. Resistance to change can take many forms and it is often difficult to pinpoint the exact reasons for the resistance (Mullins, 2002). In relation to this (Charrington; 1989) indicated some reasons of resistance to change. He says that:

Although change is inevitable, people tend to resist it. Some evidences of resistance to change are very overt, such as wild cat strikes, work stoppages, turn over, and protests about a proposed change. Resistance to dissatisfaction, grievances, and requests for transfers, absenteeism and excessive damage to machines, and conflict among members of work crew are hidden resistances of change in organizations (Charrington; 1989:746).

In addition to this some common reasons for resistance is categorized into individual and organizational base. Authors like (Mullins, 2002) and (Charrington,1989) indicated the reasons why individuals resist change are:1) fear of the unknown, 2) new learning, 3) disruption of stable friendships, 4) distrust management, 5) economic implications and selective perception. Some of the main reasons for organizational resistance against change are threats to power or influence, maintaining stability, organization culture, and investment in resources, past contract or agreements, and system relationship.

2.2 Planning and Preparations Made for Reengineering

Business process re-engineering (BPR) is a long ranging complex program. Therefore, to develop or implement this change program, there must be well organized series of steps to be followed. Morris and Brandon (1993) listed about nine steps. The steps are: 1) Selecting an effort and defining the scope, 2) Conducting initial impact analysis, 3)

Selecting an effort and defining the scope, 4) Identifying business and work process, 5) Defining alternatives, stimulating new work processes and work flows, 6) Defining the potential impact of each alternative, 7) Selecting the best alternative, 8) Implementing the selected alternative and, 9) Updating the positioning baseline models and information. From these step 1-7 are activities of preparations made before implementation of reengineering.

The ministry of capacity Building of Ethiopia (2007), on the other hand, listed four major phases of BPR. Phase one is planning which encompasses leadership commitment, identifying entry points assigning process owners and re-engineering learn, and preparing TOR. Phase two is about understanding the current business process. The third phase is redesigning the business process which includes benchmarking, performance gap, specific objective, designing from clean sheet, and ensuring a well-designed and organized process. The last phase is implementation and process-centered organization (MoCB, 2007).

Most of the time preparation for smaller changes is important. Organizations often fail to recognize and prepare for changes when they are gradual or involve a small number of people, yet even short journey require preparation, gathering of resources, assessing who is going to need what and support action (Barge, 1995).

2.2.1 Planning for Change

Planning is the activity of setting mechanisms and the basic requirements for implementation. Planning, being the most important steps to implement change has a lot of importance in any kind of change.

According to Eccles (1996) planning has two main roles: the more intellectual element of thinking through the issues and their implications, which leads to the second, more practical activity of delineating resources that would need to be assembled to carry out the plan. Whether as process, or for its content, or for its strategy logic, or for its early

warnings of system mismatches and inadequacies of resources, planning provides an intelligence system which is a coherent map for management. A proactive approach to planning seeks to anticipate outcomes, to identify potential risks and problems and to plan to avoid or circumvent them. It is a discipline which orders ideas and options and gauges them against the practicalities of making them work. A good plan provide guidance to avoid indiscriminate backing for unruly ideas, and focus on the qualities needed by the organization in any change initiatives it might take (Eccles, 1996).

According to (Bhat, 2007) this step involves developing a change management plan that will help the organization execute a quantum leap forward toward radical improvement, as flawlessly as possible. It also requires the following activities such as; 1) Identifying change management plan requirement which involves deciding what will be needed to get from the old process to the new process and what it will take –time, money, acting managers, consultants, new roles, etc., 2) Choosing a planning process and format which the reengineering team will need to devise an action plan that is both detailed and specific. The action plan should include project time table, contingency plans, and feedback and communication system, 3) Deciding how to move the action plan forward since the action plan will impact a number of employees of the organization, it is necessary to include them in the plan. The team should decide how to start the reengineering effort, get progress updates and keep employees existed about the change. Organizations often embark up on their changes with inadequate information's, inadequate road maps, and insufficient attention to the specific requirements of their long journey to the future (Barge, 1995).

2.2.2 Preparation Made for Organizational Transition

Changing old ways of doing things

When decisions are made to replace old ways of doing things with the new ones, two situations have come together, change and transition. Bridge (1994) stated that it is not changes that do you in, it is the transition. Change is not the same as transition. Change is situational: the new sight, the new boss, the new team role, the new policy. Transition is

the psychological processes people go through to come to terms with the new situation. He also viewed change as external and transition, as internal situation. Unless transition occurs, change will not work (Barge; 1995:102).

Changing Old Behaviors

Before you can begin something new, you have to end what used to be. Before you can learn a new way of doing things, you have to unlearn the old way. So beginning depends on endings. But the problem is people don't like endings.

Bridge (1993) says that if things change, at least some employees and managers are going to have to let go of something. He also offers some procedures to deal with changing old behaviors. Don't be surprised at 'overreaction', acknowledge the losses openly and sympathetically, expect and accept the signs of grieving, compensate for the losses, give people information, and do it again and again, define what is over and what isn't.

2.2.3 Phases or Steps of Reengineering

For the sake of convenience the researcher has relayed on the phases enumerated by Bennis and Mische (1995). They classified this process re-engineering into five phases. The above phases listed by two different authors are also included in the following phases. So it is worthwhile to elaborate the phases of Bennis and Mische.

Phase one is creating visioning and setting goals. The starting point of any re-engineering effort is the creation of a vision. Once the vision has been created near and long term goals must be devised to turn the vision into reality. This phase may include five process clusters. These are i) Creating a vision and goals, ii) Identifying opportunities, iii) Forming and educating the re-engineering team(s), iv) Communicating the vision and gaining commitment, v) Establishing an infrastructure

Phase two is related to benchmarking and defining success. Benchmarking is the practice of being humble enough to admit someone else is better at something, and being wise

enough to learn how to match and even surpass them at it (MoCB, 2007). It can be also defined as the methodology used in search of best practices in order to get the best practice in a better way for an organization. So this phase involves intensive work in acquiring information about the practices within and outside the organization. It includes: Benchmarking business process, identifying, copying and improving on best practices, assigning information technology, and establishing performance target.

Phase three includes innovating process. This phase is the essence of organization through process re-engineering. It is considered to be the most demanding phase of methodology, as it requires not only the re-engineering of business process, but also the systematic change of management practices, organizational structures and information technology. It can also include conceptualizing the process, mapping the process (a process map illustrates the design of the process, including how the work will be organized and how personnel and technology will be involved), testing the prototype process, refining the prototype process, re-engineering information technology, and establishing the new process for the old one.

Phase four starts with transforming the organization. In this phase the organization is transformed into the re-engineered enterprise. It has three process clusters. These may include transforming operations, transforming operational structures, and implementing re-engineered process.

The last part of BPR is phase five concerned with monitoring re-engineered processes. This phase consists of establishing an ongoing procedure for monitoring and their respective support structure. There are three process clusters: Refining process, Monitoring for improvement, transferring learning.

2.3 Implementing Reengineered Processes

The meaning of Implementation

Implementation can be defined as putting plans to action. Eccles says that there seems

little room for dubiety about the meaning of implementation. Implementation is action. It is not planning to act; nor thinking about acting; nor clearing the organizational decks for action, nor persuading others to back your proposed plan; nor even just deciding what action should occur and how it should take place. It is action itself, whatever it is and however it is occurring, with all its attendant elements of error, frustration, turmoil, expense and confusion (Eccles, 1996).

The most important element of preparation for implementation is gaining of endorsement from key personnel for the implementation plan and its objective. The very essence of gearing up for implementation is the managing and orchestrating the growth of concerted will in order to overcome organizational inertia and resistance (Eccles, 1996).

2.3.1 Putting Action Plans in to Practice

Today's business environment is very dynamic and changes are the order of the day. Some changes originate within the organization, but may come from the external environment. For instance, new laws are legislated by the government which the organizations must comply, new developments in technology arise, and customer's likes and dislikes change, lifestyle change. There could be pressure from customers, communities and competitors which force change on organizations. Ministry of Capacity Building (2007:128) has stated that from experience implementation is the most formidable challenging phase of the reengineering project. Ministry of Capacity Building (2007) enlisted some of the main aspects in preparation of implementation plan: These were:

1. The organization should perceive to ensure reasonable transition to new process: manage human and technical issues surrounding implementation of the new process, and assess the result of its reengineering effort will be treated.
2. An implementation plan should be developed that spells out the work that need to be done with time frames, milestones, training, work force issues, decision points, resource allocation etc.
3. The leader with his core staff and management consultation (decision) should develop a detailed implementation plan that lays out the road to new process. Critical element and

milestones should be identified and their progress closely monitored by the executives steering committee. Time table for all action should be specified, and the individual responsible for overseeing and performance tasks should be assigned. Highly visible executive level leadership and encouragement is especially important at this stage.

4. The team with its process owner shall use pilot testing to evaluate and refine the new process design. According to Ministry of Capacity Building (2007) pilot testing is an effective tool that allows the organization to evaluate the soundness of the proposed process in actual practice, identifying the correct travel spot or problems with the new design and, refine performance measures, generate support for full-scale implementation for employees, outside stakeholders, public, etc

Ministry of Capacity Building (2007) suggested the pre-implementation requirements which include: Assignment of ethical and competent staff (check: their personnel record for qualification and disciplinary records) and training (orienting) the staff that will be involved in the implementation of the new system. In this program orientation has to be given on improved service standards, new forms, service fees, new proclamation, regulations and mandates of the agency. Availability and fitness of the new formats and other things that go with implementing the new system and office arrangements suitable for implementation of the new system must be created. Then budgets for different purposes (employees, customer, conference participants, guests etc.) and preparation of pointers or indicators and information desk has to be completed. In addition to these brochures concerning the new service conditions and information register and boxes. Finally formats for customer suggestion and assessing customer satisfaction and customers waiting halls or rooms with educative and entertainment facilities must be fulfilled (MoCB, 2007).

2.3.2 Managing Business Process Reengineering

Starting the process of significant organizational change requires enough information about what is ahead so that people can decide how to prepare themselves and survive the journey. According to Barge (1995) some organizations start a change and then end with

difficulties. He said organizational leaders (and consultants) typically describe change in terms of the future plan: Here is what it will look like in the reengineered company, when we are a total quality company, when everyone is empowered. Then small group- either outside experts or a few people in the company- develop a transition plan, one that is usually long, complex, carefully structured , and scheduled. This kind of plan may typically describe all the technical and physical changes: when departments will be merged, when new equipments will be brought online, when new processes will go into place. So why don't these plans work?

From these statements it is clear that even though organizations are in the phase of change may not function well as it was planned. As the organization tries to change itself it is helpful in identifying what is occurring and is all too often missing. The new process may yet work, but the implementation has run into major difficulties. To alleviate this kind of problem scholars have suggested a solution. Thus training in new skills and procedures, understanding priorities, and finding and allocating resources could be necessary (Barge, 1995).

2.3.3 Management of Change in Business Process Reengineering

The change management is the key issue to make change happen. With this regard, business process reengineering is one of the major break-through initiative which calls for drastic changes in the way business processes are carried out. In this course organizations continually evolve, whether by expanding, contracting, exploring or eliminating thus some changes would have occurred making the difference between the status of the organization at the beginning and at the end of this time period (Bhat, 2007). Whatever the difference occur between the old process and the new ones, if changes are managed properly success is an inevitable. In connection with this (Bhat, 2007) stated that managing change is not easy, but it can be done, or done well by the following a change management process. The author has also added that to manage change effectively, the managers can control change instead of letting it control them.

In the implementation of BPR the most important part of change management is the human resource dimension and establishing new work practices. Ministry of Capacity Building (2007) indicated that the greatest challenges in BPR program lies in managing the human dimensions of change. Bhat (2007) on the other hand emphasize the replacement of old practices with the new ones. He continues by saying that BPR deviates from the traditional functional oriented vertical organizational structure to process focused; team work based horizontal organizational structure consisting of cross-functional teams, task forces or project teams. Therefore, many old practices are dramatically modified totally changed or replaced by new practices which necessitates managers and employees to forget what they have been doing for years and learn new ways of doing things. The problem encountered is not with the processes but with attitudes and beliefs of people who are involved in the reengineered process or those who are affected by implementation of BPR projects (Bhat, 2007).

BPR implementation needs to be managed from different directions. Most of all it need to manage the agent of change and key areas of change management. Bennis and Mische (1997) said that the implementation of Reengineered process depends on successfully managing change and the rate of change. They also indicated that a multitude of change agent must be managed. These agents must be managed. These agents can affect the organization in four areas such as leadership, infrastructure, transformation and business processes. They also listed some of the typical change agents which include top managers, employee involvement as well as empowerment, creativity/ process innovation, commitment to change, and education and training.

For this opinion it is clear that those authors believe that if those change agent are managed properly the foreseen change will be successful.

Methods of managing change

Implementing any kind of change needs methods of managing it and managing change requires formal procedures, clear methodology, and principles. According to Ministry of Capacity Building (2007), changes should be managed in a formal way or procedures. It

is suggested that executives should begin to develop and carry out a formal change management plan to bring the organization's values into line with the goals of reengineering. The Ministry of Capacity stressed that if change management is delayed, it will be difficult to build support and momentum among the staff for implementing the new process, however good it might be. Then he listed some of the activities in managing change. These are: 1) Executive should be working hard to achieve a broad-based consensus among different concerned parties concerning the reengineered processes, 2) Barriers that arise from internal skepticism and resistance to change are to be expected and can often be overcome through the use of employee education, change management activities, and successful pilot testing of the new process, 3) Training and career enhancement can be needed, as well as counseling and outplacement assistance for downsizing that may result, 4) Clear, effective and convincing communication is essential to the success of every change project and process reengineering is no different. The objective here is to enable recommendations to be understood by everyone and acceptable to be secured from those who are most affected by or involved in, any changes, 4) The organization/ bureau's management shall organize awareness creation and consensus building meetings with employees and key customer on: Improved working procedure and service requirements, customer service under the new system, compliant handling procedures, etc (MoCB, 2007)

Finally it says that the leader and the process owners with their team should prepare communication plan and ensure effective communication among staff and stakeholders. Moreover using change agents such as managers and training, educating, allocating, and using management activities has to be used to succeed in BPR.

2.3.4 Monitoring and Evaluation of Business Process Reengineering

After the BPR implementation plan is prepared, now the reengineering proposals could be set in motion so that people and financial resources can be deployed (Bhat, 2007). Other requirements will be put available to yield the process and system improvements that ensure the anticipated efficiency and effectiveness. He goes on stating by saying that

implementation will be more or less successful depending on the degree of commitment to change and improvement on the part of all those involved in the process chain. Ministry of Capacity Building (2007) says that there are no magic formulae for successful implementation, but the organization has offered some points which need attention like 1) unfailing attention to detail and rigorous follow-through, 2) The reengineering project manager must be responsible for monitoring progress against milestones and deadlines via regular review sessions with the implementation team. 3) Regular communication of progress and success in achieving targets has to secure interest and the commitment of the rest of the organization.

Implementing on "Trial Run" Basis

The "Trial Run" will determine whether the team should be permitted to proceed with its process reengineering effort. Even though the "Trial run" may take up to six months, it is a vital step in the implementation phase (Bhat, 2007). According to him this step involves two activities of a) pilot test to ensure that the proposed change will dramatically improve the process, ii) assessing the result and making necessary adjustment in the flow chart.

Evaluate Process Performances on an Ongoing Basis

As implementation progresses, the team need to gather and evaluate data and measurement results should indicate movement towards the goals of the team for the new process. The process performance should be evaluated on an ongoing basis to determine the extent of progress of the team. This step of the implementation phase requires the team to hold regular meetings and celebrate progress. The process reengineering team should not disband as soon as implementation begins or even after it is over. The meetings should continue because the team has to evaluate progress and solve any problems that may arise. Just before evaluating progress, the team must analyze measurement data using tools such as a "run chart" which can be used to compare one period data to another helps the team to verify whether the engineered process has improved performance (MoCB, 2007).

The team should use meetings to discuss any problems. The team members should be

encouraged to discuss the problems in the employees. Depending on the process reengineering effort, the team may meet for quite some time (two years is not uncommon). After sometime the team may feel that the process can be evaluated and continuously improved by the process owners. When the new process is firmly established the organization has achieved its goals of dramatic improvement, the reengineering team and its leader can be moved else-where for more effective use. Knowing when to disband is also crucial to the effective process reengineering team.

A successful process-reengineering effort deserves commendation. All the persons who took part in achieving a quantum leap towards radical improvement must be rewarded. A formal celebration or informally recognizing the winners is desired.

Generally all the above explanations show that the implementation phase is both exhilarating and exhausting. It takes time but it can bring new life to the organization which will enhance the competitiveness of the organization.

Review Progress and Re-Calibrate (recycle)

Although visible returns may be achieved within a shorter time-frame, it will not necessarily be easy to allocate precise financial savings to these until a cumulative or critical mass of improvements has had to work through the organization. Knock on effects from introducing process improvements are equally hard to quantify. These may include such factors as: i) Individuals feeling more 'valued' as a result of taking part in the process improvement ii) Messes being removed from the workplace as processes are cleaned up. iii) Overall improvement and enhancement in the quality of working life through customer satisfaction ratings (MoCB, 2006).

Here the general trend shows that once the implementation plan has been followed through, the entire team should get together to review progress against objectives. By this stage, the process should have reached the level of performance that was targeted. Certain questions therefore need to be addressed. These include the following: Is the new process contributing to the efficient and effective implementation of the mandate and mission of the Bureau? Is the process now the 'best' it can be? If so, what actions are needed to

maintain this state? If the process is not the 'best', new improvement plan should be envisaged. Does this involve the same, or a new reengineering team? Do the new process customer friendly and ensures customer satisfaction (in terms of responsiveness to complaints, office arrangements, customers' reception, service quality, timeliness, cost, one-stop-shopping, etc.).

Finally the organization must ask about the lesson drawn from the project like: i) what has been learned from the project. ii) How should this be communicated to others, both in the organization and outside it? iii) What were the main learning points and pitfalls that need to be factored in when we start the next project? iv) How will these be communicated to others?

Adjusting Goals and Developing Improvement Plan

As the organization shows some progress it is important to adjust to the development plan of the program. Ministry of Capacity Building (2007) has suggested the following points in this regard. As you start getting feedback from your communication plan and in your pilot testing you will develop a feel for the accuracy and suitability of your original targets. Here, any adjustments evolving from the suggestions of the employees and customers should be made and incorporated in the final improvement project implementation plan. This should show the desired state (for the process) at an identified future date, together with the essential steps for achieving it. The team shall check whether all pre-implementation requirements have been in place to ensure a successful implementation of the new processes.

Standardize the Reengineering Process

According to Bhat, (2007) standardizing means that the new process becomes an accepted and established process within the organization. The new process might be documented and new guidelines written down. Also the job descriptions are revised to accurately reflect the new process and copies of the new job descriptions are distributed to employees. Employees are encouraged to participate. The customer-survey data is shared with all employees and the process-reengineering effort is kept focused on the

customer.

In the process of monitoring and evaluating reengineered processes the first thing we do is running the trial run to assess the process in the pilot testing and make necessary adjustments in the work flow. Secondly, the team has to evaluate process performances on an ongoing base to continuously improve the new process until the process is established firmly. Then reviewing the progress, adjusting goals by developing improvement plans were some of the necessary steps/activities of this phase of BPR implementation. Of course these activities may take more than two years. But what was missing here is full attention is not given in general. This can be observed from lack of enough literature in many of the most known authorities/books which talk only few lines about BPR monitoring and evaluation.

In the process of monitoring and evaluation the first thing we do is running a trail run to assess the process in pilot testing and make necessary adjustments in the work flow. Secondly the team has to evaluate the process performance on ongoing bases to continuously improve the processes until the new process is established firmly. Then reviewing the progress, adjusting goals by developing improvement plans and standardizing the reengineered process were some of the steps/activities of this phase of BPR implementation.

2.3.5 Risks and Challenges of BPR Implementation

There are various kinds of risks related to BPR implementation. According to (Bhat, 2007) there are four kinds of risks: These are: 1) Financial Risk: the project does not give high return of investment period, 2) Technology risks: Business process oriented information technology solution either are not available or not working, 3) General Project Risks: the company is looking for solutions outside its competence or the project team is not performing well, 4) Functional risks: the company is confronted with a reorganization which is not applicable to the kind of business the company is in, 5) Political risks: people confront the project (resistance) or the project gradually losses commitment by top management.

Business Reengineering Implementation Barriers

Barriers which are severe, unexpected and unplanned for problems in Business Reengineering project increase the impact of project risk factors. For example, middle management resistance against the objective of introducing self-directed work teams increases the political project risk.

Barriers hinder implementation efforts such that without intervention the project falter or even fail together (Bhat, 2007). There are other problems which are not considered as barriers, but they may present obstacles on a day to day basis. For example, illness of project members, malfunction of computer equipment etc., are considered as problems and not as barriers.

Hard and Soft Barriers: Barriers to Business Reengineering can be classified as hard barriers and soft barriers. Hard barriers are those, which have to do with things and regulations. Soft barriers are people problems. Hard barriers can be broken into: Information Technology problems, Resource problems, and, Legal obstacles

Information technology (Software and hard ware) which is not suited to support a process based organization can evolve as barrier. One typical resource problem is non availability of space for a work team to get together on a regular basis. Team members who are physically separated should have easy access to electronic communication equipment such as teleconferencing. Legal obstacles can become severe barriers. In some countries, various federal and state regulations hinder several Business Reengineering projects. For example, one of the main corporations in Germany could reap as much success for its reorganization efforts as it originally planned for because work place regulations did not support work time flexibility.

Soft barriers are related to people problems. People resist organizational changes. Resistance to Business reengineering can be differentiated into internal individual resistance, internal group resistance and External resistance. Resistance of 'type A' describes resistance against reasonable thinking and actions. From the perspective of the initiators and the project team, affected people demonstrate 'type A' resistance. Four most common reasons people resist organizational changes could be desire not to lose

something of value, misunderstanding of the change and its implications, a belief that the change does not make sense in the organization and, a low tolerance for change.

Resistance of 'type B' describes resistance against indoctrination and power usage. Affected people don't call themselves resisters and consider their resistance as of 'type B' resistance is an indirect way for subordinates to say 'No' to a change.

Resistance is viewed by initiators and project members as a necessary evil." No changes without resistance" and "innovations represent a history of resistance". But people resist change most when they have not been asked to change, or have not been told how the change is going to take place and how they personally will be affected by the change.

Internal group resistance describes group behavior in the organization. These groups may be formally or informally organized. For example, a group of electronic engineers may resist the plan of being split up into work teams where they have to work side by side with mechanical engineers, because they consider their status superior to that of mechanical engineers.

External resistance is put up by people outside the organization. Customers, suppliers, the public may develop considerable resistance against plans which interfere with their interests (Bhat, 2007).

Areas generating barriers to Business Reengineering Implementation

All barriers to Business Reengineering implementation success are the result of some underlying causes, some of which may not be self-evident. Hence it is necessary to study the areas for potential causes of barriers to Business Reengineering implementation success in sufficient detail.

According to Bhat (2007) the areas generating barriers to Business Reengineering implementation success are project related causes, People related causes, organization related change, and environment related causes.

Project Related causes: The business Reengineering project set up may lead to barriers

which have to be dealt with. Project contents and project management can cause both hard and soft barriers. Project contents are represented by project objectives, the selected business processes and the introduction of new Information technology. The project content may lead to considerable resistance and hard barriers. For example employees of the organization may resist against the implementation of change which they fear may lead to loss of their jobs. People, who have doubt or fear, do not take actions towards attaining the project objectives. Also the attitudes, values and methods of external consultants may cause considerable resistance on the part of employees.

People related causes: people affected by the organization change constitute the main source of potential barriers. This is true for people on all level in an organization. People behavior is based on their personality and norms of the groups to which they belong. Managers may resist a change, which jeopardizes their job; workers may fear unemployment by being replaced by a computer system. Managers may pay lip service to the change and behave in autocratic ways not to suffer any personal draw lacks from the change. Workers want to be told what exactly is expected from them. Hence a lot of attention has to be given to this part because it is the most difficult and sensitive area to manage in any kind of change implementation (MoCB, 2007).

Organization related change: An organizational structure which is inflexible towards drastic change in operations may cause barriers. Large bureaucratic organizations tend to wither changes which potentially destroy the existing structure- Also the embedded culture of the organization is another cause for barriers because culture unconsciously influences the thinking, decisions and actions of people working in a given firm. Thus culture may dictate the inability to forget the past and the inability to invent the future.

Environment related causes: The environment of an organization may yield barriers to the implementation success of business reengineering project, by withstanding through the means of laws, regulations and public resistance. The organization's business partners and customers may resist the objectives and content of business reengineering project undertaken by the organization. Also, the environment may rapidly change in a way that

makes the business reengineering project redundant.

2.4 Successful Experiences of BPR Programs in other 2 countries

2.4.1 Survey of BPR experiences in Iran: Reasons for Success and Failure

The study which aims at studying the success and failure of BPR projects executed throughout Iran found significant element of BPR failures. For this purpose, effective indices and also factors of success and failure are investigated.

Based on statistical analysis of efficiency indexes mean value and project effectiveness, as well as the test outputs for the projects' total success, it was proved that except for the two organizations, the rest lack necessary efficiency and except for two organizations, the others lack necessary effectiveness. The total success test outputs has verified the results of the two that BPR projects executed in Iran have failed to reach predefined acceptable success. The lack of data from organizations is a big problem in BPR projects in Iran. The study recommends that every BPR project before execution needs deployment of success factors such as above-mentioned tests, so by 95 percent of assurance, it has to be commented as: preparation for change, planning, recognition and design, evaluation, culture and change, information technology, and outcome in governmental organizations (www.emeraldinsight.com).

Lessons learnt from Iran

Iran suffers from high bureaucratic organization. The only way to tackle the problem seems to be through BPR. The organizations then expected the program a more active role in establishing good governance. In Iran BPR was started with the sole objectives of improving the services of the public sector. However recent studies have shown several problems related to the program. The Iran experience suggested that most organization which embarked on BPR were unsuccessful. Most of the reasons for this were problems related to preparation and planning for change, recognition and design, evaluation, culture and change, information technology.

2.4.2 A Framework for Process Reengineering in Higher Education-USA

Overview

In spite of academics' often skeptical stance against BPR and other management concepts (Birnbaum, 1988), which may seem foreign to the organizational culture of higher education (HE), many universities have reengineered their internal processes. According to a recent study conducted by Educause (Kvavik, Goldstein, & Voloudakis, 2005), higher education institutions have invested heavily in business process reengineering, leveraging information technology to improve services and reduce costs. This interest in rethinking processes and procedures is driven mainly by budget shortfalls, information technology infusion, and external pressures for greater accountability and responsiveness. Despite this enthusiasm and heavy investment from higher education institutions however, few studies have examined the overall effectiveness and outcomes of reengineered processes. Additionally, with the exception of the above mentioned Educause study, Allen and Fifield (1999), and the work of Sepehri, Mashayekhi and Mozaffar (2004), Okunoye, Frolick and Crable (2006), and to some extent Penrod and Dolence (1992) and Belarmino and Canteli (2001), few studies have proposed a comprehensive framework to reengineer processes in higher education environment. This study by attempt to contribute to both aspects by proposing a conceptual and operational framework for process reengineering in a higher education environment, and by examining its effectiveness through a case study from a distance learning unit. This case study had two specific goals: (1) to replace a cumbersome and inefficient paper-based exam distribution and scheduling process with a Web-based streamlined and efficient process; and (2) to reduce the overall cost associated with mailing exams to/ from remote distance learning sites.

Process Reengineering Framework

In their seminal work on BPR, Hammer and Champy (1993) are credited in the literature as defining reengineering as "the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical temporary measures of

performance such as cost, service, quality, and speed". Closer to the organizational culture of higher education, and prior to the Hammer and Champy work, Penrod and Dolence (1992) defined reengineering as "using the power of modern information technology to radically redesign administrative business processes in order to achieve dramatic improvements in their performance" (p. 8). From these two definitions, we understand that the ultimate goal of process reengineering is to achieve efficiency and effectiveness by radically rethinking existing processes; whereas the goal of total quality management is to undertake process change gradually by working in incremental steps (O'Neill & Sohal, 1999).

Reengineered Process Features and Steps

The reengineered process allows for access by three types of users: faculty, support staff, and proctors (people appointed to supervise students at an examination). On the faculty accessed portion of the site, faculty members are able to accomplish the following tasks/steps:

Step 1: Schedule course exams. Faculty members schedule all of their exams for the entire semester and indicate whether or not they will need a proctor.

Step 2: Create a distribution list. Faculty members create their course's distribution list, which is used to send/ return exams or course related materials to the remote sites. This list also is used to notify remote sites' staff of any schedule changes. It is worth mentioning at this juncture, that before this process was reengineered, the list was entered manually for each site. With the reengineered process, the system fills in the data using an automated report process from the university data system.

Step 3: Submit exams. Faculty members upload their exam documents in Word or PDF format. To maintain cross platform consistency, Word documents are converted to PDF format. Using a generated distribution list, instructions, cover sheets, and exams are emailed to the remote sites' staffs, as well as to faculty and proctors.

Step 4: Manage submissions. Faculty members are able to modify and/ or update exam information and schedule or update distribution lists. Distance learning staff and proctors are notified of any changes.

On the staff side, distance learning support staff members are able to track the course exams and material by course name and date, and can monitor and respond to course and exam modification requests from faculty. Staff members also can submit course and exam modification requests to remote sites on behalf of faculty members, as needed.

Lessons learnt from process reengineering of higher education in USA

One of the corollary outcomes of BPR's pursuit of efficiency and effectiveness often is translated into staff reduction and downsizing. By injecting new ways of doing things, BPR provides the opportunity to senior leadership to reduce staff and to reshape the organizational culture, as reflected in its values, norms, guidelines, and expectations, (Schein, 2004).

Following the BPR perspective, They designed a framework inspired by two main sources: (1) a retrospective analysis of their own experience in reengineering several internal processes, such as faculty development program management (Abdous, 2005), a syllabus creation process (Abdous & He, 2006), and learning assessment lab registration; and (2) the BPR literature (Davenport & Short, 1990; Macintosh, 2003, O'Neill & Sohal, 1999; Ahmad, Francis & Zairi, 2007). By combining two sources in which theory has been nurtured by practice, this framework provides a well grounded tool to use when reengineering processes in higher education.

In the change processes, they have presented an online exam scheduling and distribution system for courses. The system plays an essential role in facilitating coordination and communication among the stakeholders involved in the exam scheduling and distribution process. Further improvements are planned to integrate the system with university registrar data systems. This integration will increase automated tasks and reduce faculty need to input student and course data. In addition, they were examining how to help faculty manage graded exam and paper collection and distribution.

In summary, drawing from BPR research and from their experience in redesigning processes, the proposed framework offers a flexible roadmap to rethink, redesign, and streamline the exam scheduling processes. Their operational model is rooted in the organizational culture of higher education, and actively engages all stakeholders to undertake an in-depth analysis and take ownership of the reengineering process. Their application of the framework has enabled us to uncover inefficiencies, reduce paper handling, increase efficiency, and achieve operational improvements while reducing faculty workload and reducing overall cost. They believe that the framework will be used to identify and streamline other services and will be of assistance to other universities' distance learning efforts.

2.5 An Overview of BPR in Ethiopian Context

Ethiopia is a country with over 77 million populations and an area of 1,643,000km². It is one of the poorest countries in the world. The country is characterized with low GDP, poor infrastructure, high illiteracy rate, young democracy and Poor governance, and bureaucratic civil service (World Bank; 2005). Even though there were improvements it is said to bring less achievement in the area of good governance which is the base for overall development in the country. But recently the government has taken decisive measures to enhance overall development by civil service reforms (MoCB; 2006).

2.5.1 Sector Reform and BPR Introduction

Ethiopia is a country striving to build a good governance, democracy and economic development and improve the citizens' living standard. According to Ministry of Capacity Building (2007) the last few years an experience in building democracy and economic development the country is promising. It also states that mainly the government is seriously in charge to ensure good governance, develop democracy and socio economic development.

The civil service system is one of primary and key tool in achieving these objectives. The

government said that by living with the old bureaucratic system of civil service, the effects will become useless effort. Therefore, transforming the civil service system in order to support the building of good governance and democracy is primary issue that the government has been undertaking. Among the effects is the civil service reform which is aimed to transforming the system. This reality has brought about the need for reengineering (BPR) in Ethiopian civil service organizations.

For the last few years the concept of BPR has been manifested, and tried to be used in many of federal and regional organizations. Even though the program has not been evaluated formally, the assessment shows that there are achievements and failures. Some researchers showed that in a few of the organizations it seems good, but in many of two kinds. In a few of the organizations that says we have just done BPR, business as usual continues working in existing system (Getachew, 2007). The fact is that, the last few years experience of BPR has helped few organizations to make some incremental changes in their work environment. Now the government has been given attention to capitalize these performances and decided to undertake the reform further (MoCB, 2006).

2.5.2. BPR in Oromia Region

The Region was one of the largest in Ethiopia in terms of its population and area. It has 17 zones, 9 administrative towns, 295 woredas. The region has started BPR implementation in all sectors of development according to the mandate given to regional governments from Ministry of Capacity Building in a continuation of the civil service reform in the region(MoCB: 2006). In relation to this the region has several number of sectorial bureaus which are under direct supervision of the Oromia National Region State(ONRS). One of the bureaus which undertake BPR implementation was the Oromia Education Bureau. This bureau which monitor, evaluates, control, empowers and supports government and non government educational organizations accounted to it, attempted the adoption of BPR in December 2007(OEB, 2008).

2.5.3 Oromia Education Bureau in Implementing BPR

Oromia Education Bureau is the first Education sector bureau which embarked on the implementation of BPR in the region. OEB has been doing business process reengineering in one selected core processes (Educational supervision and training) and one support process (Procurement Process) since January 2008. The team members have finalized the redesign of new processes that tend to bring dramatic improvements in the performance of the organization and recommendations with the newly designed processes are implemented in order to test the fruit of the effort.

According to the yearly Bulletin (July, 2008) the bureau has followed systematic way of implementing BPR by dividing it in to two phases. In the first phase three core processes which were implemented. These are: 1. Teachers Development core Process, 2. Educational Support and Supervision core Process, 3. Educational materials preparation, printing and distribution core Process.

In the second phase there were five processes which were implemented. These were 1. Quality Assurance and Accreditation Process, 2. Assessment and Certification Process, 3. Project Planning and Implementation Process, 4. Educational Technology and communication Process, 5. Procurement and Financial Administration support Process (OEB, 2008).

Preparations made

Oromia Education Bureau is one of the organizations that are found in Oromia Region which studied the BPR program to implement it. Priority is give to this sector because it has a great responsibility in supporting the development activities. According to the yearly bulletin of the organization (2008) the mission of the bureau is to produce skilled manpower for the development of the country in all sectors. The bureau is forced to undertake this program because of many reasons. First the old management system does not seem to go with the technological advancement in the 21st century and this does not bring the foreseen development. The second reason is because of the bureau's complexity and old procedures are believed to bring no change in order to fulfill its mission (OEB, 2007).

The bureau has used the principles of Linden which emphasizes “the 3 Ps” to redesign its processes. The three Ps are People, Plan, and Politics. In this way 1) human resources needed for the study is trained. 2) Planning 3) creating governance by using its political power and mandates for implementation is accomplished.

After the redesign of the process by using 3Ps, (People, Plan, and Politics) the bureau has started the pilot testing. In this pilot testing the activities for the implementation were set such as 1) Workers’ placement team, 2) Grievance handling team, 3) Implementation teams are established, 4) Manuals and documents were published and distributed, 5) trainings were given to different bodies which are in the BPR program 6) team charter is developed, 7) Preparing office layout, 8) consulting and counseling teams established (OEB, 2008).

The status of BPR implementation at the present

According to the yearly bulletin of the bureau (2008) the bureau has achieved some goals that can increase the morale of the workers to continue its program in implementing BPR. Some of the points said to be achieved are; The BPR documents were produced and distributed to all managers in the bureau, Process based structure is developed, Positive attitude is being developed among the workers, Office layout designs were made based on the new work flow and principles of “one stop shopping/ one window service”, Satisfaction of customers is reflected by their positive feedback.

Although the bureau has said to achieve those goals it has to be assessed, studied and evaluated continuously (OEB, 2008).

CHAPTER THREE

Research Methodology

This study was aimed at assessing BPR implementation in Oromia regional state education bureau. The research method to be employed was descriptive survey method. The method enabled the researcher to assess the present situation and identify some major problems in implementation of BPR program. Furthermore the descriptive survey method also enables the researcher to find out the solutions for the existing problems in implementing BPR in education sector and helps to test the basic questions.

3.1 Sources of Data

The data are collected from both primary and secondary sources.

3.1.1 Primary Sources

Primary source include the officials and workers in Oromia Region Education Bureau who participated in the planning and implementation phase of the BPR program. Those were the top executives, process owners/team leaders, implementation teams and job Performers. In addition; the main document or the BPR plan was taken as a primary source for the document analysis. Officials at different levels were included because of their position and their contribution to the effectiveness of the planning and implementation program. Job Performers were selected because they are the ones who are directly affected by the problems under the study.

3.1.2 Secondary Sources

The secondary data sources; on the other hand, was obtained from relevant books, proceedings, journals that explain the experiences of other sectors and organizations. Reports, policies, strategies, programs, BPR guidelines, official documents, efforts, directives and other documents were checked to obtain additional information.

3.2 Sampling Techniques and Procedures

The Oromia Region Education Bureau was taken as a case organization for the study. Thus purposive sampling technique was used based on its convenience for the study. In addition to this most workers in five core processes and three support processes (see appendix V) are taken as a sample population. The reason was considering one organization and most of the workers in the organization under the study are relevant and manageable for the research.

Table 1. The types of respondents ,population size, sample size, sampling technique, and tools of data collection

No	Respondents	Population size	Sample size	Sampling techniques	Tools of data collection
1	Top executive	1	1	Purposeful	Interview
2	Process Owners	8	7	Purposeful	FGD
3	Implementation teams	10	10	Purposeful	FGD
4	Job Performers	95	95	Availability	Questionnaire
Total		114	113		

3.3 Instruments of Data Collection

In this study different kinds of data collection tools were used to obtain accurate information as much as a possible. The two main instruments of data collection namely questionnaire and interviews were employed. Besides document analysis, focused group discussion, and observation was also made.

3.3.1 Questionnaires

The questionnaire was used for reengineering team leaders and workers and their readiness, commitments, and achievements because of the before and after the program

was asked. Before using the questionnaire a pilot study was conducted. The reliability and validity of all questionnaires was tested.

3.3.2 Interviews

Interviews were used to get in depth information about the issue understudy from top officials. Interviews identified the work of key personnel in the reengineering together with setting of the project and interaction with others in and out of the organization.

3.3.3 Document analysis

Various published and unpublished documents were thoroughly reviewed to obtain background information about the BPR program and experiences of other organizations. In addition to this most of the BPR plans, core and support processes, implementation guidelines and reports of one year was examined.

3.3.4 FGD (Focused Group Discussion) for the implementation teams,

Discussions were arranged with implementation teams to identify some common features and problems they have in common. The challenges, solutions, future expectations, and possible corrections related to BPR implementation particularly referring to the bureau were discussed.

3.3.5 Observation Checklists

This tool helped to see the institutional considerations (availability of necessary inputs), working conditions, workers' ability to handle customers, workers' involvement in decision making, and availability of materials and used for triangulation of information.

3.4 Procedures of Data Collection

The data was gathered in multiple ways which are used as a best and vital data gathering tools. For the actual situations to be revealed in practice getting concession of the officers was emphasized by the researcher. Because the study was conducted on large and complex organization the process of data collection was through questionnaire.

The necessary data was collected through a structured questionnaire. Pilot study was undertaken to improve the design the questionnaire. The purpose of pilot testing was to assess the relevance of the instruments designed for the study and to find out ambiguities, omissions, misunderstandings of each item. The questions were given to the thesis advisor and other professionals in the area and asked to give their reactions on each items of the instruments. Using relevant comments and suggestions, the pilot study was conducted and 18 workers had participated in the pilot study. Trial data was collected from some of the subjects of the study. Then the questionnaire was structured based on the feedback received from trail data collection. After the pilot study was conducted, both reliability and validity were established. For example, in investigating the overall feature of the questionnaire cronbach alpha reliability test was calculated using SPSS software. The reliability coefficient for the questionnaire was found to be 0.787 to 0.864. Then in order to improve the reliability, all the items of the instrument were made as pertinent as possible. Based on the pilot study's results and professionals feedback the content validity was checked, items were thoroughly inspected, the order of the questions and terminologies were improved and made the items what they purported to measure. Finally the questionnaire was prepared and duplicated as per the required number then it was distributed to the respondents. Out of 95 workers 80(84.2%) successfully completed the questionnaire.

The BPR implementation was measured by judgmental measure asking the subjects of the study on five point scales, ranging from very high to very low, and highly improved to not improved. The questionnaire contains choice items, ratings and open ended questions. The questionnaire also contains questions about the planning and readiness made, the present status and practices of BPR implementation, the achievements of BPR, and the barriers and challenges of BPR implementation in the organization. The researcher had two personal interview sessions lasting one hour per individual. Nine semi-structured interview items were designed for the top official of the bureau. Document analysis which includes planned document profiles prepared on BPR, implementation guidelines of reengineered processes, and other important records.

Analyzing the documents was vital information to look at each steps and principles incorporated in it. In the case of focused group discussion (FGD) there was an extended discussion with the implementation teams on the BPR. Six semi-structured FGD guiding question were prepared for implementation teams. This was done with the assumption that it gives the individuals both time and opportunity to freely reflect their conception, belief and experiences that are crux to the enquiry. Checklists and observation was used to obtain additional information and triangulate information gathered through different tools and techniques.

3.5 Data Analysis Technique

The data obtained from different sources by those five tools was organized, tabulated, and summarized manually based on the themes of the information gathered. Then it was presented in descriptive approach. Thus, in the analysis frequency count and percentage were employed for describing the results for each of the specified items. In addition to this the information from officials was compared with the actual BPR plan of the particular organization and the basic principles and guidelines in different literatures to check significant differences on how this program was planned, implemented, and monitored. Moreover; the responses from the interview and open ended questions, FGD, observation results and document analysis were analyzed based on their themes and used as guidance for more description and clarification of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTREPRETATION

In this part, the data gathered from top executive, BPR implementation teams, workers and using interview, focus group discussions and questionnaire respectively from the above mentioned participants were presented in tables followed by descriptions of results.

4.1. Characteristics of the Respondents

The researcher described the characteristics of the respondent's in terms of sex, age, educational background year of experiences and duration for training they attended. Therefore, the objective of this section of the study was to provide basic background information about the target population of the study. The target groups of this study were team leaders, implementation teams, the staff and top executive of the organization.

Table 2: Respondents distribution by sex, Age, and Responsibilities/Positions.

No	Items	Respondents	
		N	%
1	Responsibilities/Position Held		
	Top Executive	1	1
	Process owners	7	7.1
	BPR Implementation Teams	10	10.2
	Job Performers/baseline workers	80	81.6
	Total	98	100
2	Sex		
	Male	79	80.6
	Female	19	19.4
	Total	98	100
	Age		
	30 and below	22	22.4
3	31 – 40	34	34.7
	41 – 50	36	36.8
	51 and above	6	6.1
	Total	98	100

Concerning the job positions responsibilities in table 2, 80(81.6%) of the respondents were job performers or baseline workers, and, 10(10.2%) of the respondents were BPR implementers. Moreover, 7(7.1%) of the respondents were process owners/team leaders and only, 1(1%) of them was top executive. This shows that the majority of the respondents were bottom line workers who are performing the jobs and exposed to all the practices of BPR. Therefore they are the major source of firsthand information concerning the practices and challenges of newly designed processes of the organization.

As it can be seen from Table 1, most respondents, 79(80.6%) who involved in the program of BPR implementation were found to be males, while only 19 (19.4%) of respondents were females. Here, one can understand that under the study area, females were not adequately involved in the newly reengineered processes.

Regarding age characteristics of the respondents 22 (22.4%) of them were below 31 years. Were as more than half of respondents 70(71.5%) of them were between age 31 and 50. With regard to the respondents whose age is 51 and above were very small i.e. 8 (6.1%). From this result, we can understand that all the respondents were matured with respect to age level.

Table 3: Respondents by educational level, and years of experience, and training offered in BPR.

No	Items	Respondents	
		N	%
1	Education Level		
	Grade 12 and below	-	-
	Certificate holder	1	1
	Diploma	35	35.7
	Degree and above	62	62.3
	Total	98	100
2	Year of Experience		
	1-5 years	22	22.4
	6 – 10	49	50
	11 -15 years	13	13.3
	Above 15 years	19	19.3
	Total	98	100
3	Training durations on BPR		
	Less than a week	29	29.6

	One week	20	20.4
	Three – four weeks	20	20.4
	More than a month	26	26.5
	Not attended	6	6
	Total	98	100

Concerning respondents' educational background, the data indicated that all respondents were above grade 12. Moreover the data revealed only one of respondents 1 (1%) is certificate holders. In addition to this 35 (35.7%) of respondents were diploma graduates and more than half 62 (62.3%) of respondents have degree and above qualification. From this data we can learn that educational backgrounds of the respondents were found to be adequate to understand and respond to issues related to the implementation of BPR program.

In terms of year of experiences of respondents considerable number of respondents 22 (22.4%) of them were found to have the year of experience ranging from 1-5 years. While 49 (50%) of respondents had service year which range from 6-10 years. Moreover (13.3%) of respondents were found to have an experience of years ranging from 11-15 years. And lastly those respondents who were above 15 years of experience are 19 (19.3). From the data we can understand that the experiences of the respondents were found to be adequate in order to provide enough information regarding BPR implementation in the organization.

In the case of BPR related training sessions considerable number of respondents, 29 (29.6%) were found to attend a training that lasts less than one week. The data shows 20 (20.4%) of respondents attended a training for one week and the same number of respondents 20 (20.4%) reported that they have attended a training sessions ranging from three to four weeks. Moreover significant number of respondents 32 (36.6%) were found to have attended BPR related training for a period of more than one month. However few, 6(6.1%) of the respondents have got no training on BPR related topics. From the data we can learn that most of the respondents have basic knowledge of BPR concepts to provide enough information about their experiences in the new program.

4.2 Analysis of the Assessment of BPR Implementation

The data obtained from the respondents who filled the questionnaire were analyzed using frequency count and percentage. The qualitative data gathered through interview, FGD, document analysis, and observation were used to supplement the analysis.

4.2.1 Purposes of BPR Introduction to the Organization

There can be many reasons why change occurs in organizations. The workers of OEB were presented with eight items, respondents were asked to rate the purpose why BPR is initiated in their organization. It requested them to rate the causes for initiating change based on the priority of their organization. Below the data obtained from the respondents were presented and analyzed as follow.

Table 4. Respondents rating on purposes of BPR initiation.

No	Items	Respondents							
		High		Medium		Low		Total	
		N	%	N	%	N	%	N	%
1	Customers' needs of better service	35	43.7	28	35	17	21.3	80	100
2	External stakeholders (the government, funding agency etc) pressure	21	26.3	39	48.7	20	25	80	100
3	Wide spread pressure for governmental reform	27	33.7	42	52.5	11	13	80	100
4	Budget and personnel reduction	33	41.3	15	18.7	32	40	80	100
5	Consolidating fragmented functions	32	40	30	37.5	18	22.5	80	100
6	Eliminating unnecessary work levels	59	73.8	16	20	5	6.2	80	100
7	Dramatic improvement of the type, cost, quality and timeliness of its services	40	50	27	33.8	13	16.2	80	100
8	For survival and growth of the firm in a global market	20	25	55	68.75	5	6.25	80	100

Accordingly Table 4 item 1, 35 (43.7%) of respondents said that customer's needs and expectation of better service was high priority to embark on BPR, while 28(35%) of respondents rated this item as medium priority for BPR initiation. On the other hand 17(21.3%) of respondents ranked customers need and expectations of better service as low priority to start BPR program. From this result we can understand that customers' needs and expectations of better service was one of the main purposes why BPR is initiated in their organization.

Item 2, Table 4, was designed to rate the degree of external stakeholders pressure (the government and funding agency) for initiation of BPR program in the bureau. As the result shown in the table 21(26.3%) of them responded to this case as high. From the alternatives given to item number 2, majority 39 (48.7%) of respondents confirmed the stakeholders pressure and needs was medium. The other 20 (25%) of the respondents said low need and pressure was there from the stakeholders to initiate BPR program. This finding shows that the stakeholders' need and pressure which initiated the bureau to embark on BPR program was medium. On the other hand it shows that there was substantial pressure from the stakeholders to initiate the program.

Concerning governmental pressure, Table 2, item 3, it is clear that 27 (33.7%) of respondents said there was high wide spread pressure for governmental reform. While more than half 42 (52.5%) of the respondents confirmed that wised spread pressure for governmental reform was medium. While 11 (13.8%) of respondents rated that there was low pressure for government reform which initiated BPR in the bureau. However, this find was crosschecked with the interview with the top executive who confirmed that BPR was mainly the continuation of the civil service program and the pressure from the government could be high in contrary to high responses for medium pressure from the respondents in OEB.

Item 4 Table 2 was regarding budget and personnel reduction as one of the reasons why BPR is initiated in the organization. Accordingly, 33 (41.3%) of the respondents rated the item high and about 15 (18.7%) of respondents said that the purpose BPR for reducing

budget and personnel was said to be medium. On the other hand; 32(40%) of respondents rate this item as "low priority". From the result we can learn that there is a mixed feeling among workers as to the purpose of BPR to reduce budget and personnel as some feel as high priority and other as low priority of the program to take reduction of budget and personnel as the reason for BPR initiation.

Item 5 Table 4, respondents were asked to rate the purpose of BPR as the reason for consolidating fragmented functions. The data shows, 32 (40%) of the respondents rated the item "high priority" for initiating change in the organization, moreover; 30 (37.5%) of respondents rated the item as medium priority. However; few of the respondents 18(22.5%) rated it low priority. From the result we can learn that most respondents agreed at least for medium priority of consolidating fragmented function as a reason for BPR initiation in the organization.

Item 6, Table 2, was designed to rate the extent of eliminating unnecessary work levels for introduction of BPR program in the sector. As the result shown in the Table 79(73.8%) of them responded to this case as high. From the alternatives given to item number 2, majority 1639 (20%) of respondents confirmed eliminating unnecessary work levels was medium. The other 5 (6.2%) of the respondents said low need eliminating unnecessary work levels to initiate BPR program. This finding shows that the eliminating unnecessary work levels which initiated the bureau to embark on BPR program was high.

Item 7, Table 2, concerns dramatic improvement of the type, cost, quality and timeliness of its services as a reason to initiate BPR in the bureau. 40(50%) respondents ranked the item as "high priority" and 27 (33.8%) of respondents ranked the item as "low priority". Few 13(16.2) ranked the item as low priority of initiating BPR in the organization. This finding shows that the dramatic improvement of the type, cost, quality and timeliness of its services which initiated the bureau to embark on BPR program was high and it seems to be the major reasons of starting the program in the organization.

Item 8, Table 2, was designed to rate extent to which the survival and growth of the organization in a global market initiated BPR program in the bureau. As the data shown in the table 20(25%) of them responded to this case as high and majority 55 (88.7%) of respondents confirmed that survival and growth of the organization in a global market was medium. Few, 5 (6.25%) respondents ranked the item as “low priority” of the organization to initiate change. This finding shows that the survival and growth of the organization in a global market was medium to initiate the bureau to embark on BPR program.

4.2.2 Issues Related to Extents of Readiness and Preparations Made

Any kind of radical change needs a careful planning and high level of planning and preparation. The aim of planning and preparation is to facilitate the readiness of the organization in order to implement the change. Based on the extent of readiness it can possible to predict the direction of the change and identify if there were problems at the beginning of the program and this can help to take corrective action if any. The workers of OEB were presented with nine areas of which requested them to rate the extent of readiness made in those items. Below the data obtained from the respondents were presented and analyzed as follows.

Table 5 Respondents' ratings on extents of readiness and preparations made for BPR

No	Items	Rating							
		Very Adequate		Average		Inadequate		Total	
		N	%	N	%	N	%	N	%
1	Establishing a new direction for the organization (activities of creating vision and mission statements)	50	62.5	17	21.25	13	16.25	80	100
2	Assembling a change management team	-	-	10	12.5	70	87.5	80	100
3	Aligning structures, systems and resources to support change	15	18.75	27	33.75	38	47.5	80	100
4	Focusing on the needs of customers in process designing	49	61.25	27	33.75	4	5	80	100
5	Preparation of physical settings of the working environment	2	2.5	30	37.5	48	60	80	100
6	Placement of personnel in the	20	25	40	50	20	25	80	100

	right place								
7	Staffing each of the processes properly	44	55	30	37.5	6	7.5	80	100
8	Preparation and distribution of manuals	47	58.75	21	26.25	12	15	80	100
9	Timing of resources mobilization	10	12.5	27	33.75	43	53.75	80	100

Table 5, item 1, concerns with activity of establishing new direction for the organization that is creating vision and mission statement. As the data shows 50 (62.5%) of respondents rated the item adequate and 17(21.25%) rated the activity of creating vision inadequate. However few 13(16.25%) respondents reported that the activity of creating vision among the respondents was adequate. From the finding we can learn that sufficient effort was exerted in creating vision.

Item 2, Tables, reads assembling a change management team. Accordingly 10(12.5%) rated this activity average and the rest majority 70(87.5%) rated the activity inadequate. From the result we can understand that change management team might not be assembled. This shows that change management is poor and insufficient. Bhat (2007) suggested that since the BPR team has other commitments, it is advisable to form a small team responsible for change management and to assist the team leader in reengineering effort.

Item 3, Table 5 reads aligning the structure, systems and resources to support change. In this case 15 (18.75%) of the respondents rated the item adequate and 27(33.75%) of them rated this activity average. The rest 38 (47.5%) rated the activity inadequate. This shows that these elements are not made to support the change. Bhat (2007) recommends that the change management team should examine the existing organizational structure, systems and procedures to ensure that these are aligned properly with the change process.

Item 4, Table 5, reads focusing on the needs of customers in process designing. In this regard most respondents 49(61.25%) rated the item as adequately done. Others 27(33.75%) of the respondents rated the activity normal and the rest of them rated the activity inadequate. From this we can understand that customers need was adequately included in the process designing.

Item 5, Table 5, regard the preparation of physical settings of the working environment. 2(2.5%) rated the activity adequate and 30(37.5%) of respondents reported average preparation. However, the rest 48(60%) of respondents witnessed that the preparation of physical settings of the working environment as inadequate. From the result we can learn that the preparation of working environment was not good. This kind of drawbacks might indirectly affect the performance of workers and effectiveness of the program.

Regarding staffing each of the processes properly table, 5 item 3, 44(55%) of respondents reported the activity was adequate. Around 30(37.5%) of respondents rated the activity average and only 6(7.5%) reported the activity was inadequate. The findings show that adequate numbers of personnel's were placed in each process.

Item 7, regards preparation and distribution of manuals. As the data shows (Table 5), 47 (58.75%) respondents rated the activity as adequately done. Approximately 21(26.25%) reported the activity average and only 12(15%) rated the activity as inadequate. The result shows that manuals that can help as a guideline for implementation of new work processes were adequately prepared and distributed.

Item 8 inquires the extent to which resources were mobilized timely. Accordingly 10(12.5%) of the respondents reported the activity adequate and 30(37.5%) of the respondents rated the item as an average activity. However half 40(50%) of the respondents reported that the timing of resource mobilization was inadequate. From the findings we can understand that resources were not timely mobilized as needed by implementers and workers.

4.2.3 Communication of Business Process Reengineering Projects

The aim of communication in BPR is said to be corresponding the leaders and staff about the newly designed processes, job and structure, measurement and management systems as well as beliefs and attitudes. The workers of OEB were presented with six items of communication activities which requested them to rate the extent of communication. Below we will discuss the findings of the survey from the bureau.

Table 6. Respondents' ratings of communication of business reengineering projects.

NO	Items	Rate							
		Good		Fair		poor		Total	
		N	%	N	%	N	%	N	%
1	The communication activities was accepted and enabled common agreement to be understood by everyone	-	-	74	92.5	6	7.5	80	100
2	Acceptance from those who are most affected by or involved in the change	-	-	44	55	36		80	100
3	Published Internal newsletters	-	-	-		80	100	80	100
4	Regular meeting in the process teams	55	68.5	20	25	5		80	100
5	Documentation of Procedures, instructions, corporate policies and objectives adequately and clearly	17	21	53	66.5	10	12.5	80	100
6	Established formal access to information	9	11.5	10	12.5	61	76	80	100

As the data on Table 6, item1 relates the extent to which BPR was accepted and enabled to get common agreement by everyone in the organization. Accordingly 74 (92.5%) respondents rated the item fair and 6(7.5%) of respondents rated it poor. From this result we can understand that the effort of the organization in communicating the program was successful. This indicates that the bureau's effort in communicating the new program. To employee, customers and stakeholders were positive. Bhat (2007) stated that change is more likely to be accepted if the people affected by it recognize a need for it before it occurs. He is suggesting that communication is the most crucial element in implementing any kind of change.

Item 2, Table 6 creates to gaining acceptance from those who are most affected by or involved in the program. The data obtained shows 44(55%) of respondents rated the item "good" whereas 36(45%) of respondents rated the item "poor". The result shows only 4(5%) of respondents rated the item "good". From the result we can learn that the program was started without gaining acceptance from considerable number those who are affected or involved in the program. Bhat (2007) stated that whenever possible managers should provide employee who will be affected by the proposed change, information in advance regarding the reasons for the upcoming change, its nature its planned timing, and

its possible effects on the organization and its personnel.

Item 3, Table 6 was designed to investigate the presence of one of communication tools that is publishing internal newsletters. The result revealed that all 80 (100%) of respondents rated the item poor. From the result we can understand that the use of this tool for communication purpose was insignificant. However publishing internal newsletter is very important mechanism of communicating the progress of the program achievements and improvements to the stockholders.

Item 4, Table 6, asks the degree to which the teams conduct regular meeting. Accordingly 55(68.75%) of respondents rated it good. 20(25%) rated the item fair. However only 5(6.25%) reported poor. From the result we can understand that the teams regularly get together for discussion. In this kind of meetings information flow effectively making communications better and better. Bhat (2007) recommends that the teams have to use meetings to discuss any problems.

Item 5, Table 2 was regarding documentation of procedures, instructions, corporate policies and objectives adequately and clearly. As the data shows 17 (21.25%) respondents rated the item good. The majority 55(66.25%) of respondents reported the activity fair and 10(12.5%) rated the activity poor. From the result we can learn that the organization is doing a normal activity in documentation of principles and item properly and adequately.

Item 6, Table 6, concerns establishing formal access to information. Accordingly only 9(11.25%) of respondent rated the item "good". whereas around 10(12.25%) rated the item fair. However the major 61(76.25%) of the respondents rated it poor. The result shows that the access to information is insufficient. This might hinder formal communicating the program to the workers and other stockholders.

4.2.4 Issues Related Preparation of Action Plans and Creating Enabling Environment

Proper preparation of action plan can lead to clear implementation process of new changes. In this case below are discussed some of the activities related to action plans in BPR implementation in Oromia Education Bureau. Then job performers were presented with nine items/activities of preparing action plans and creating enabling environment which requested them to rate the extent of preparation. Below we will discuss the findings of the survey.

Table 7 Respondents ratings of the action planning and creating enabling environment.

No	Items	Rate							
		Good		Fair		poor		Total	
		N	%	N	%	N	%	N	%
	Action Plans								
1	Preparation of action plans	14	17.5	20	25	46	57.5	80	100
2	Documentation of every plans	29	36.2	51	63.8	-	-	80	100
3	Preparation purity from redundancy	44	55	23	28.8	13	16.2	80	100
4	Preparation of Using flexible schedules	9	11.2	71	88.8	-	-	80	100
5	Readiness of localizing problems	64	80	16	20	-	-	80	100
	Enabling Environment Creation								
6	Creating a comfortable office layout	-	-	22	27.5	58	72.5	80	100
7	Arrangements of teams in a good working order	13	16.2	56	70	11	13.8	80	100
8	Enabling contact between previous and next processes	10	12	61	76.2	9	11.8	80	100
9	The office has enough lighting, ventilation, and temperature	-	-	11	13.8	69	86.2	80	100

Action plans

Table 7, item 1, reads preparation of action plan with some common elements the plan. Accordingly 14 (17.5%) of respondents reported that the activity was good and 20(25%) of respondents rated the activity fair (normal). However the majority 46(57.5%) of respondents reported that the activity of action plan preparation was poor. From the result

we can learn that action plans are not prepared adequately.

Item 2, Table 7 request the respondents to rate the documentation of every plans in written form. Accordingly 29(36.25%) of the respondents rated the action good and 51(63.75) rated the item average. From the result we can learn that the process of documenting plan was normal.

Item 3, Table 7 regards the preparation of flexible work schedules. As the data in the table shows, 44(55%) of respondents rated the activity as good. Whereas the majority 71(88.75%) reported the activity fair. This finding indicates that there was a flexible schedule in the preparation of action plans.

Item 4, of Table 7 reads as readiness of localizing problems. The item was rated well by 64(80%) of respondents and only 16(20%) reported the activity fair. This result indicates that problems were localized brought to the reality of the organization as to fit the solutions available at hand.

Enabling Environment creation

Respondents were requested to rate the item as to creating a comfortable office layout (Item 6 of Table 7). Accordingly 22(27.5%) rated the item fair where as the majority 58(72.5%) reported the activity poor. From this we can learn that the preparation of enabling environment was unfit to accommodate the new program.

The other point investigated under creating enabling environment was arrangements of teams in a good working order (item 7, Table 7). The data on the table shows 13(16.25%) rated the item good and 56(70%) rated the item fair. The rest 11 (13.75%) rated the item poor. From the results we can understand that the arrangement of teams in a good working order was normal.

Regarding enabling contact between previous and next process item 8, Table 7, 10(12.5%) of the respondents reported the item good and the majority 61(76.25%) of

respondents reported the situation fair. The rest of respondents 9(11.25%) of them rated the item “poor”.

Finally under creating enabling environment for BPR implementation, respondents were requested to rate the office as to having enough lighting, ventilation, temperature and humidity. Regarding to this item (item 9, Table 7), 11 (13.75) of the respondents rated the situation fair but the majority 69(86.25%) of the respondents reported it poor. From the result we can understand that the office was not comfortable and it does not fulfill the requirement of the new process. This finding was also crosschecked with the data obtained by observation that most workers are performing job in a crowded and dark rooms where messes are all around at the work environment.

4.2.5 Issues Related to Pilot Testing

Pilot testing (trial run) is a vital step in the implemental phase. The pilot testing will determine whether the team should be permitted to precede its process reengineering effort. Job Performers of the organization were presented with four items of pilot testing activities which requested them to tell whether the activities were done or not. Below the data obtained from the respondents were presented and analyzed as follow.

Table 8. Respondents' reactions on activities of pilot testing.

No	Items	Respondents						Total	
		Yes		No		Don't Know		N	%
		N	%	N	%	N	%		
1	Did the new process designs evaluated and refined?	61	76.25	-	-	19	23.75	80	100
2	Did the soundness of the proposed processes evaluated in actual practices?	55	68.75	20	25	5	6.25	80	100
3	Did trouble spots or problems with the new designs Identified and corrected?	49	61.25	11	13.75	20	25	80	100
4	Did the new processes generate support for full-scale implementation ?	40	50	15	18.75	25	31.25	80	100

As it can be seen on Table 8, item 1 regards evaluating and refining the new process design. The majority 61(76.25%) of respondents supported this idea saying that the new process designs were refined and evaluated properly. The result shows that activity of evaluating and refining the new process is being done in the organization.

Item 2, Table 8, concern evaluation of soundness of the proposed process in actual practice. Approximately 55(68.75%) of the respondents agreed that the process evaluation in actual practice is done. The result shows that the proposed processes were acceptable and practical in the actual practices.

Item 3, Table 8, reads “are the trouble sport or problems with the new design?” More than half of the respondents 49 (61.25%) of them agreed with the event to be accomplished well. From the result we can learn that problems and trouble spots of the new design were identified and corrected.

Item 4, Table 8, requests the respondents to evaluate the effort of generating full scale support from stakeholders for fall scale implantation. As the data on Table 9, shows half 40(50%) of respondents confirmed that support for full scale implementation was secured from different bodies. From the result we can see that the bureau has gained support for introducing for introducing full scale implementation of the program.

4.3 Practices of Business Process Reengineering Implementation and Achievements

The implementation effort to be successful, that needs various considerations like planning in advance, establishing effective communication process, obtaining cooperation of various individuals and groups, providing effective support services, money as well as materials. Thus under this, potential BPR implementation practices, managing change and in BPR, monitoring and

evaluation as well as achievements of the program were discussed based on the findings of the study.

4.3.1 Issues Related to Potential Implementation Practices of the organization in the program of BPR.

In any change activities/, the practices of its implementation determines the failure or success of the intended programs. Thus the workers of OEB were presented with eleven items of BPR implementation practices and requested to respond to each item. The data obtained from the respondents were presented and analyzed as follow.

Table 9. Respondents' reactions on activities potential implementation practices of BPR.

No	Items	Respondents				Total	
		Yes		No		No	%
		N	%	N	%		
1	Are there clear and consistent guidelines regarding implementation?	35	43.75	45	56.25	80	100
2	Are the available guidelines reaching the implementers at the right time?	44	55	36	45	80	100
3	Are all Implementers got adequate knowledge through training prior to implementation?	39	48.75	41	51	80	100
4	Do the workers and the stakeholders know about the BPR program?	56	70	24	30	80	100
5	Do top leaders support the implementation teams during implementation?	45	56.25	35	43.75	80	100
6	Are top executives and leaders strongly committed to the implementation of BPR?	46	57.5	34	42.5	80	100
7	Is the organizations structure flexible to meet the requirement of the organization?	55	68.75	35	43.75	80	100
8	Are the needs of all stakeholders included in the preparation of the program?	40	50	40	50	80	100
9	Are consultants, expertise, team leaders, and workers involved in the planning for implementation?	33	41.25	47	58.75	80	100
10	Is there sufficient time in planning for implementation?	40	50	40	50	80	100
11	Is there adequate communication between Top executives, process owners and implementation teams?	30	38	50	62.5	80	100

As indicated in Table 9, item 1 shows that 45 (56.25%) of the respondents answered in the negative column as there are no clear and consistent guidelines used for implementing the program. The result shows that the guidelines did not adequately provided by the

bureau. It seems that the available guidelines have lacked two-way communication between process designer at the top and line workers at the front-line during the implementation process.

Item 2 concerns with the availability of the guidelines that reach the implementers. As it can be seen in Table 9 above, the majority 44 (55%) supported this item as the available guidelines reach the implementers at the right time. This finding is normal because without any guidelines the implementation teams could face difficulty with process and procedure used for implementing the newly redesigned processes.

The third area concern is that of knowledge needed to implement the program (item 3). Some of respondents, 41 (51.25) stated that all implementers did not get adequate skills and knowledge through training prior to implementation. The result shows that nearly less than one half of the respondents revealed as there is some opportunity to learn about BPR prior to implementation. Data from the open ended questionnaire under general comments also confirmed that some of the implementers did not get adequate training prior to implementation. Besides, there was not sufficient information about the role of each implementer in implementation process. From this we can conclude that if such understanding is not available, it is difficult to see team leaders, workers and stockholders preparation and commitment for effective implementation.

Item 4 concerns for knowledge of the stakeholders on the purpose of BPR program. As it depicted in Table 9, this item was expressed by 56(70%) of respondents that the stakeholders know the purpose of BPR program. This finding is genuine since BPR implementation of the government as a major function of the civil service program. Thus they should be given clear awareness on the purpose of the program in order to perform this task. As indicated in review of related literature, the purpose of BPR was first about identifying customer needs and establishing good governance in order to solve the problems of customers which intern leads to low progress of development and/or change. If the purpose of BPR is clearly communicated to the stakeholders, then they would be initiated to support the implementation of BPR properly.

Item 5 in Table 9 relates to supports provided for implementation teams by concerned body. The majority of respondents, 42(56.25%) revealed that the top leaders were supporting the team during implementation. The related literature suggested that regular supervision and support include involvement in the placement of the right personnel; ensuring the availability of relevant and adequate guidelines, building different teams for new process, and creating a friendly environment for smooth operation of the work processor are among the major expected duties and responsibilities of top leaders (OEB, 2007).

However, this was cross checked by open ended questionnaire under challenges and problems of the program that it was difficult to see that the top leaders discharge their duties and responsibilities due to lack of experienced manpower on implementing the new program.

Item 6 in Table 9 deals with the commitment of top leaders and executives in the process of implementation, 46(57.5%) of respondents expressed their feelings positively regarding commitment of top leaders and executives in implementation process. The result indicates that there was strong commitment by officers to make the program work effectively. The related literature suggested that commitment is a crucial element to succeed in this kind of change. From the result we can notice that top leaders and executives have accepted responsibility for BPR implementation.

With respect to the organization's Structure and complexity flexible to meet the requirement of BPR, Table 9 item 7, depicts that 55(66.75%) of the respondents showed their feelings that the organization structure was flexible enough to meet the requirement of the program. This finding indicated that the top leaders and executives view the organizational structure and complexity as inviting environment to the requirement of BPR.

Regarding the inclusion of stakeholders need in the preparation of BPR program, Approximately 40 (50%) of respondents revealed that the need of all stakeholders were

included in the process of the new work design. It seems that some processes were identified with limiting their stakeholder that the preparation of new processes has some limitations. However process designers at different levels have a major responsibility for reviewing their processes when it was found to have some shortages. Perhaps few of process designers could have fewer experiences in the development of this kind of work design. Based on this finding, it is also interesting to note that lack of lack of experience in the preparation BPR can be seen a major problem to implementation since implements lacked knowledge in regard to the preparation of BPR.

Item 9 relates to the involvement of implementers as a team in planning for implementation. As indicated in Table 9, 47(58.75%) of respondents stated that there was lack of opportunity to involve as a team in planning for implementation. This finding supports the idea of item 8, however, as indicated in the related literature, for effective implementation requires time, personnel interaction, involvement and training. So people require involvement of total being, their feelings, sentiments and values if they have to accept, tolerate and support the implementation.

Item 10 relates to time in planning for implementation. Table 9 shows that, 40 (50%) of respondents indicated that there was sufficient time in planning for implementation. Form this; it is obvious that more time is required between the preparation and planning of BPR and expected actual implementation. However the procedures for implementation are timely specified and incorporated in the implementation guidelines (OEB 2007). Data from open ended questionnaire under problem and challenges of the program also showed that some of the respondents feel that they are expected to implementers of redesigned process and have little time to decision making to the continued use or revision of the processes.

As we can see from Table 9, item 11 concerned with sufficient communication between all implementers. The majority of the respondents 50(62.5%) revealed that communication between top executive, process owners, and implementation teams was weak as it received high value in no column. This finding indicates that the existence of

breakdown in communication between workers and implementation teams. However, communication is important dimension for the implementation of breakthrough change to be successful. The related literature suggested that BPR leaders need to create.

4.3.2 Issues related to Managing Change in BPR

Many authorities have indicated that implementation of any change need methods of managing it. BPR implementation needs to be managed from different directions. Table 10 shows some of the change management activities that has occur in an organization in change. Workers of OEB are asked to react on the items and their response is presented as follow.

Table 10. Respondents' reactions on activities of managing change in BPR.

No	Items	Respondents							
		Yes		No		Don't know		Total	
		N	%	N	%	N	%	N	%
1	Is the executive working hard to achieve a broad-based consensus among different concerned parties concerning the reengineered processes?	65	81.25	-	-	15	18.25	80	100
2	Are resistances to change to be often be overcome through the use of employee education, change management activities, and successful pilot testing of the new process?	15	18.75	40	50	25	31.25	80	100
3	Is clear, effective and convincing communication used for the success of the process reengineering)?	34	42.5	46	57.5	-	-	80	100
4	Has the bureau's management organized awareness creation and consensus building meetings with employees on	-	-	74	92.5	6	7.5	80	100
	A. Working procedure and service requirements?								
	B. Customer service in the new system?	-	-	70	87.5	10	12.5	80	100
	C. Compliant handling procedures?	52	65	18	22.5	10	12.5	80	100

As the data on Table 10 indicates 65 (81.25%) of the respondents agreed with the idea where as 15(18.75%) of respondents reported that they don't know the activity taking place. From this we can learn that the executive was working hard to manage the change.

Table 10, item 2 concern how the resistances are to be often be overcome. Accordingly 40(50%) of respondents reported the item in no column and 25(31.25%) answered that they don't know the case. From the result the organization is not overcoming most of the resistances through the use of employee education, change management activities and successful pilot resting.

Item 3, Table 10 is designed to know the use of clear, effective and convincing communication for BPR success. According to the data on Table 10 shows 46 (57.5%) of respondents did not agree with the idea. This result shows that effective communication is not made. But considerable number of respondents agreed with the idea that communication is used effectively in managing change in the organization.

Item 4, Table 10, regard the management activity of organizing awareness creation and consensus building meetings with employees and key customers on work procedure and service requirements. Accordingly 74 (92.5%) of respondents id not agreed with the activity being done in their organization. From the findings we can understand that the management was successful in creating awareness on work procedures and service requirements with employees.

Item 4b, Table 10, reads customer service in the new program. Accordingly 70 (87.5%) of respondents did not agreed with the activity. From this we can understand that it was successful in organizing meetings with employees and customers.

Item 4c, Table 10, reads organizing awareness creation and consensus building meetings. Accordingly 56(65%) of the respondents agreed on the activity. From the result we can learn that the creation of awareness on compliant handling was good.

4.3.3 Issues Related to Monitoring and Evaluation

Monitoring and evaluation is the most critical events in to check the progresses in a new change programs. It is not advisable to implement a significant change without monitoring and evaluating what happens after the change has been implemented. Here under monitoring and evaluation practices of the organization under the study will be discussed.

Table 11. Respondents' Reactions on activities that indicate monitoring and evaluation

No	Item	Respondents						Total	
		Yes		No		Don't know			
		N	%	N	%	N	%	N	%
1	Did blocks to change identified and removed	46	57.5	-	-	34	42.5	80	100
2	Did Process assessments of performance indicators made on the program?	73	92.25	-	-	7	8.75	80	100
3	Did rigorous and regular review sessions conducted regularly?	26	32.5	10	12.5	44	55	80	100
4	Is the process customer friendly that ensure customer satisfaction (in terms of responsiveness to the compliance, office arrangement, customer reception, service quality, timeliness, cost, one-stop-shopping)	65	85	-	-	12	15	80	100
5	Are teams get together to review progress frequently?	61	76.27	-	-	19	23.75	80	100

As indicated in the Table 11, item 1 reads blocks to change are identified and removed. Accordingly 46 (57.5%) of respondents agreed with the activity being done in their organization. The rest 34(42.5%) of respondents do not know about this activity of monitoring and evaluation. From the result we can understand that the activity being done in the organization even though the vents were not observed by others.

Item 2, Table 11 inquires about process assessment made which then shows performance of the program. As the data shows 73(92.25%) confirmed that the activity has happened. However 7(8.75%) of respondents do not know whether this event happened. From the

result we can understand that process assessment seems to be done in the organization. This evaluation activity has also showed (indicated) on the processes

Item 3, concerns about conducting rigorous and regular review sessions. As the data on Table 11 shows 26(32.5%) of respondents confirmed the idea that review sessions are conducted regularly. 10(12.5%) of respondents did not see whether this activity is done. The majority 44(55%) of respondents, however; reported they do not know about this event happening in their organization. The finding indicates that this monitoring activity might be done without the knowledge of many workers. As (Author) monitoring activity will be done by the process designers and implementers. So this finding could be normal if few persons have done it. Conducting rigorous and regular review sessions is the best tool for absorbing changes into the culture of the organization

Item 4, Table 11 inquires where the process is checked to be customer friendly which ensures customers satisfaction in terms of the listed criteria's. Accordingly 68(85%) of respondents reported yes. However; 12 (15%) of respondents reported do not know the events of doing this activity. From the result we can learn that the process are being checked to be customer friendly hence satisfying them in terms of the criteria listed on Table 11 item 4.

Regarding the last item reads "Are teams get to review progress frequently?" Most respondents, 61(76.25%) of them reported the activity done in their organization. The rest 19 (23.75%) reported they do not know. From the result we can understand that the progress is reviewed frequently. Some respondents confirmed by writing that the review is made every day. This kind of monitoring and evaluation activity is essential to the improvement and standardization processes so that the organization could be successful in the new program.

4.3.4 Achievements of BPR Implementation

Many authorities mentioned different benefits gained from BPR. Organizational change could be initiated to achieve some improvements. According to Hammer and Champy

(1993) Organizations embark on BPR in order to achieve radical changes in areas of speed, cost, customer satisfaction and profitability. Bellow thirteen areas of improvement were presented to workers in OEB and asked to rate the items. The result is presented and analyzed as follow.

Table 12. Respondents' ratings on major areas of improvements in BPR.

No	Achievement of BPR implementation	Rating						Total	
		Fully Improved		Somewhat Improved		Not Improved			
		N	%	N	%	N	%	N	%
1	Cost reduction in terms of financial control, less capital requirement to perform jobs	40	50	20	25	20	25	80	100
2	Time optimization	71	88.75	9	11.25	-	-	80	100
3	Hierarchical levels reduction	67	83.75	-	-	13	16.25	80	100
4	Technology update	39	48.75	41	51.25	-	-	80	100
5	Personnel motivation and work satisfaction	43	53.75	36	46.5	-	-	80	100
6	Speed (decision making is streamlined and hence fast)	72	90	8	10	-	-	80	100
7	Flexibility(the ability to change the service or product capabilities to match rapidly changing requirement)	55	68.75	25	31.25	-	-	80	100
8	Fast growth and increased profitability	25	31.25	21	26.25	34	42.5	80	100
9	Quick failure recognition	39	48.75	41	51.25	-	-	80	100
10	Change in work culture	51	63.75	18	22.5	11	13.75	80	100
11	Achieving new skills	47	58.75	15	18.72	18	22.5	80	100
12	Achieving clear vision such as the objectives, goals, and purposes of the organization	67	83.75	13	16.25	-	-	80	100
13	Customer satisfaction	76	95	4	5	-	-	80	100

As it can be seen in Table 12, item 1, relate to cost reduction in terms of financial control and less capital requirement to perform a job. Half, 40 (50%) of the respondent confirmed that cost reduction is improved. Around 20(25%) reported somewhat improved and about 20(25%) reported that there was no improvement in this area. The result suggests that the majority of the respondents have observed some improvements in relation to cost reduction of the new program.

Item 2, Table 12 concern with the time optimization of the program. Accordingly 71(88.75%) of the respondents reported improved time optimization. The rest 9(11.25%) of respondents rated the item as somewhat improved. From the result we can understand that the bureau has achieved a position of providing quicker services. The Document Analysis on three of core processes showed that in the pilot test of the BPR time almost 5% of the total time was needed to perform a single job which previously take several days(OEB;2008).

Item 3, Table 12, is designed to investigate the degree to which hierarchal levels are reduced. Accordingly, 67 (83.75%) of respondents rated the item improved i.e. hierarchical levels reduced. But the rest 13 (16.25%) of respondents rated it not improved (reduced in hierarchical level). From the result we can learn that the majority seems to agree upon reduced hierarchical levels. The document analysis of the organization structure shows flatter structure and the previously 8 to 10 levels is reduced to 3 to 4 level hence the new program resulted in flatter structure. Bhat (2007) indicated that organizational restructuring is often a key ingredient of reengineering effort. This effort may include considerations like reducing organizational layers, realigning functions/work groups around the customer and driving accountability to the front line.

Table 12, item 4, reads technology update. The data in the table shows 39(48.75%) of respondents rated the item improved while, 11(13.75%) rated it somewhat improved the rest 30 (37.5%) rated the item not improved. From the result we can learn that the majority agrees upon the improvements at modest level. But considerable numbers of workers still have doubts about technology improvements. There we need to consider that information technology has paramount importance to service giving organizations. According to (Bhat; 2007) rapid advances in information technology and its application could have a major enable of business process reengineering.

Regarding the issue which reads personnel motivation and work satisfaction, Table 12, item 5, the majority 43 (53.75%) of respondents rated improved while only few 6(7.5%) of respondents rated somewhat improved. However considerable number 31(38.75%) of

respondents rated the item as not improved. From the result we can understand that the personnel motivation and work satisfaction has showed an improvement which seems to affect the work accomplished positively. This finding was cross checked with open – ended questions under general comments of changes that happed in their work life showed that most are interested in the job they are doing and some suggested that their job is becoming meaningful to them. This seems to increase their motivation and job satisfaction in the new program.

Item 6, Table 12 relates to speed of precise decision making. As the data on Table 7 shows 72 (90%) of respondents rated the item improved where as only 8(10%) rated as somewhat improved. The finding indicates the decision making process is stream lined and hence fast.

Item 7, Table 12 is designed to investigate the degree to which the flexibility is improved for better services. Accordingly 55 (68.75%) of respondents rated the item improved. Around 25 (31.25%) of respondents rated flexibility of the services somewhat improved. From the result we can understand that the ability to change the services or product capability to match rapidly changing requirements of customers seems to fit the standards. However this improvement is limited to the requirement of the bureau's set standards.

Regarding fast growth and increased profitability of the organization, item 8, Table 12 shows that 25 (31.25%) of respondents reported improved. 21(26.25%) of respondents rated the item somewhat improved and the rest 34(42.5%) rated the item not improves. The result indicates that fast growth and increased profitability might not be the purpose of reengineering in the organization. This shows on of the characteristics of public service organization that it is not established to get profit & growth but giving a better service for customers. This is what differentiates public organizations from business firms.

Item 9 Table 12 relates to quick failure recognition. The data in Table 11 depicts 39(48.75%) of respondents rated the item improved while the rest 41(51.25%) of respondents rated it somewhat improved. The result indicates that the program has improved some way of recognizing where errors are made and it seems to indicate failures and hence provide for service improvements.

Item 10, Table 7, was designed to inquire the degree of change in work culture. Accordingly 51 (63.75%) of respondents rated the item improved. Approximately 18 (22.5%) of respondents rated it somewhat improved and 11(13.75%) rated the change in work culture not showing improvements. From the result we can learn that the work culture of the organization is showing much progress.

Regarding achieving new skills item 11, from the Table 12, as it can be seen 47 (58.75%) of respondents rated improved. Around 15(18.75) rated the item somewhat improved and 18 (22.5%) of respondents rated not improved. From the result we can understand that the achievement of new skills because of the reengineering program shows improvements. It seems that most workers are experiencing new way of operating their job and which might increase their performances in the program.

As we can see in Table 12, item 12 concerned with achieving clear vision that is understanding the main objectives, goals, and purposes of the organization, most respondents, 67(83.75%) rated the item improved. The rest 13(15.25%) rated this item somewhat improved. From the result we can learn that most of the respondents were getting better understanding of the vision of their organization. Moreover as indicated in the related literature achieving an articulate, well defined customer oriented vision is essential.

The final item Table 12 relates about customer satisfaction. Accordingly most respondents 76(95%) of respondents rated the item improved, whereas only 4(5%) of respondents rated it somewhat improved. From the result we can learn that customer satisfaction is reported to be improved a lot. It seems that the program has solved the

problem of customer needs and expectation and more responsive to their customers.

4.4 Barriers to BPR Planning and Implementation

Challenges of implementing change may begin to show up themselves from the planning stage. According to many authorities barriers to change may arise from different areas. Those barriers could be manifested in different challenges. There could be several kinds of challenges related to any type of fundamental changes like BPR. Challenges are factors that can cause failure to the program. Bellow is the result of data obtained from OEB workers which they respond to four sources of barriers (Table 13) and fifteen potential challenges (Table 14) to the planning and implementation of the program.

Table 13. Respondents' Reactions indicating areas generating barriers during planning and preparation of BPR program.

No	Item	Options	Respondents	
			No	%
1	In your opinion, which of the following are the BPR/Project related areas generating major barriers during planning and preparation of the program?	a) Project contents	13	16.25
		b) Selected business processes	9	11.25
		c) Introduction of new technology	48	60
		d) Others	10	12.5
		Total	80	100
2	Which of the following are the People related areas generating major barriers during planning and preparation of the program?	a) Behaviors of individuals	11	13.75
		b) Personality and norms of the group	14	17.5
		c) Managers resistance	6	7.5
		d) Fear of unemployment among workers	47	58.75
		e) Others	2	2.5
3	Which of the following are the Organization related areas generating major barriers during planning and preparation of the program?	Total	80	100
		a) Culture	22	27.5
		b) Inflexible structure	34	42.5
		c) Organizational complexity	16	20
		d) Others	8	10
4	Which of the following are the Environment related areas generating major barriers during planning and preparation of the program?	Total	80	100
		a) Public resistance	46	57.5
		b) Customers	28	35
		C) Others	6	7.5
		Total	80	100

Item 1 in Table 13 refers to areas of generating barriers which are Business process/project related items. As it can be observed from table 16 above, project contents are reported by 13(16.25%) of respondents, and selected business processes by 9(11.25%). But the majority of respondents, 48 (60%) revealed that introduction of new technology is the major project related areas of generating barriers to BPR planning and preparation. The others 10 (12.5%) of respondents reported that the attitude & towards the new program was among the reasons they stated in the blank spaces as areas of generating barriers.

Item 2 deals with people related barriers to BPR planning and preparation. As indicated in Table 13, the majority of respondents 47(58.75%) stated that fear of unemployment was the major people related barrier, and managers resistance was reported the least by 6(7.5%) of the respondents. From this result we can say that most managers were willing to bring change in the organization and most employees have great fear of losing their job. As discussed in the related literature less managers' resistance might show the organizations' future optimistic view of success.

As indicated in the Table 13 item 3 deals with organization related barriers. As reported by respondents 22(27.5%) and 34(42.5%) said that the major barriers related to the organization were old culture of the organization and inflexible structure of the organization respectively. The rest, 16 (20%) of respondents reported that organizational complexity was the major barrier to planning and preparation of BPR.

The finding indicates that inflexible structure of the organization was one of the major barriers generated from the organization followed by old culture of the organization. This finding is expected because BPR is challenging the old way of doing things and replacing it with the new ones well as changing the structure. Bhat (2007) stated that in reengineered processes old assumptions must be challenged and the old rules that made the business under perform must be discarded.

As we can see from Table 13, item 4 concerned with environment related barriers in

planning & preparation of BPR. The majority of the respondents, 46(60%) revealed that among environment related items public resistance was the major problem creating barriers to BPR planning and preparation. The rest, 28(35%) of respondents reported that identifying customers need was the major barrier to planning. The others 6(7.5%) reported that the work environment and technology are listed as major barriers. From this result we can understand that public resistance is the major barriers when the reengineering was planned and prepared.

Tables12. Respondents' rating on potential challenges to BPR implementation practices.

No.	Items	Rating						Total	
		High		Medium		Low			
		N	%	N	%	N	%	N	%
1	Information Technology Problems	52	65	18	22.5	10	12.5	80	100
2	Resource problems	40	50	30	37.5	10	12.5	80	100
3	Internal individual and group resistance	39	48.75	40	50	1	1.5	80	100
4	External resistance	10	12.5	18	22.5	52	65	80	100
5	Office layout preparation	13	16.25	47	58.75	20	25	80	100
6	Getting best practices (Benchmarking)	78	97.5	2	2.5	-	-	80	100
7	Communicating change	17	21.25	40	50	23	28.75	80	100
8	Lack of training	66	82.5	24	17.5	-	-	80	100
9	Lack of commitments among leaders	15	18.75	20	25	45	56.25	80	100
10	Lack of experiences among job performance	42	52.5	27	33.75	11	13.75	80	100
11	Lack of taking responsibility	50	62.5	17	21.25	13	16.25	80	100
12	Lack of reinforcement(incentives)	72	90	8	10	-	-	80	100
13	Lack of coordination between processes	50	62.5	21	26.25	9	11.25	80	100
14	Lack of precise decision making	60	75	14	17.5	6	7.5	80	100
15	Inability to satisfy of customers	11	13.75	21	26.25	48	60	80	100

Respondents were presented with the above fifteen items and requested to rate the extent of challenges that the factors pose on the implementation of BPR in their organization. The data in Table 14, item 1 which is concerned with Information Technology problems indicated that most respondents 52 (65%) of them rated it as high challenge to the implementation of BPR and 18 (22.5%) of respondents rated the item as imposing medium challenge on the implementation of the new program. The rest 12.5% of the

respondents view information technology as the lowest challenge of BPR implementation. In this case most workers were involved in their current job without having any prior technical preparation on how to use technologies. It would be, therefore, expected that the workers might have been so challenging because of information technology problems. The response was crosschecked with open ended question under the item which asks about major challenges show that most of the problem is computer failure, less internet access, lack of networks and insufficient Information Technology training.

Item 2 which states resource problem (financial and qualified personnel as a potential problem was rated high by 40 (50%) the respondents and 30 (37.5%) rated the item as medium challenge, while the rest 10 (12.5) rated resource problem as the lowest problem of BPR implementation. From this result we can learn that the planning and preparation of BPR has been done without enough allocation of resources (financial and personnel) to the processes on work currently. If workers still perceive this problem the success of the program would be in question. From the review of literature Bhat (2007) indicated that resource problems can cause long-lasting effect on the success of BPR.

Regarding internal individual and group resistance, (item 3); the researcher found that nearly 29 (32.5%) of the respondent rated the challenges from internal group resistance high. Moreover half 40(50%) of the respondents confirmed it as medium challenge and 11(13.75%) respondents rated it low. From this result we can learn that there is challenge during the implementation from individuals as well as groups that half of respondent rated it medium. Bhat (2007) stated that if employees resist change, by culture, their attitudes must be changed first before anything else. Interview with the top official indicates that individual and group resistance was the main challenge when any actions are taken in the implementation of the program.

For item 4 which reads, "External resistance" 10(12.5%) of respondents rated it high challenge to implement BPR and 18(22.5%) rated as medium challenge. The rest 52(65%) of the respondents viewed external resistance as low. This finding is normal that

the probability of external challenge in the BPR implementation is insignificant.

Item 5, the respondents were asked to rate the challenges of office layout preparation during the implementation period. Accordingly, 15 (16.25%) of respondents rated it high and more than half 47(58.75%) of respondents rated it medium. Only 20(25%) respondents rated this item as low challenge. This implies that there was considerable challenge of office layout preparation during the implementation. This might be caused by the fact that when the same old office is rebuilt and compartments are removed some workers may lose their privacy but they will used to it latter.

As indicated by item 6, Getting best practice (Benchmark), which is the core necessity in process designing, was the major problem of BPR implementation. Accordingly 78(97.5%) of respondents rated it as high while the rest 2(2.5%) rated the item as medium challenge. From this it is evident that getting best practices for benchmarking the process was major concern of process designing and implementation.

Item 7, which reads "communicating change", is viewed by most respondents as a moderate challenge. Accordingly 17(21.25%) of the respondents rated the item as high challenge and 40(50%) of the respondents rated it as medium. The rest 23 (28.75%) rated it as the lowest challenge. From this the finding showed high the organization's effort in this respect is moderately challenged by the workers.

Item 8, is designed to investigate the degree of training shortages related to the new program. In this respect lack of training is one of the main problems in the implementation of the program. Accordingly, 66 (82.5%) of respondents rated lack of training as high challenge; whereas 24(17.5%) of the respondents rated the item medium. This shows that the need for training is high that most workers are having trouble as to what to do with the rest of their work life without further capacity building issues.

Regarding lack of commitment, item 9, in Table 14, most of the respondents of the organization said that there is little lack of commitment to the program. Accordingly is

(18.75%) of respondents rated the item as high and 20 (25%) of the respondents rated it medium the rest 45 (56.25%), the majority rated lack of commitment as a challenge to the implementation low. The result shows that lack of commitment is not the problem of the workers which may indicate the success factor for succeeding in the new program.

Item 10, which inquires respondents to rate lack of experience as a potential challenge to the program shows that more than half 42(52.5%) of the respondents rated it as high challenge. While 27 (33.75%) of the respondents rated the item as medium challenge to the new program and the rest 11 (13.75%) rated it low challenge. The result shows that lack of experience was highly challenging in the implementation practices.

As it can be seen in item 11 relates to lack of taking responsibility as a challenge in BPR implementation. 50 (62.5%) of the respondents revealed that job performers do not take responsibility as they have rated the item high challenge. The rest 17 (21.25%) of the respondents rated the item a medium challenge where as only 3(3.75%) of them rated it low. The result suggested that most job performs do not take responsibilities of some activities. This situation shows that there might be still many hand offs on the services given to the customers. From the observation team charters are prepared and distributed to every job performs, Team charter is a written agreement used to perform any job when the team members are not on work. The information gathered by FGD also shows that team members still need the consciences of others in order to perform some job. The reason they gave to this case is that there is fear of committing error since the work processes are new to them.

Another most important area of concern was that of lack of reinforcement (item 12). As reported in the table, 72 (90%) of respondents rated the item as high challenge to the implementation. Some about 8(10%) of the respondents rated lack of incentives as medium challenge and none responded low. From this result, we can understand that the majority of the respondents view lack of incentives (reinforcements) as high challenge to the implementation of BPR. FGD held with some of them also revealed that everyone expects reinforcement because of several rearrangements made in the implementation

period. Some of the reasons they confirm for this were for example working with the same salary on new placements with higher responsibility, being a member of BPR implementers there was no additional payment (even though the team expected it), and some respondents has reported that jobs that will be performed by a single person is becoming big (many) with the same level of payment in the old practice. Even though the program was being ran for more than a year salary according to the BPR standard was not secured.

Item 13 relates to lack of coordination between processes as a challenge to BPR practices. The data that show, the majority of the respondents 50 (62.5%) rated the item as high challenge. Moreover about 21(26.25%) of the respondents rated the item as medium, where as few 9 (11.25) rated it as low challenge. The result indicates that at a single process level some sub process or a support with the work (process that produce inputs to other processes) are being identified in this implementation practice of the organization as some of the respondents stated by writing on the blank spaces under the challenges. In addition to this, it is observed that the distance between offices of some process is too long to be coordinated since space isolation creates customer dissatisfaction. The result indicates that there is weak coordination mechanism between two or more processes.

Item 14, refers to precise decision making. As it can be observed from Table 10 above, most respondents, 60 (75%) ranked this item high, and 14 (17.5%) ranked it as medium problem where as only 6(7.5%) viewed the problem of precise decision making as low challenge. The result indicated that most workers showed their concern about the challenges this item poses on the practices of BPR in their organization. As stated in related literature, the major purpose of process design must be to make process decision at specific time and place. In this regard organization seems to do a lot of work to convince/train all job performers.

Item 15, was designed to inquire the problems regarding inability to satisfy customers. As a result only 11(13.75%) of the respondents rated this problem high. Approximately 21(26.25%) of the respondents rated this problem as medium and the majority 48 (60%)

of respondents reported the challenge was low. The result shows regarding inability of the service to satisfy customer is low and it seems that customers are more or less satisfied with the services they get. Document analysis of some process feedbacks show that customers have put their satisfaction by commenting some problems. But except this report of the respondents and customers feedback further independent study could be essential to know how much the customers are satisfied.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of this study was to assess what is presently happening in terms of BPR program implementation in Oromia Education Bureau. In the study the planning and preparations, the implementation practices and achievements, the events of monitoring and evaluation, and the barriers as well as challenges of the program were addressed.

To this end the study aims to identify/ examine the following issues. The objectives were:

1. Investigate the readiness and preparations made before the implementation?
2. Determine the present status of BPR implementation in Oromia Regional State Education sector particularly at Oromia Education Bureau (OEB).
3. Assess the achievements and practices of BPR implementation in the sector.
4. Distinguish the major problems and challenges of BPR implementation in the organization.

The basic questions to conduct the research were: what are the preparation and readiness made before implementation of the program, what are the practices and achievements of implementing reengineered processes in educational sector organizations, what are the barriers and challenges of BPR planning implementation in the sector?

To serve this purpose, descriptive survey method was employed to gather variety of data from all processes available. The researcher made related literature review and developed instruments of data collection. All team leaders and workers were used as major source of data. Questionnaire for workers, interview guide for executive and focus group discussion for team leaders and implementation teams were used as data collection instruments. The quantitative and qualitative data collected from all types of respondents by using questionnaire, interview, focus group discussion, observation, and document

analysis were analyzed and interpreted. Finally, the analysis of the data resulted in the following findings:

5.1.1 Characteristics of the respondents

1. Concerning the responsibilities of the respondents, the majority of the respondents were bottom line workers who are performing the jobs and exposed to all the practices of BPR. Therefore they are the major source of firsthand information concerning the practices and challenges of newly designed processes of the organization.
2. With respect to gender, females were not adequately involved in the newly reengineered processes and all the respondents were matured with respect to age level
3. The educational backgrounds and experiences of the respondents were found to be adequate to understand and respond to issues related to the implementation of BPR.
4. Regarding trainings related to BPR, most of the respondents had basic training of BPR concepts to provide enough information about their experiences in the new program.

5.1.2 Major findings

1. In regard to the planning and preparation of the program

- 1.1 Concerning the purpose of BPR in the organization, (73.8 percent) replied as high priority of the organization to initiate BPR.
- 1.2 With regard to extent of readiness made for implementation from nine items only 4(44.4%) item one, four, seven, and eight which include preparation and distribution of manuals, establishing a new direction for the organization, focusing on the needs of customers and staffing the processes in the preparation and readiness were adequately prepared and planned carefully. Placement of personnel at the right place (50 percent) was average as observed by workers. The other items 4(44.4%) items two, three, five, and

nine which include preparation of assembling a change management team, preparation of physical settings of work environment and timing of resource mobilization were reported to be inadequate in terms of their preparation and readiness to implement change.

- 1.3 Concerning communication of BRP in the organization, most workers (68.75%) confirmed that there is regular meeting among the process teams. In the case of other factors (92.5%) confirmed that acceptance of common agreement by every worker was average and (66.25%) said that the documentation of procedures instructions, corporate policies and objectives was average. On the hand (80%) of workers confirmed that the publishing of internal newsletter about the programs was absent.
- 1.4 Concerning the activities of action planning (80%) of workers confirmed that the readiness of localizing problems in the organization was good but (57.5%) asserted documentation of every plans was reported to be fair by (63.75%) of workers.
- 1.5 As to creating enabling environment, (72.5%) for creating a comfortable office layout and (86.25%) in terms of office facility said that it was poor. The others (70%) for arranging reams in a good working order and (76.25%) for enabling contact between previous and next process was reported to be fairly created conducive environment.
- 1.6 With regard to pilot testing (76.25%) of workers agreed that the new process designs were evaluated and refined. Again (68.75%) of workers agreed that the soundness of the proposed processes were evaluated in the actual practice. Considerable number of workers (61.25%) also agreed with the activity of identifying and correcting trouble spots or problems with the new designs. However from those activities of pilot testing (31.25%) of works said that they do not know whether the new processes generated support for full scale implementation from employees, outside stakeholders & the public.

2. Concerning Implementation practices and achievements of BPR

- 2.1 Concerning potential implementation practices (70%) of workers asserted that workers and stakeholders know about BPR program. However (51%) of workers said that all implementers do not have adequate knowledge prior to implementation and (56.25%) agreed that there are no clear and consistent guidelines concerning implementation.
- 2.2 Concerning the organization's structure and complexity, (68.15%) confirmed that the bureau has got flexible structure that was suitable to the requirement of the program.
- 2.3 With regard to participation of different bodies on the planning of the program, (58.75%) of workers confirmed that consultants, expertise, team leaders and workers are not involved in the planning for the BPR implementation.
- 2.4 Concerning top executive commitments, the majority (81.25%) of the respondents agreed that the executive was working hard to achieve abroad based objectives among other concerned bodies on the reengineered processes. The other variable in the events of managing change is organizing awareness creation and consensus building meetings with employees and key customers. Almost all (92.5%) confirmed that a meeting on work procedure is not conducted. Similarly (87.5%) assured that meetings or discussion in the customer service of the new system was not conducted. However; (52%) of workers said that compliant handing procedures were among the topics discussed with workers.
- 2.5 In relation to issues related to monitoring and evaluation (92.25%) of the workers agreed that process assessment of performance indicators was made on the program. Moreover (85%) of respondents agreed that the processes were proved to be customer friendly that can insure their satisfaction.
- 2.6 Concerning to conducting regular review sessions, the majority (55%) of respondents replied that they have no knowledge about conducting regular

review sessions that focuses on monitoring and evaluation of the new processes.

2.7 Concerning major areas of improvements like speed of decision making (90%), time optimization (88.75%), hierarchical level reduction (83.75%), achieving clear vision (83.75%), and customer satisfaction (95%) was confirmed as improved because of the business process reengineering program.

2.8 However among the major areas of improvements, (item one, eight and eleven) cost reduction in terms of financial control & less capital requirement to perform jobs (25%), fast growth and increased profitability (42.5%) and achieving new skills (22.5%) were found to be areas which are not improved.

3. Concerning issues related to barriers and challenges for BPR planning and implementation

3.1 Regarding areas generating barriers to BPR planning- the introduction of new technology (60%), fear of unemployment among workers (58.75%), inflexible structure (42.5%), public resistance (57.5%) were confirmed to be the major areas of barriers to planning of BPR.

3.2 The findings of the study also revealed that among fifteen potential challenges that are related to BPR implementation 8(53.3%) of the total items which include, information technology problems, getting best practice (bench a marketing), lack of training, lack of reinforcement lack of experience among job performers, lack of taking responsibility, lack of coordination between processes and lack of precise decision making were rated as "high challenges" which identified the problems with a response of ranging 52.5% - to - 90% by respondents. On the other hand, among 15 potential challenges 4(26.7%) of the total items which include resource problems, internal individual and group resistance, office layout preparation and communicating change were rated as "medium challenges" by respondents ranging from 37% - to- 58.75%. However 3(20%)of the items like: external resistances, lack of

commitments among leaders and inability to satisfy customers were rated as little challenges of BPR implementation practices.

5.2. Conclusions

This study was conducted to assess the implementation of BPR that was, the extent of planning and preparation of the program, the potential implementation practices, and major areas of achievements and potential challenges of the program implementation at Oromia Education Bureau. Therefore, pertaining to the findings deduced from the study, the following conclusions were drawn.

The findings of the study revealed that the majority of respondents believed that the purpose of BPR initiation in their organization seems to eliminate unnecessary work levels of the jobs and dramatic improvement of the type, cost, quality, and timeliness of its service. The extent of readiness made in planning and preparation of the program in establishing a new direction for the organization, focusing on the needs of customers and staffing the processes seems to be adequate. Moreover preparation and distribution of manuals was reported found to be adequate. However, the organization's readiness and preparation of assembling a change management team, preparation of physical settings of work environment and timing of resource mobilization seems to be inadequate.

Basically, successful implementation of change requires adequate communication and understanding among the implementers of the change. However, the study revealed that the communication activity made to obtain acceptance and common agreement among the respondents seems to be poor. Similarly there is no any internal newsletters published and formal access to information is absent. Even though the regular meeting in the processes and presence of normal documentation of practices, most of the communication practice of the change in the organization suffers from little attention. Concerning action plan preparation, generally the plan which includes project time table, contingency plan and communication plans seems to be poor. However the preparation of action plan from redundancy and localizing problems in the action plan seems to be good. Regarding the

creation of enabling environment, the office layout, and facilities like having enough lighting, ventilation, temperature and humidity seems to be poor.

Concerning the activities of pilot testing the process designs were evaluated and refined as well as their soundness in the actual practice seems to be tested adequately. Moreover trouble spots and problems with the new designs seem to be identified and corrected.

→ The BPR implementation practices of the bureau seems to be promising in the activities of supplying guidelines to implementers at the right time, teaching the purpose of the program to workers and stakeholders and gaining support from top leaders during implementation. However the bureau's practice appears to be affected by lack of clear and consistent guidelines regarding implementation, getting adequate knowledge prior to implementation, little chance of participating and insufficient time in the planning for implementation, and inadequate communication about the implementation practice, the bureau's fast implementation progress appears to be ungainly. In relation to managing change in business process reengineering the bureau's executive is working hard to achieve a broad – based consensus among different concerned parties. Yet the findings showed that most activities of managing change in BPR appear to be not used. So the problem seems to lie with the knowledge findings of these activities among the implementers of the program. Thus the program appears to be not managed with adequate knowledge of the change management principles of BPR.

Monitoring and evaluation practice was the best tool of achieving continuous improvements which should follow the radical change in organization. Therefore the findings of the study showed that the monitoring and evaluation activity of the program seems to be properly done. In general it can be concluded that the achievements of the program give the impression towards success of BPR in the bureau. However the issues of cost reduction (in terms of financial control and performing job with less capital) and updating the technology showed among areas with little improvements.

↪ Technology is the best tool of automating the service providing organization which run with process oriented functions. However the program seems to have difficulties with

the introduction of new information technology. Moreover in relation to challenges of BPR implementation practices the prominent factors affecting the program were mainly related to resource problems, getting best practices, lack of training, and lack of precise decision making. This implies that the program seems to run with many problems.

5.2 Recommendation

Based on the findings of the study and the conclusion drawn the researcher tries to suggest the following recommendation.

1. As the study revealed there was no team assigned to manage change in the preparation and planning of the program. This emanates from lack of experience and understanding the program which need a separate change management team. Therefore, the top executive who is in charge of the BPR has to establish or assemble a change management team as soon as possible.
2. Successful implementation of BPR depends on strong communication about the change in and out of the organization. Therefore, to increase the communication practice the bureau have to publish internal newspaper (may be monthly), establish formal access to information, and give high attention to documentation of practices and conducting meetings with employees.
3. The findings of the data showed that the majority of respondents confirmed that action plan preparation poor. To increase success of the program each of the process owners have to revise its action plans in areas of prepared contingency plans and communication plans. Moreover the revision of the BPR project time table is essential for the success of the program.
4. The study disclosed that there are lacks of creating enabling environment like preparation of office layout. To solve this problem the bureaus have to assemble a task force composed of engineer, managers, information technology experts and others with the concept of BPR practice to prepare satisfying and comfortable office layout which was posing great obstacle on the work process, employee and customer satisfaction.

5. Findings revealed that the BPR program is found to be in lack of some important implementation practices that cannot be reversed if it continues as it is. Therefore it is recommended that the consistency and clarity of the implementation guidelines has to be checked, the communication practices have to be improved and sufficient time has to be given to the preparation of implementation plans.
6. One of the expected main purposes of BPR program was to cut cost of providing services in public organizations. But from the results of the findings Oromia Education Bureau have not achieved this goal. Therefore the process designers and the concerned process owners of the bureau have to revise the process in terms of cost reduction and financial control with best practices from national and/or international organizations.
7. In the study it was found out information technology problems, resource problems, lack of training and lack of reinforcement were the major problems in BPR implementation in Oromia Education Bureau. Hence, to solve this problem the bureau is recommended to take the following measures such as providing employees with update information technology equipment and appropriate computer trainings. It may be useful to give training to the process owners and workers on how to proceed with the change and adjusting to the change and most respondents complained about their lack of reinforcement and lack of adjustment of salary according to BPR program. Therefore the government has adjusted the salary of those workers who work under several responsibilities with old scale salary.

Appendix I

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

Thesis Topic: An Assessment of BPR Implementation in Education Sector

Questionnaire to be filled by workers

The intention of the research is to assess the implementation of BPR in education sector, particularly the case of Oromia Education Bureau. It focuses on the preparation, readiness made, and implementation of the program. Moreover effort will be made to identify the achievements and challenges of BPR in Oromia Education Bureau. The purpose of this study is purely academic, the data will be used confidentially for the aforementioned purpose, and thus you are kindly requested to fill the questionnaire honestly and responsibly.

- ✓ No need to write your name
- ✓ Please mark your response in the boxes given with "✓" mark
- ✓ For those questions requiring your opinion, use the space provided.

Thank you in advance for your cooperation!

Section 1: Personal Information

1.1. Your current post in the organization.....

Your role in BPR

1.2. Sex ☐ Male ☐ Female
Age ☐ Below 20 ☐ 20-29 ☐ 30-39
☐ 40-49 ☐ 50-59 ☐ 60 and above

1.3. Educational level

☐ Grade 12 or below ☐ Certificate holder ☐ 10+1 or 2 ☐ 12+2 or ☐ Diploma
☐ B.A/B.Sc ☐ MA/MSc ☐ PH.D

If any other please specify

1.4 Work experience in years: In this organization _____ in other organization _____
Total _____ years

1.5 Training attended relevant to BPR for

☐ Less than one week ☐ 1-3 months
☐ 1-2 weeks ☐ more than 3 months
☐ 3-4 weeks ☐ No training attended

Section Two: About Preparing and Planning BPR

2.1. Which one of the following, in your opinion, are the purposes why BPR is initiated in your organization? Please rank them in terms of priority: 1- for low 2- for medium and 3- for high priority.

No	Purpose	Rank		
		3	2	1
1	Customers' needs and expectations of better service			
2	External stakeholders (the government, funding agency etc) need and pressure			
3	Wide spread pressure for governmental reform			
4	Budget and personnel reduction			
5	Consolidating fragmented functions			
6	Eliminating unnecessary work levels			
7	Dramatic improvement of the type, cost, quality and timeliness of its services			
8	For survival and growth of the firm in a global market			
If there are any other opinions please list				

2.2 The following are some factors organizations need to examine in order to assess the extent of readiness for change. Please rate them as follows concerning the efforts of your organization: 5= Very Adequate 4= Adequate 3= Average 2= Inadequate 1= Very Inadequate

No	Extent of readiness and Preparation	Ratings				
		5	4	3	2	1
1	Establishing a new direction for the organization (activities of creating vision)					
2	Assembling a change management team					
3	Aligning structures, systems and resources to support change					
4	Focusing on the needs of customers in process designing					
5	Preparation of physical settings of the working environment					
6	Placement of personnel in the right place					
7	Staffing each of the processes properly					
8	Preparation and distribution of manuals					
9	Timing of resources mobilization					

2.3 Here under there are some points that indicate communication of business reengineering projects. In your opinion has your organization performed them? Please rate the communication activities done in your organization:

5. Very good 4. Good 3. Fair 2. Poor 1. Very poor

No	Communication Activities	Ratings				
		5	4	3	2	1
1	The communication activities was accepted and enabled common agreement to be understood by everyone					
2	Acceptance from those who are most affected by or involved in the change					
3	Published Internal newsletters					
3	Regular meeting in the process teams					
4	Documentation of Procedures, instructions, corporate policies and objectives adequately and clearly					
5	Established formal access to information					

Section Three: About Implementation Practices and Achievements of BPR

3.1 Preparing clear action Plan is one of the precedence in implementation of BPR Program.

How do you rate your organization's action plan preparation?

5. Very good 4. Good 3. Fair 2. Poor 1. Very poor

No	Items	Ratings				
		5	4	3	2	1
	Action Plans					
1	Preparation of action plans (Project time table, Contingency plan, Communication plans)					
2	Documentation of every plans					
3	Preparation purity from redundancy					
4	Preparation of Using flexible schedules					
5	Readiness of Localizing problems					
	Enabling Environment Creation					
6	Creating a comfortable office layout					
7	Arrangements of teams in a good working order					
8	Enabling contact between previous and next processes					
9	The office has enough lighting, ventilation, temperature and humidity					

Comment (if any)

3.2 The following are effective tool that allows the organization to embark on full scale implementation of BPR. There is some activities that must be done in the testing. Have those activities done in your organization?

No	Items	Yes	No	I don't Know
	Activities of pilot testing done			
1	Did the new process designs evaluated and refined?			
2	Did the soundness of the proposed processes evaluated in actual practices?			
3	Did trouble spots or problems with the new designs Identified and corrected?			
4	Did the new processes generate support for full-scale implementation from employees, outside stakeholders, public			
5	Did the new process designs evaluated and refined?			

3.3 The following are potential implementation practices of leaders in BPR program. Please respond to the events in the course of implementations below.

No	Potential Implementation Practices	Yes	No	Undetermined
1	Are there clear and consistent guidelines regarding implementation?			
2	Are the available guidelines reaching the implementers at the right time?			
3	Are all Implementers got adequate knowledge through training prior to implementation?			
4	Do the workers the stakeholders know about the BPR program?			
5	Are top leaders support the implementation teams during implementation?			
6	Are top executives and leaders strongly committed to the implementation of BPR?			
7	Is the organizations structure and complexity flexibility to meet the requirement of the organization?			
8	Are the needs of all stakeholders included in the preparation of the program?			
9	Are consultants, expertise, team leaders, and workers involved in the planning for implementation?			
10	Is there sufficient time in planning for implementation?			
11	Is there adequate communication between Top executives, process owners and implementation teams?			

3.4 Here under are listed some of the activities in managing change. Has your organization employed these activities?

No	Events of managing change	Yes	No	I don't Know
1	Is the executive working hard to achieve a broad-based consensus among different concerned parties concerning the reengineered processes?			
2	Are resistances to change to be often be overcome through the use of employee education, change management activities, and successful pilot testing of the new process?			
3	Is clear, effective and convincing communication used for the success of the process reengineering)?			
4	The organization/ bureau's management shall organize awareness creation and consensus building meetings with employees and key customer on :			
	1.working procedure and service requirements?			
	2.Customer service the new system?			
	3. Compliant handling procedures?			
If there are other opinions please list				

3.5 Here under there are some points that indicate achievements of business reengineering projects. In your observation has your organization achieved them? Please rate the achievements of your organization:

5= Highly Improved 4= Improved 3= Somewhat Improved 2= Less Improved 1= Not Improved

No	Achievements of BPR implementation	Ratings				
		5	4	3	2	1
1	Cost reduction in terms of financial control, less capital requirement to perform jobs					
2	Time optimization					
3	Hierarchical levels reduction					
4	Technology update					
5	Personnel motivation and work satisfaction					
6	Speed (decision making is streamlined and hence fast)					
7	Flexibility(the ability to change the service or product capabilities to match rapidly changing requirement)					
8	Fast growth and increased profitability					
9	Quick failure recognition					
10	Change in work culture					
11	Achieving new skills					
12	Achieving clear vision such as the objectives, goals, and purposes of the organization					
13	Customer satisfaction					

3.6 Monitoring and Evaluation important part of BPR program. The following are some indicators of BPR Successes and measurement. Are those monitoring and evaluation activities happened in your organization?

No	Events of monitoring and Evaluation	Yes	No	I don't know
1	Did blocks to change identified and removed			
2	Did Process assessments of performance indicators made on the program?			
3	Did rigorous and regular review sessions conducted regularly?			
4	Is the process customer friendly that ensure customer satisfaction (in terms of responsiveness to the compliance, office arrangement, customer reception, service quality, timeliness, cost, one-stop-shopping)			
5	Are teams get together to review progress frequently?			
If there are other opinions please list				

Section Four: Barriers and Challenges of BPR

4.1 The following are areas generating barriers to of BPR implementation. In your opinion, How do you observe these challenges of BPR in your organization?

No	Item	Options
1	In your opinion, which of the following are the BPR/Project related Areas generating major barriers during planning and Preparation of the program?	a) Project contents b) Selected business processes c) Introduction of new technology d) Others
2	Which of the following are the People related Areas generating major barriers during planning and Preparation of the program?	a) Behaviors of individuals b) Personality and norms of the group c) Managers resistance d) Fear of unemployment among workers e) Others
3	Which of the following are the Organization related Areas generating major barriers during planning and Preparation of the program?	a) Culture of the organization b) Inflexible structure of the organization c) Organizational complexity of the organization d) Others
4	Which of the following are the Environment related Areas generating major barriers during planning and Preparation of the program?	a) Public resistance b) Customers c) Others

4.2 The following are potential challenges in BPR implementation in the organization. Which of the challenges those happen during the implementation of BPR? Please rate the challenges of BPR your organization: 5. Very High 4. High 3. Medium 2. Low 1. Very low

No	Challenges in the Implementation	Rating				
		5	4	3	2	1
1	Information Technology Problems					
2	Resource problems					
3	Internal individual and group resistance					
4	External resistance					
5	Office layout preparation					
6	Getting Best Practices (Benchmarking)					
7	Communicating change					
8	Lack of Training					
9	Lack of commitments among leaders					
10	Lack of experiences among job performance					
11	Lack of taking responsibility					
12	Lack of reinforcement(incentives)					
13	Lack of coordination between processes					
14	Lack of precise decision making					
15	Inability to satisfy of customers					

Section Five: General Comments

If you have any comments concerning BPR implementation in your organization please comment by putting your ideas here under?

1. What are the major changes happened to your work life because of the new program?

2. What are the major challenges of BPR on you?

3. How do you evaluate your performances in the new program?

4. What do you suggest for effective implementation of BPR?

5. In your opinion, what kind of changes happened to you job after the implementation of BPR?

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Appendix II
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
[Human Resource and Organizational Development]
Interview for Top Executive
(Semi structured Interview)

1. What initiated your organization to launch BPR?
2. Would you please explain the preparations made for BPR implementation?
3. To what extent do you say:
 - Communication on the new program is successful?
 - Processes are customer focused?
 - BPR improved the services of Education bureau?
4. Would you explain the importance of BPR in your organization?
5. Would you explain the challenges of BPR in your organization?
6. How did you overcome resistances and challenges of the reengineering?
7. How do you evaluate the achievements of the program in your organization?
8. What have been learned from the project?
9. What do you recommend on the implementation of BPR in Education sector?

Appendix III
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School of Graduate Studies
Department of Educational Planning and Management
[Human Resource and Organizational Development]

Group Discussion with Implementation Teams and Process Owners

Leading Questions

1. Are you well prepared for the new program?
2. What are the processes implemented?
3. Are processes customer focused? If not mention the problems.
4. To what extent the top management is committed to mobilize workers for effectiveness of BPR?
5. What are the major challenges faced during the implementation of BPR?
6. What steps are to be taken to improve the situation?

Appendix IV
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Department of Educational Planning and Management
[Human Resource and Organizational Development]

Checklist for observation

No	Events	Checking (V/x)
	Reengineering Leadership	
1	The leader of the reengineering (senior executive) is strongly committed to reengineering and possesses the title and authority necessary to institute fundamental change.	
2	The reengineering leader truly understands the nature of reengineering and the magnitude of the change - organizational change in particular – that it entails.	
3	The reengineering leader has a vision of the kind of organization he or she wishes to create and is able to express that vision clearly and simply in operational terms.	
4	The reengineering leader is ready and able to exercise leadership – through communications, personal behavior, and systems of measurement and reward – in order to make reengineering succeed..	
5	The reengineering leader is prepared to commit both the organizational sources and personal attention that reengineering requires.	
6	The entire senior management team shares the leader's enthusiasm for reengineering.	
	ORGANIZATIONAL READINESS	
7	The organization as a whole recognized the need for reengineering and fundamental change.	
8	The organization understood the nature of reengineering, including the fact that it results in multidimensional change that impacts processes, jobs, organizational structure, management responsibilities, etc.	
9	The organization believes that the reengineering leader and the senior management team are truly committed to reengineering, and	

	that this commitment will be long- lasting.	
10	The organization has none of the complacency and arrogance that often follow a sustained period of success.	
11	The organization is free of the skepticism, mistrust, and ambivalence that often follow a program of downsizing or restructuring.	
12	The organization has the financial and human resources needed to implement reengineering.	
13	Key staff organizations – human resources, finance, and information systems – are positive about the prospect of reengineering and capable of innovative response to its demands.	
14	The organization's experience with total quality management (TQM) has created an environment that is receptive to reengineering.	
15	The organization places a high value on serving customers and has a solid understanding of customer needs.	
	IMPLEMENTATION	
16	The organization is comfortable with the way in which reengineering proceeds, through risk taking, learning, and ambiguity	
17	The members of reengineering teams will feel empowered to "break the rules" and to challenge long-standing assumptions.	
18	The reengineering effort is directed at key business processes rather than organizational units.	
19	Managers have been given end-to-end responsibility for the processes to be reengineered and are motivated to assure that the processes are successfully reengineered.	
20	Measurement systems and performance goals have been established to chart the progress of reengineering	
General comments		

Appendix V
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[Human Resource and Organizational Development]

In the first phase three core processes which were implemented. These are:

1. Teachers Development core Process,
2. Educational Support and Supervision core Process,
3. Educational materials preparation, printing and distribution core Process

In the second phase there were five processes which were implemented. These were

1. Quality Assurance and Accreditation Process,
2. Assessment and Certification Process,
3. Project Planning and Implementation Process,
4. Educational Technology and communication Process,
5. Procurement and Financial Administration support Process

Declaration

I, the undersigned, declare that this thesis is my original work, and has not been presented for a degree, in any other University and that all resources of materials used for the thesis have been duly acknowledged.

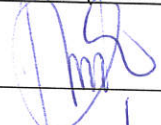
Name **Nemei Hirpa**

Signature 

Date June 29, 2009

This thesis has been submitted for examination with my approval as a university advisor.

Name Jeilu Omer (PhD)

Signature 

Date June 22/2009

